Attachment 1: Narrative Template

CAMPUS INFORMATION

Campus: **SUNY Cortland**

President: **Erik J. Bitterbaum**

Chief Academic Officer: **Mark J. Prus**

Chief Financial Officer: **David Duryea**

ABOUT THE PLAN NARRATIVE

- We ask that your narrative be no more than 15 pages in total.

- Note that your institution's performance plan must be approved by the SUNY Board of Trustees and therefore will be a public document.

- We encourage you to be concise and reference data where appropriate to describe your progress, areas of excellence, and plans further improvement.

Your narrative should include the following three sections:

Section 1: Campus Alignment with SUNY Excels (the framework for the *Power of SUNY 2020*) and SUNY's overall focus on completion

In this section, please provide information about how your institution's current or proposed strategic focus (i.e., plan name, years covered, and a hyperlink to the plan) broadly aligns with the five priority areas of SUNY Excels and Chancellor Zimpher's System-wide completion goals.

Section 2: Specific SUNY Excels Priority Areas and Metrics

In this section, specifically address your plans for continuous improvement and excellence in the five areas of Access, Completion, Success, Inquiry, and Engagement, including Chancellor Zimpher's pledge to increase the number of SUNY graduates to 150,000 each year by 2020. Be specific about future plans and investments, with a particular focus on initiatives that will have the most impact on advancing your goals in these areas. There is detailed information in the Guidance Document to help inform your response.

Section 3: Conclusion and Expected Impact on your Campus

Provide an overview of your campus's performance improvement plan and a statement on the broader impacts of the proposed activities on your campus – students, faculty and staff and the wider community – and more broadly the State of New York.

Section 1: Campus Alignment with SUNY Excels (the framework for the *Power of SUNY 2020)* and SUNY's overall focus on completion

Introduction
The State University of New York College at Cortland is one of thirteen comprehensive institutions in the State University of New York (SUNY) System. Founded in 1868 as the Cortland Normal School, SUNY Cortland became a State Teachers' College with four-year programs in 1941 and officially joined the SUNY System in 1948. In 1961, Cortland became the SUNY College at Cortland, providing arts and sciences programs as well as professional studies.

Enrolling almost 7,000 full-time and part-time undergraduate and graduate students, the College is primarily an undergraduate, residential institution with a traditional college-age population. Academic programs are provided through the Schools of Arts and Sciences, Education, and Professional Studies, and all three schools are involved in teacher preparation. With almost one-third of the student body enrolled in teacher preparation programs, SUNY Cortland ranks first in New York State and in the top twenty institutions in the nation for graduating new teachers. The School of Arts and Sciences offers traditional disciplinary study, including criminology and business economics, as well as offering majors in biochemistry and biomedical sciences and delivers the majority of the General Education program— the longstanding liberal arts foundation of every degree. The Dean of the School of Education coordinates the teacher preparation programs across campus through the Teacher Education Council and the Field Placement Office. The School of Professional Studies offers nationally recognized majors in physical education and recreation and just graduated its first class from an M.S. in Communication Sciences and Disorders.

We proudly service New York through our programs and by enrolling a strong population of New York State Residents and providing continuing education through initiatives such as the Center for Teaching Innovation. In addition, we have been expanding our out-of-state and international student enrollment to diversify the student population and support the viability of the campus.

SUNY Cortland faculty are frequently called upon for their expertise in teacher education, criminology (gun control), sustainability, health education, physical education and STEM programming. The many awards they have earned include 18 SUNY Distinguished Professorships and 55 SUNY Chancellor's Awards.

The high quality of SUNY Cortland's curricular and co-curricular experiences is not only acknowledged by programmatic and regional accreditation but also by public recognition. The College was recently named among the "top 50 best value" public institutions by *Consumer's Digest* and in Kiplinger's "Top 100 Best Value Public Institutions" in the country. A charter signatory of the American College and University Presidents' Climate Commitment, SUNY Cortland is a strong advocate for campus-wide sustainability.

Mission and Standing
According to the mission statement of the College, "SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service." SUNY Cortland achieves this mission through its ongoing focus on our four institutional priorities: 1) Academic Excellence, 2)

Transformational Education, 3) Well-Being, and 4) Maximize Resources.
(http://www2.cortland.edu/about/campus-priorities/ .)

In 2010, the campus reviewed our mission and vision statements, clarified campus values, and established four strategic priorities that are central to our planning and decision making. Below is a summary table of how the four strategic priorities relate to the SUNY Excels Outcomes. These priorities are expanded into a working version of the strategic plan that is available online at www2.cortland.edu/about/strategic-plan/index.dot.

	SUNY Cortland Strategic Priorities			
	Academic Excellence	**Transform ational Education**	**Well-being**	**Maximize Resources**
	Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline.	Ensure every student will have engaging and transformation al educational experiences.	Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.	Maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability.
SUNY Excels System Level Outcomes				
Access	√	√	√	√
Completion	√	√	√	√
Success	√	√	√	
Inquiry	√	√		√
Engagement	√	√		

The academic mission statement and the four institutional priorities constitute the foundation of our Middle States Self-Study (http://www2.cortland.edu/about/accreditations/middle-states/documents.dot.)

Among our peers, SUNY Cortland is regarded as a leader in Pre-K-12 teacher education. Our teacher preparation programs are distributed across all three schools of the institution: Arts and Sciences; Professional Studies, and Education. SUNY Cortland also has strong programs in exercise science, physical education, sport management, communication studies, and business economics.

SUNY Cortland distinguishes itself in the areas of civic engagement and sustainability, distinctions for which we are a leader within the SUNY System as documented on our website.

To remain competitive with its peer institutions, SUNY Cortland must continue to explore the development of innovative and relevant academic programs/curricula both on-campus and online that will attract students. To advance the Chancellor's goal of 150,000 completers by 2020, College has recently developed an online certificate program in therapeutic recreation. We are creating an office of Extended Learning to add to certificate offerings, bolster summer/winter offerings and strengthen community partnerships.

In our community, SUNY Cortland is regarded as the number one driving economic force, employing over 1100 area residents since the last economic impact report was published in 2011-12. (See:

http://www2.cortland.edu/dotAsset/9f9f4eac-5dbf-4a6b-b84e-b7f56590a62c.pdf.) SUNY Cortland is committed to being a beneficial steward of place, improving the health and well-being of the region through active faculty/student participation in Healthy New York, providing free speech and hearing clinics, and child obesity programs, and offering cultural and intellectual events that are open to the community.

Program Mix / Centers / Distinct Programs or Activities
Our academic program mix includes: programs designed to meet state needs such as teacher preparation, sport management, and recreation; programs designed to foster a strong foundation in the liberal arts and sciences such as communication studies, business economics and criminology; and programs in new and emerging fields such as sustainable energy systems, communication disorders and sciences, and biochemistry. We are developing plans for the expansion of our online programs. We have recently launched online programs in Sport Management and Physical Education Leadership and a certificate in therapeutic recreation and are exploring ways to address the demand for professional development of local professionals.

SUNY Cortland is home to the Institute for Civic Engagement, the Center for Ethics, Peace and Social Justice, the Clark Center for International Education, and the Center for Gender and Intercultural Studies. The College serves the region through its Speech and Hearing Clinic, Child Care Center, HealthyNow Teen Program, and the Migrant Education Tutorial and Support Services Program.

SUNY Cortland continues its rich tradition of preparing teachers and is actively engaged in the SUNY Teacher Education Network (S-TEN.) On November 14, 2014, Chancellor Zimpher launched the Center of Innovation in Education at SUNY Cortland.

SUNY Cortland is active in applied and experiential learning, with 89% of students participating in some form of applied learning, including internships, field experiences and practica, volunteership and civic engagement activities, and study abroad. We have an active Educational Opportunity Program which assists in acclimating newly enrolled students to college life and study skills through its annual Summer Institute.

Post-Graduation Success
We currently administer a graduate survey, teacher education graduate survey, and collect information through our Alumni Engagement Office. The 2013 Graduate Survey indicates that 94% of responding graduates report that they are employed or continuing their education. We are eager to work with SUNY initiatives to better track post-graduate success.

Alumni/Philanthropy
SUNY Cortland alumni are fervent advocates who contribute to our campus in many ways, including organizing and hosting chapter events, participating in campus-wide alumni weekends, attending sports events, donating time and funding for student scholarships and facilities renovations, and volunteering at major campus ceremonies, including Commencement.

SUNY Cortland launched its largest ever capital campaign in 2011. With a goal of $25 million, we exceeded that goal achieving a final total of $27.5 million.

Strategic Plan / Excels Goals
SUNY Cortland is midway through implementing its ten-year strategic plan, *SUNY Cortland 2010-2020: A Commitment to Excellence.* (http://www2.cortland.edu/about/strategic-plan/). The plan aligns with the six big ideas of the Power of SUNY. Major goals/commitments include:

- Expand academic offerings, audiences and delivery methods for diverse and sustained enrollment.
- Expand and strengthen student support services to maximize student success and completion.

SUNY Cortland shares SUNY's overall commitment to SUNY's Completion Agenda and SUNY Excels. This is reflected in reports on our strategic priorities within our strategic plan. Our main foci will be on: continued improvement in first- and second-year retention; increased graduation rates; growth in sponsored research activity; increased diversity among faculty and staff; extending applied learning experiences across all undergraduate programs; and continuing to explore partnerships for START-UP NY.

Environmental factors
SUNY Cortland makes these commitments with the goal of continuous improvement, while at the same time recognizing the realities of current external challenges, including changing high school demographics, technology updates and funding needed to support expanded online educational offerings, and declining state funding.

Investment Fund
This summer SUNY Cortland submitted seven white papers four of which were approved for full RFP's. The following RFP's were submitted on October 7:

- The Completion Path Collaborative Project
- The Liberal Studies Degree: Access, Excel, Complete
- STAR-NY (Sharing Technology and Academic Resources-NY Consortium)

The following RFP was submitted for NY-SUNY 2020 consideration: Bowers Hall Greenhouse Project, SUNY Cortland.

In addition, SUNY Cortland is collaborating with several institutions on "Common Problem Pedagogy" and "Counseling and Retention."

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access
1. Full Enrollment Picture

SUNY Cortland has met and exceeded enrollment targets and expects to maintain that overall enrollment with potential shifts in the types of programs. We are at physical, instructional, and student support capacity. One of our main goals in our strategic plan is to establish a clear plan for expanded learning, increase in graduate enrollment, and greater utilization of online learning.

We have recently developed online programs in International Sport Management, Coaching Pedagogy and a new certificate program in Therapeutic Recreation that has enrolled students from five states and Canada in its first year. We have committed to a new extended learning office that will support faculty in developing certificate and online programs, build our summer/winter session program, and create high school and continuing education initiatives. We will also continue to identify traditional programs, especially graduate, that meet particularly high employment needs of the state and country. Our new M.S. in Communication Sciences and Disorders with 12 graduating in the first cohort is an example of

this. The net gain of these new and expanded programs will constitute at least 200 additional completers annually by the year 2020.

SUNY Cortland receives approximately 900 transfer students each year and will continue to focus efforts to build on success with transfer student completion. In addition, we are actively engaged in reverse transfer, contributing to increased two-year completions.

2. NYS Residents Served by SUNY
Describe your plans for increasing the number of NYS Residents served by your institution, including those served beyond what is reported in SUNY student data submissions. Use the Excel template to report these numbers.

The greatest potential for increases in serving additional NYS residents comes from the expansion of certificate programs and other continuing education/professional development opportunities.
By offering degree, certificate and non-credit opportunities that meet job projections and skills required by employers, we will sustain and expand NYS student enrollment. We are initiating discussions with the local high schools to offer college credit to high school students. We have the capacity to serve a minimum of 100 high school students.

3. Diversity
– Describe your plans to further strengthen the diversity and cultural competency of students at your institution, to reflect the increasing diversity of our population. Also describe your plans to further strengthen the diversity of faculty and staff at your institution. You will be provided state and regional diversity profiles for reference.

SUNY Cortland has committed to diversifying the student population and has specific recruitment efforts that have led to significant diversification of the student population as represented in attachment tables. In addition to committing to greater demographic diversity, we are dedicated to building an inclusive community with strong cultural competence. Specific activities to this include:

1. Appointment of a Chief Diversity Officer to lead the campus. This has recently included campus dialogues on diversity and the start of a plan for greater diversification of student and faculty/staff populations.
2. Continuation of successful admissions practices that include targeting more diverse high schools, purposeful partnering with community colleges, and programs that are more inclusive.
3. Revision of a Diversity, Equity and Inclusion Council to promote inclusion and achievement.
4. Increase diversity of student population through international recruitment and exchange partnerships. SUNY Cortland is in discussions with several current and prospective partners about developing dual diploma, 3+1, and exchange programs as mechanisms for increasing student mobility and increasing the population of international students on the Cortland campus. International Programs Office has specific plans for impact of international programs on cultural competency and how to raise this across campus. The Clark Center for International Education has the mission of internationalization across campus and the curriculum.
5. The General Education Committee has charged an ad hoc committee with reviewing our current Prejudice and Discrimination category to look at relevance and review of courses. This is a required course for all students and addresses cultural competency and understanding of privilege and oppression.
6. Utilize the campus climate survey to identify areas where intervention and outreach would have the greatest impact and coordinate initiatives to address those issues.

With respect to faculty and staff, again, according to the 2015 Data Brief, SUNY Cortland has seen modest growth in international faculty but the percentage of faculty who identify as under-represented minority is low compared to sector peers.

4. Capacity
– Describe your plans to improve the alignment of programs and course capacity with need and demand, including expanded online delivery through Open SUNY.

One of the biggest environmental factors that affected SUNY Cortland in the past several years has been the reduced enrollment in teacher preparation programs at both the graduate and undergraduate levels. At the same time, growth in Arts and Sciences programs, including business economics, criminology, communication studies and psychology, as well as Professional Studies programs, such as exercise science, have seen rapid increases in enrollment.

Education faculty have acknowledged these shifts and engaged in curriculum redesign leading to a new dual certification program in Inclusive Childhood Education and redesign of delivery in graduate programs in Physical Education. In addition, we offer the only dual certification in Adolescence Physics and Mathematics Education.

In response to the shift in needs and interests, we have allocated new faculty lines in accordance with growth. This includes efforts to meet needs in disciplinary courses and in cognate courses. New program development has focused on graduate and online offerings including online sport management and an online certificate in therapeutic recreation.

The needs of our region and state, and beyond, include non-degree educational offerings and we have dedicated resources to establish an extended learning office to lead innovation, including online learning and professional development. We offer some opportunities now, particularly with successful education professional development and expect that we have capacity to increase enrollment in these types of programs to 200 annually at a minimum.

To support faculty innovation and redesign, we have expanded instructional design, and conducted focus groups with online instructors to identify opportunities and challenges to expansion.

2.2 Completion
5. Completions
– Describe your campus efforts to increase the total number of degrees and certificates awarded. As you think about your Planned Goals for 2018-19 and 2020-21 (see Attachment 2), be sure to comment on your institution's plans in the context of the overall system goal of 150K by 2020.

As noted in the previous section, we will contribute to the system goals through new, non-traditional offerings and through increased retention and persistence to degree in traditional undergraduate and graduate programs. We have an excellent base of professional programs that can develop professional certificates such as the new therapeutic recreation online certificate. People working in their fields, looking to advance, or looking to strengthen credentials for expanded opportunity will benefit from these offerings.

Given that SUNY Cortland has limited physical capacity to add more students, our focus is on increasing retention and graduation rates – moving students through the pipeline faster by an investment in improved advising, student supports and more effective and efficient remediation. In addition to raising our first-year retention to 83%, we are paying particular attention to retention in the second year

and beyond. Looking at our aspirational peers, and considering resources, we have set a goal of 85% campus retention.

Our degree completion rates are already at the top of our peers and we anticipate maintaining or achieving small increases to around 69% six year graduation. We have expanded advising support including creation of new four year plans for all programs and a completion project that helps students who need minimal credits to graduate (and may have moved away) to find appropriate transfer credits for completion.

In addition, three years ago we created the selected studies degrees in education and professional studies to allow students, who may not be able to complete the final capstone experiences in traditional programs, to use their significant credits (usually over 100) to complete a SUNY Cortland degree. Previous to these degrees, the students would have left Cortland, had to add at least three more semesters for a traditional major, and might never finish. Instead, 95 students have completed a degree, with 39 graduating this last spring. Our Investment Fund Proposal to create a competency based bachelor's degree would extend our nontraditional offerings and expand enrollment and completion.

We estimate an overall increase in the number of degrees granted as follows:

Total Degrees Granted		
	2014-2015	2020-21
Undergraduates Degrees	1625	1625
Graduate Degrees (Master's and CAS)	348	400
Certificates	0	80
Total	1973	2105

6. Student Achievement / Success (SAM)
– As you know SUNY was the first system in the country to adopt the Student Achievement Measure (SAM). SUNY campuses are still working to collect data for SAM; for now we are tracking SUNY Success Rates using the same formula as SAM. Briefly comment on student achievement overall and your campus efforts to enhance student achievement in the component parts of retention, persistence, graduation and transfer.

Our most recently posted SAM data indicates the following and more current data indicates an even higher rate of time to degree for both first-time and transfer students. Extensive efforts have been made to assist students with their completion and we exceed national standards. Additional efforts are being made to sustain and possibly increase these rates to a reasonable degree (3-5% increases over five years).
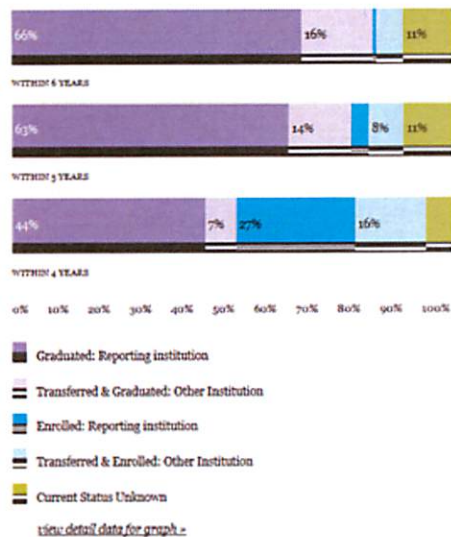
Bachelor's Seeking Model

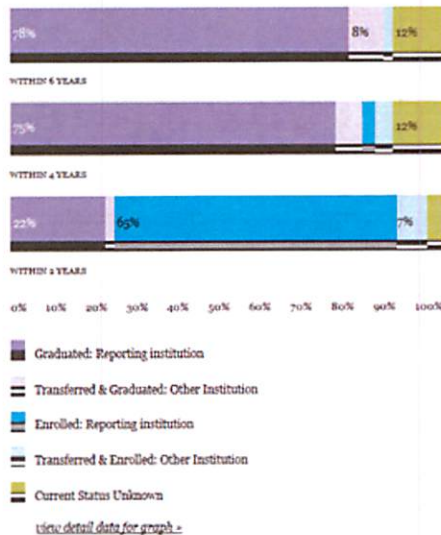**First-Time Full-Time Students Starting Fall 2008** ❶

Number of students: 1,172

roll over each bar for detail data

66%		16%	11%

WITHIN 6 YEARS

63%	14%	8%	11%	

WITHIN 5 YEARS

44%	7%	27%	16%	

WITHIN 4 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

view detail data for graph »

Full-Time Transfer Students Starting Fall 2008 ❶

Number of students: 592

roll over each bar for detail data

78%	8%	12%

WITHIN 6 YEARS

75%		12%

WITHIN 4 YEARS

22%	65%	7%

WITHIN 2 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

view detail data for graph »

SUNY Cortland considers student success to be a multi-variate issue and we consider a comprehensive approach to that success—addressing the academic, personal, and social development of students. In our most recent Middle States review, the visiting team gave strong commendations to Advisement and Transition (including transfer support) and Academic Support and Achievement (tutoring). Our major supports include:

- Academically—Orientation, COR 101(first year experience required of all students), Advising, ASAP, transfer support and learning communities for undecided student.
- Personal and Social—Student Activities, Successful Housing facilities and programs (top rated in SOS listings), Wellness, Counseling, and New Student life Center

By reviewing available assessments and holding a two day retention think-tank, the following new initiatives have been launched to address the most critical issues:

- Advising Committee to promote assessment and professional development and recognition.
- Early Alert Committee to assess mid-semester report system and identify better early academic indicators. This has led to the development of the PASS system in its pilot phase. PASS is an online system allowing faculty to easily submit a concern about a student and a retention specialist will respond using a case management approach to help the student.
- An initiative will launch this year to develop or improve student learning outcomes, articulation of those outcomes, and use of findings to improve programs. The newly developed Student Learning Outcome Committee will provide leadership and professional development to expand and strengthen the use of student learning outcomes.

7. Graduation Rates
– **Describe campus goals and plans to increase graduation rates at both the four- and six-year level for four year for baccalaureate institutions and at the two and three-year level for associate institutions. Compared to peers, within and outside SUNY, detail steps you are taking to continue to improve. You can also discuss your institution's involvement in SUNY-wide initiatives such as seamless transfer, degree works, and Open SUNY, and the anticipated impact on your**
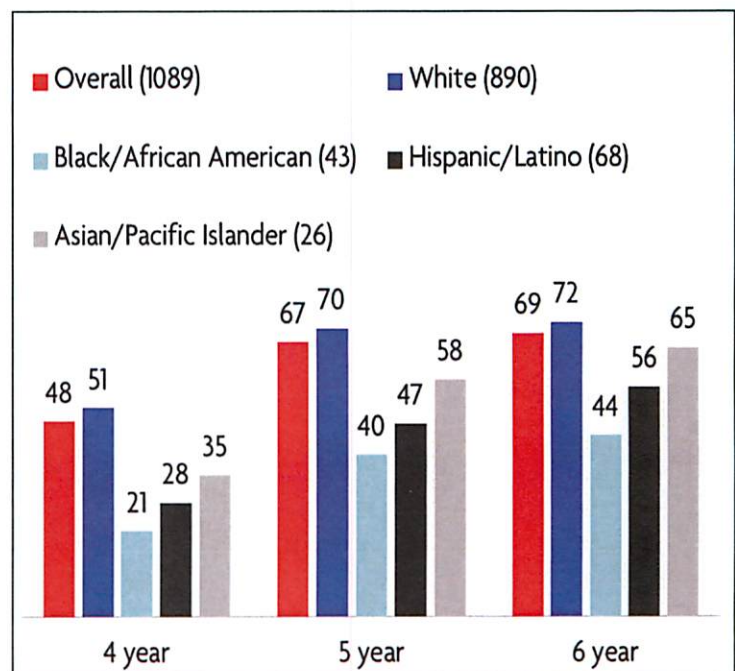
undergraduate graduation rates. Please include efforts to narrow gaps between URM and non-URM.

SUNY Cortland has strong graduate rates at both the four- and six year levels and will work to maintain and look for ways to close the gaps that we have identified in achievement of students from underrepresented groups and for male students. Having identified those gaps, we are looking at improvements in advising, monitoring of student progress, and expanded support services to close the gap. Key activities and initiatives include:

- Full implementation of Degree Works ahead of schedule and implementing at the graduate level
- Improvements to overall advising through the recently established Advising Committee
- Development of an online tool for early alert in classes that leads to case management. The PASS system is being piloted this year as a feasible and cost effective approach to early alert.
- Expansion of STAR-NY online tutorial program
- Reduction of the General Education requirements by six credits
- Transfer planning sheets for every academic major that show best overall path between two and four year completion
- Faculty participated in transfer path collaborative discussions and we have worked to be in compliance with the BOT mandates.

A review of our data shows the following gaps in achievement by race/ethnicity and by gender. Significant gaps for Black/African American and Hispanic/Latino students are closing, but still need attention as seen in Graduation Rates chart. The initiatives listed above will address these as well as efforts led by the new Chief Diversity Officer in educating the campus on best practices.

Legend:
- Overall (1089)
- White (890)
- Black/African American (43)
- Hispanic/Latino (68)
- Asian/Pacific Islander (26)

4 year: 48, 51, 21, 28, 35
5 year: 67, 70, 40, 47, 58
6 year: 69, 72, 44, 56, 65

8. Time to Degree
– Describe plans to reduce average time-to-degree. Does your campus have a finish-in-4 or finish-in-2 guarantee program? If not, what are your plans to implement one? If yes, report on participation and the effect the program is having on time to degree.

SUNY Cortland's efforts to decrease time to degree resonate with other completion efforts as listed above. They are focused on student self-efficacy, career closure, motivation and understanding of academic planning and decision making. Efforts that are most directly related to time to degree include:

- Development of the Course Creator scheduling tool that has provided analytics to spread our schedule out for greater access to courses
- Creation of four year plans for first year students and transfer plans for two year students
- Reduction of the General Education program by six credits
- All programs are a maximum of 126 credits
- Our transfer credit evaluation process utilized OnBase and Banner articulation and our policies support transferability of credits to the fullest degree.

- Full implementation of Degree Works at the undergraduate level

All of these efforts, and our advising, early intervention, and tutoring, are central to time to degree. And we are a leader in time to degree among our peers. We are discussing a finish in four policy as it would relate to our current plans and will implement as needed and appropriate.

2.3 Success
9. SUNY Advantage
– this represents campus selected initiatives and programs that make up the set of things that go beyond basic curriculum to support student future success (e.g., hands-on research, applied learning, study abroad/ multi-cultural experiences, enhanced co-curricular supports and opportunities, etc.). Please describe your plans for improvement in this area. What does your campus uniquely offer that you feel is critical to student success? Describe your efforts to increase participation for all students, including both URM and non-URM. In addition to campus-specific efforts, comment on plans to participate in SUNY-wide enabling initiatives and projects.

SUNY Cortland has a comprehensive set of initiatives that support classroom learning and student development overall—all with the goal of greater student success. These include a first-year experience course for all freshmen, learning communities for undecided students, extensive applied learning, expanding study abroad options and participation in the most highly rated recreational program in SUNY (according to the most recent SOS data).

One of the hallmarks of SUNY Cortland is its long history with applied, hands-on learning across the curriculum. Eighty-nine percent of our students report participating in some form of experiential learning and we know that field experience, internships and research are prevalent in academic programs.

The President's Leadership Coalition for Applied Learning is an active group representing faculty and professionals from across campus to advocate and assess campus efforts. They are currently developing an Applied Learning Plan for the campus to further our efforts including greater faculty development and more documentation of applied learning.

Increasing emphasis on civic engagement is evident in the incorporation of service-learning within the curriculum and through participation in the American Democracy Project. The College was recently named to the President's Higher Education Community Service Honor Roll for the eighth straight year and achieved Carnegie Community Engagement Classification. We have a strong commitment to, and reputation in, outdoor and environmental education as enhanced by three field campuses, including the Huntington Outdoor Education Center which is registered as a national historic landmark.

SUNY Cortland offers SUNY students over 40 study abroad program options, including semester- or year-long study at partner institutions, short-term faculty-led programs, internships, and student teaching. The International Programs Office, in collaboration with faculty, the administration, and international partners, will continue to focus on strengthening existing partnerships and developing select new programs that will offer an increasing number of student's meaningful overseas academic and intercultural experiences that complement their programs of study and personal and professional goals. The College is currently piloting a study assessing the student learning outcomes of one study abroad program, the results of which will inform further development and implementation of an assessment plan. 2) Expanding access: SUNY Cortland offers a significant number of study abroad scholarships and heavily promotes external scholarship programs, and will pursue additional sources of grants in the coming years in order to allow more students to afford to study, intern, or student teach abroad.

Co-curricular activities, along with academic programs, have expanded in order to serve students outside as well as inside the classroom. The Division of Student Affairs provides health and counseling services schedules many presentations in the residence halls, offers leadership opportunities and supports dozens of clubs and organizations. The Student Opinion Survey shows there is consistently high student satisfaction with many areas of student services and we will utilize those and other assessments to improve. Nationally prominent, with two team national championships and two individual national championships in 2015, in NCAA Division III athletics, the College counts over 700 student-athletes participating on twenty-five intercollegiate teams.

While we participate in the National Survey of Student Engagement, this coming spring we will participate in the Faculty Survey of Student Engagement to expand our understanding and increase opportunities for greater student engagement. This includes ensuring that all students have access to these opportunities and are benefiting fully from the co-curricular experience.
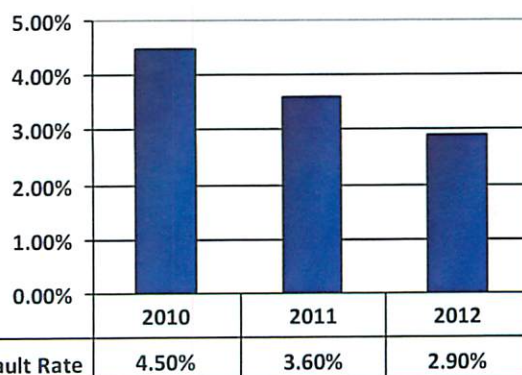
10. Financial Literacy– *Please describe campus efforts, through SUNY Smart Track and other initiatives, to promote smart student borrowing, decrease student default rates, and increase the financial knowledge of all students. Be sure to document the impact your efforts are having on the measures you are tracking to support performance in this area.*

SUNY Cortland has the following measures in place:
- All presentations to the campus and community (Admissions Open House, Financial Aid Night, Orientation, & ACE) emphasize financial literacy. We discuss costs and aid as well as options and strategies to help keep debt down. As part of the College's Wellness Wednesday program, Financial Aid will present on Financial Wellness. We will also present at the Jump Start Conference for local tenth graders on financial literacy.
- Financial Aid Advisors meet individually with all students/parents to discuss options to keep costs down. We strongly recommend that students meet with advisors to discuss their financial aid and costs if they will be studying abroad or are not making satisfactory academic progress.
- Cortland's current leave of absence and withdrawal process requires the student to now meet with their Financial Aid Advisor prior to leaving campus. Advisors present information and resources that help students move forward.
- Website is kept up-to-date and the SUNY Smart Track icon/resources link is a main feature of our Financial Aid Office web page.
- In addition, Financial Aid Staff are available to speak with COR 101 classes (we are listed in the resource publication compiled by Advisement and Transition for COR 101 instructors) as well as any other class that is interested.
- We use HelpSpot, a web based software solution to help our office manage incoming phone calls and emails. The software allows us to create email responses specific to Cortland that helps keep our message clear and consistent and frees up advisors to work individually with students/parents about college costs.

These efforts have led to a significant decrease in our default rate as shown in the accompanying chart.

In order to continue our progress in the area of financial literacy, we are planning a new marketing campaign for SUNY Cortland Scholarships and are exploring specific resources and modules in SUNY Smart Track that we

	2010	2011	2012
Default Rate	4.50%	3.60%	2.90%

could highlight to students and/or require students to complete if needed.

2.4 Inquiry

11. *Total Sponsored Activity*– Please describe your plans to increase total sponsored activity. This should include plans for raising research expenditures but also noteworthy efforts related to increasing industry-sponsored activity, grants in high-priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc. Please report on efforts to identify and track inclusive excellence in this area. P

SUNY Cortland's performance goals align well with SUNY's and the RF's strategies for advancing inquiry through research and innovation. In addition, our goals align with Cortland's Middle States Accreditation include:

- Contributing to increasing the research volume for the SUNY System as a whole;
- Hiring faculty intrinsically motivated to conduct research and outreach throughout their careers;
- Contributing to scaled-up multidisciplinary, multi-institutional grants in high priority research areas such as inclusion, disability studies, educational outreach, arts and humanities, and in the STEM fields;
- Contributing to entrepreneurial efforts though curriculum development in economics and social entrepreneurship; and
- Increasing the opportunities to engage undergraduate students in hands-on research.

In addition, SUNY Cortland has identified a key outcome—to increase sponsored program research activity—by increasing its research portfolio from 12% to 20%. We plan to increase faculty engagement in research areas from 9 participants to 15 by 2018, by building on past successful areas of inquiry, leveraging multi-institutional opportunities, and promoting sponsored activities to new faculty. This strategy is reinforced by an ancillary goal of increasing the yield of indirect cost return recovery from an average of 11% across sponsored programs to 20% through increased research-funded awards with sponsors providing full indirect cost return and increasing the average funded levels across all awards.

12. *Student hands-on research, entrepreneurship, etc.* – As measured by courses in SUNY Institutional Research Information System (SIRIS) that include hands-on research, entrepreneurship, etc. SUNY is just beginning to collect this information through SIRIS but it will take effort on the part of campuses to get reliable data. Please describe your plans for promoting hands-on research and entrepreneurship, and your efforts to accurately capture this data in your SIRIS data submission.

SUNY Cortland has well-established initiatives in undergraduate research led by the Provost and the faculty-led Undergraduate Research Council. The chair of the council has worked with the Registrar's office to develop an undergraduate research attribute for courses. The Council will review courses to see if they meet the standards of undergraduate research, such as the student must be a full partner in the research or directing their own project. This model can be replicated for any type of formal experiential learning that can be vetted, validated and then documented in the student record.

Entrepreneurship is also integrated into coursework with students developing real business models and working within the community. As a result, recent graduates started a successful business in downtown Cortland. We also coordinate the business incubator for small business development in Cortland.

The Institutional Research and Analysis Office works closely with the Registrar's Office and the campus to assure that local designations are populating the SIRIS system correctly.

13. Scholarship, Discovery and Innovation

– Some of the SUNY Excels metrics selected by the SUNY Excels Steering Committee and approved by the SUNY Board of Trustees will require system and campus shared commitment to report and collect the data, and possibly make changes to our campus data submissions to standardize collection of this data going forward. While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure it, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

SUNY Cortland faculty scholarship is widely reflected by publications, citations, performances, presentations, exhibits, etc. as recorded in faculty, department, school and institutional annual reports. Faculty scholarship productivity is an integral component of promotion and tenure. We have not compiled this information into an electronic database, but have piloted the use of TaskStream within departments in the School of Education.

We recommend a simple product that would document work clearly and allow for access and utilization for SUNY reporting, accreditation, and individual faculty use. Collective definitions are challenging across disciplines and faculty working groups similar to the transfer paths would be helpful. SUNY Cortland would be happy to participate in a System-wide task force focused on developing appropriate data-collection procedures.

2.5 Engagement

14. START-UP New York and beyond (businesses started / jobs created)

– With the introduction of START-UP NY, campuses were provided a new tool to foster, build, and sustain robust linkages with business and industry to support both academic and economic development.

Due to its geographic location and limited access to business and industry, SUNY Cortland has not yet been successful in recruiting partners for START-UP New York. The campus has submitted its START-UP New York plan for review by System Administration on two occasions and is working on final revisions. We have identified appropriate campus space and will begin aggressively marketing that space once our plan receives final approval.

In addition, for three of the five years of our contract, SUNY Cortland has hosted the NY Jets Summer Training Camp. This initiative brought $5.8 million into the regional economy.

SUNY Cortland's president sits on the regional economic development advisory council and works collaboratively with area business and industry on program development, applied learning opportunities, and partnerships.

15. Alumni / Philanthropic Support

– As you know, across SUNY there is increased and focused attention on creating and strengthening a culture of philanthropy and alumni engagement. Describe your plans and strategies for enhancing alumni engagement in campus activities, advocacy projects, and student support, as well as your plans to increase the level of alumni support and donorship. Additionally, briefly describe the case statement and status of your (current or planned) capital campaign including individual campus goals, and how the work that your institution has been doing aligns with the system-wide, multi-year target of $5B target by 2020-21.

Alumni Engagement: SUNY Cortland is home to over 73,000 alumni. The Alumni Engagement department is actively engaged in serving this constituency group through its many outreach initiatives be they individual, chapter or "at large." Current chapters exist in Syracuse, NYC, Long Island, Cortland, Rochester, Boston and Charlotte.

In addition to the annual Reunion Weekend, chapter and regional reunion events are planned at major cities across the country. All alumni are strongly encouraged to register through the Red Dragon Network (RDN), which serves as a portal for the collection and sharing of information and data between our alumni and alumni engagement. The RDN allows alumni to communicate with their alma mater as well as register for events, update individual profiles, volunteer, share class notes, and make gifts to the college.

The Alumni Engagement Office works closely with the Student Government Association (SGA) to cosponsor the Student Alumni Association (SAA), which coordinates two major events each year: the annual Red Dragon Pride Day and the Senior Send-Off. Alumni have the opportunity to connect with students through the Alumni Sharing Knowledge (ASK) program, which is a professional networking program for students to engage SUNY Cortland alumni in career advice and information.

High quality academic opportunities, positive student experiences and continued and meaningful engagement lead to increased levels of alumni support and giving. As reported in the 2014 VSE report, SUNY Cortland had a 7.5% alumni donor participation rate, which was an increase from 6.8% in 2013 and 7.3% in 2012.

In 2013, SUNY Cortland concluded a successful "Educating Champions" capital campaign that raised $27.5 million for scholarships and for programs promoting academic excellence, wellness, sustainability and transformational education. The SUNY Cortland College Foundation is now gearing up for its next campaign, which it plans to launch in 2018 to coincide with the College's sesquicentennial celebration. The campaign goal will be determined following the completion of the feasibility study, which is scheduled for early 2016.

16. Civic Engagement
– While reporting on your plans for this metric, we would appreciate your comments and perspective on data collection and reporting for this measure – for example, does your campus measure civic or community engagement, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

The President's Leadership Coalition for Applied Learning, including representation from the Center for Civic Engagement, is creating an Applied Learning Plan that will address how activities are documented and assessed. Looking specifically at Civic Engagement, we have begun to code courses that include service learning or other civic engagement opportunities in the Banner system, which makes them accessible for reporting. The Applied Learning plan will include exploration of how to measure and record activities that may not be tied to coursework, but qualify as reflective, engaged experiences in the community and other civic activities.

The common definitions provided by the SUNY Applied Learning Advisory board are helping to categorize the types of experiences. The next step is in quantifying and measuring the quality and amount of work. Our College Registrar is serving on the SUNY committee looking at co-curricular transcripts and other records options. The primary challenge is in validation of the experiences and finding an efficient system that maintains integrity without overwhelming faculty and staff with documentation.

The Institute for Civic Engagement provides campus-wide leadership through faculty/student engagement in a variety of ways. In 2013, for example, 1481 students contributed 35,857 hours of community service, and by 2014, 53% of SUNY Cortland students participated in community service. The Institute for Civic Engagement has been the recipient of multiple Bringing Theory to Practice grants for projects, and in 2013 the College was highlighted by Bringing Theory to Practice for the high quality of its experiential learning programs. SUNY Cortland has been recognized on the President's Higher

Education Community Service Honor Roll for eight years, three with distinction. We achieved Carnegie Community Engagement Re-Classification with Distinction in 2015. SUNY Cortland currently has a representative serving on the SUNY Provost's Applied Learning Advisory Council.

17. Economic Impact
– While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure economic impact, how do you measure it, are you planning a study, etc.?

SUNY Cortland has worked with the regional economic development councils, the NYS labor department and Human Resources to determine its average annual impact.

The College produced a 2012 *Economic Impact Study*, which estimated the campuses annual contribution to the community and state at over $251 million for the 2011-2012 academic year. In addition, between 2010 and 2013, SUNY Cortland hosted the NY Jets Summer Training Camp, which brought significant funding to the region each year. In 2013 the Jets Training Camp infused $3.68 million into the regional economy. Over a three-year period, visitors to the NY Jets Training Camp brought $5.8 million into the regional economy.

Additional information is available at: **http://www2.cortland.edu/about/facts-figures/economic-impact.dot.**

Section 3: Goals, Conclusion and Expected Impact on the SUNY Cortland Campus

As can be seen, there is clear alignment of our institutional strategic priorities with SUNY Excels. Further, we are pleased to have campus-wide engagement on the five SUNY Excel areas, with particular strength in student completion.

SUNY Cortland will continue to work on curricular innovation and expansion of certificates and online learning to expand our capacity and contribute to the projected increase in SUNY completion rates. We expect a new population of students, attractive and relevant curricula development, and innovations for teaching and learning.

At the same time, in an effort to further increase retention and completion rates, SUNY Cortland will continue to address challenges and gaps in student achievement through campus-wide collaborations.

As stated above, the College will continue to explore possible economic partnerships with businesses in the region, via START-UP New York and other venues.

As an institutional leader, SUNY Cortland recognizes the value and importance of continuous improvement. The reasoned guidelines set forth in SUNY Excels will ensure our ongoing ability to offer a high quality academic education to all SUNY Cortland students.