College Council President's Cabinet President's Council Faculty Senate

Student Government Association

Mission, Vision, Values and Planning Subcommittee

Academic Excellence Subcommittee

Maximizing Resources Subcommittee

Middle States Steering Committee

Transformational Education Subcommittee

Well-being Subcommittee

Academic Affairs

Finance and Mgmt

Institutional Advancement

Student Affairs

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: State University of New York at Cortland
Name of the Institution's Chief Executive Officer: Dr. Erik J. Bitterbaum
Date Completed: 2/8/12

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 *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. 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	☑ Budget Information - IPEDS ☑ 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	☑ Institutional Priorities ☑ Mission Statement ☑ 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	☑ Strategic Planning Documents	Chapter 4 Research Question 4.1 and 4.2
- that are periodically evaluated and formally approved	☑ Faculty Senate Meeting Minutes ☑ Faculty Senate Meeting Report ☑ Strategic Planning Documents	Chapter 4 Research Question 4.1 and 4.2
- that are publicized and widely known by the institution's members	☑ Bulletin ☑ College Catalog ☑ College Website ☑ President's Desk Update ☑ 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	☑ Alignment of divisional unit plans with college priorities- example from RPLS ☑ Alignment of divisional unit plans with college priorities- example from Multicultural Council ☑ Annual Report Format Memo ☑ Power of SUNY Plan	Chapter 4 Research Questions 4.1 and 4.2

c. Institutional goals that are consistent with mission	☑ Institutional Priorities ☑ Mission Statement ☑ 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	☑ Institutional Priorities ☑ 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	☑ Academic Affairs Strategic Plan (2005-2010) (2010-2020) ☑ Brand Communication Manual ☑ Brand Marketing Guide ☑ Memorandum of Understanding (MOU II) ☑ Middle States Periodic Review Report (2007) ☑ Middle States Self-Study (2002) ☑ 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
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	☑ Strategic Planning Documents ☑ Strategic Planning Handout ☑ 2008-09 Cut Distribution ☑ 2010-11 Cut Distribution ☑ Scholarship Support Comparisons ☑ Scholarship Yearly Comparison ☑ State OTPS Cut ☑ Vacancy Savings Roster	Chapter 4 Research Question 4.2, 4.3, and 4.4 Chapter 10 Research Question 10.1
b. Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results	☑ Strategic Planning Documents ☑ Faculty Senate ☑ Strategic Planning Process ☑ Strategic Planning Data ☑ SUNY Six Big Ideas	Chapter 4 Research Question 4.2 Chapter 10 Research Question 10.1 and 10.2
c. Well defined decision-making processes and authority that facilitates planning and renewal	☑ Cortland Climate Action Plan ☑ Facilities Master Plan Advisory Committee ☑ Facilities Master Plan ☑ Institutional Priorities ☑ Residence Hall Master Plan	Chapter 10 Research Question 10.1
d. The assignment of responsibility for improvements and assurance of accountability	☑ President's Cabinet	Chapter 10 Research Question 10.2
e. A record of institutional and unit improvements and their results	☑ Accreditation Report - NCATE ☑ Accreditation Report – RPLS ☑ Accreditation Report – Student Health Services ☑ Accreditation Report - UPD ☑ Annual Reports – Academic Units ☑ Annual Reports – Service Units ☑ Career Services Graduate Survey ☑ General Education Assessment ☑ IRA Office Annual Report Data to	Chapter 10 Research Question 10.2, 10.8 and 10.9

	Departments ☑ Program Reviews ☑ Workload Analyses	
f. Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	☑ Strategic Planning Documents ☑ Strategic Planning Steering Committee ☑ SUNY Six Big Ideas	Chapter 4 Research Question 4.4 Chapter 10 Research Question 10.2
Additional documents that demonstrate compliance with Standard 2	☑ National Center for Education Statistics IPEDS Data Feedback Reports ☑ 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

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 3 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. Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals	☑ American College and University Presidents' Climate Commitment ☑ Appendix 9-5: Sustainability ☑ ASC Sustainability Initiatives ☑ Carbon Neutrality Committee ☑ Community Bike Project ☑ Cortaca Climate Challenge ☑ Cortland Climate Action Plan ☑ Earth Day programming ☑ Green Reps ☑ IPEDS comparison groups ☑ Low mow and no mow landscaping programs ☑ Sustainability Track ☑ 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	☑ Accreditation Report - NCATE ☑ Accreditation Report – RPLS ☑ Accreditation Report – Student Health	Chapter 10 Research Question 10.2

		☑ Services ☑ Accreditation Report - UPD ☑ AmeriCorps ☑ Annual Reports ☑ Sponsored Research ☑ Strategic Planning Process	
c.	An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations	☑ Faculty Development Center ☑ HR Exit Interview Results ☑ HR New Hire Program ☑ HR On-Campus Workshops ☑ 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	☑ Accountability, Audit and Internal Control Act of 1987 ☑ Capital Campaign ☑ Internal Control Program ☑ 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	☑ American College and University Presidents' Climate Commitment ☑ Appendix 9-5: Sustainability ☑ Cortland Climate Action Plan ☑ Facilities Master Plan Space Analysis ☑ The Facilities Master Plan Space Utilization ☑ Physical Plant ☑ 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	☑ Facilities Inventory ☑ 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	☑ 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	☑ Accountability, Audit and Internal Control Act of 1987 ☑ Internal Control Program ☑ 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	☑ SUNY Comprehensive Financial Audit	Chapter 10 Research Question 10.4
j.	Periodic assessment of the effective and efficient use of institutional resources	☑ American College and University Presidents' Climate Commitment ☑ Appendix 9-5: Sustainability	Chapter 9 Research Question 9.5

	☑ ASC Sustainability Initiatives ☑ Carbon Neutrality Committee ☑ Community Bike Project ☑ Cortaca Climate Challenge ☑ Cortland Climate Action Plan ☑ Earth Day programming ☑ Green Reps ☑ Low mow and no mow landscaping programs ☑ Sustainability Track ☑ Sustainability Week	Chapter 10 Research Question 10.4

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 *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 well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	☑ College Council ☑ Faculty Senate ☑ President's Cabinet ☑ University Faculty Senate ☑ College Council By-Laws ☑ 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.	☑ College Handbook ☑ Presidential Committees ☑ College Council By-Laws ☑ 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.	☑ College Handbook ☑ SUNY Board of Trustees Policies ☑ College Council By-Laws ☑ ACT Handbook	Chapter 10 Research Question 10.5
- provide for the selection process for	☑ College Handbook	Chapter 10

	governing body members		Research Question 10.5
c.	Appropriate opportunity for student input regarding decisions that affect them	☑College Handbook ☑Student Government Association (SGA) ☑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	☑College Handbook	Chapter 10 Research Question 10.5
e.	A governing body not chaired by the chief executive officer	☑Faculty Senate ☑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	☑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	☑Code of Ethics Law ☑Ethics in State Government Policy ☑HR Policies ☑College Council By-Laws ☑ACT Handbook	Chapter 4 Research Question 4.5
h.	A governing body that assists in generating resources needed to sustain and improve the institution	☑Cortland College Foundation ☑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	☑College Council Orientation Overview ☑College Council Orientation 2008 ☑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	☑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	☑Organizational Chart ☑President	Chapter 10 Research Question 10.6
l.	Periodic assessment of the effectiveness of	☑SUNY Board of Trustees Policies	Chapter 10

institutional leadership and governance	☑College Council By-Laws ☑ACT Handbook	Research Question 10.6

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	☑ President ☑ 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	☑ President	Chapter 10 Research Question 10.7
c. Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions	☑ President's Cabinet	Chapter 10 Research Question 10.7
d. Qualified staffing appropriate to the goals, type, size, and complexity of the institution	☑ Faculty Listing ☑ Ratio of full-time to part-time faculty ☑ Placement goals	Chapter 10 Research Question 10.7
e. Adequate information and decision-making systems to support the work of administrative leaders	☑ College Handbook	Chapter 10 Research Question 10.7
f. Clear documentation of the lines of organization and authority	☑ Organizational Chart ☑ SUNY Board of Trustees Policies	Chapter 10 Research Question 10.7
g. Periodic assessment of the effectiveness of administrative structures and services	☑ SUNY Board of Trustees Policies ☑ Section 240.05 of the College Handbook ☑ 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	☑ Academic Grievance Tribunal ☑ College Handbook ☑ COR 101 ☑ Code of Student Conduct ☑ Student Conduct Office	Chapter 4 Research Question 4.5
b. Fair and impartial practices in the hiring, evaluation and dismissal of employees	☑ Affirmative Action Policies ☑ College Handbook ☑ Human Resources Policies and Procedures ☑ Search Committee Procedure Manual ☑ 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	☑ College Handbook ☑ Conflict of Interest Policy ☑ Consensual Relationships Policy ☑ Ethics in State Government Policy ☑ Institutional Review Board Policies ☑ 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	☑ Academic Integrity ☑ College Handbook ☑ Course Teacher Evaluation Policy ☑ College Teacher Evaluation Handbook ☑ Curriculum Guide ☑ Faculty Senate By-Laws ☑ Field Experience Handbook ☑ NCAA Compliance Documents ☑ Code of Student Conduct ☑ Teacher Education Council ☑ Teacher Education Candidate Review Committee ☑ 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	☑ College Handbook ☑ Curriculum Guide ☑ Faculty Senate Meeting Minutes ☑ SUNY Board of Trustees Policies	Chapter 4 Research Question 4.5
f. An institutional commitment to principles of protecting intellectual property rights	☑ Research Foundation Policies ☑ SUNY Board of Trustees Policies	Chapter 4 Research Question 4.5
g. A climate that fosters respect among students, faculty, staff, and administration for	☑ Bringing Theory to Practice ☑ Center for Ethics, Peace, and Social Justice	Chapter 4 Research Question 4.5

	a range of backgrounds, ideas, and perspectives	☑ College Handbook ☑ Disability Support Services ☑ Faculty Senate Meeting Minutes ☑ Multicultural Life and Diversity ☑ President's Interfaith and Community Service Campus Challenge ☑ State of Poverty Simulation ☑ Student Government Association ☑ Summer Ethics Institute	
h.	Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices	☑ Academics-Catalogs ☑ Academics ☑ Admissions ☑ Advisement and Transition ☑ College Website ☑ Marketing Materials (e.g. Viewbook, Your Next Moment, Enrollment Info Booklet, Winning Moments, Career Moments)	Chapter 5 Research Question 5.1
i.	Required and elective courses that are sufficiently available to allow students to graduate within the published program length	☑ College Catalog ☑ Course Retirement Policy ☑ Online Course Schedule ☑	Chapter 5 Research Question 5.1
j.	Reasonable, continuing student access to paper or electronic catalogs	☑ College Catalog	Chapter 5 Research Question 5.1
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	☑ College Catalog	
l.	When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated	☑ College Catalog ☑ Registrar web page	
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	☑ President's Desk Updates	Chapter 4 Research Question 4.2 Chapter 10 Research Question 10.1
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	☑ College Website – Accreditation ☑ College Facts and Figures	Chapter 10 Research Question 10.9
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	☑ Assessment Overview on web ☑ Quick Data on web	Chapter 10 Research Question 10.8 and 10.9
p.	Institutional information provided in a manner that ensures student and public	☑ Academics ☑ Admissions	Chapter 5 Research Question 5.1

	access, such as print, electronic, or video presentation	☑ Advisement and Transition ☑ Ask Cortland (chat) ☑ College Board ☑ College Catalog ☑ Collegeview.com ☑ Collegeweeklive.com ☑ Facebook ☑ Hobsons ☑ mySpace ☑ Transfer Equivalencies ☑ yourcampus360.com	
q.	Fulfillment of all applicable standards and reporting and other requirements of the Commission	☑ Certification	Chapter 2
r.	Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented	☑ 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 *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. 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:	*External link:* ☑ 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	*External link:* ☑ Online Surveys Administered at Cortland ☑ Assessment Policies *Internal links:* ◎ 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

➢ Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
    o maximize the use of existing data and information;
    o clearly and purposefully relate to the goals they are assessing;
    o are of sufficient quality that results can be used with confidence to inform decisions
	External links:
	☑ Assessment at SUNY Cortland
	
	Internal links:
	◎ 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
		Chapter 10
		Research Questions 10.8 and 10.9

	◎ 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	
➤ Support and collaboration of faculty and administration	*Internal link:* ◎ Assessment Conducted in Many Ways	Chapter 10 Research Questions 10.8 and 10.9
➤ Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources	*External links*: ☑ 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 *Internal links:*	Chapter 10 Research Questions 10.8 and 10.9

		◎ 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	*External link*: ☑ Assessment at SUNY Cortland *Internal links:* ◎ 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	*Internal links:* ◎ 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)	*External links:* ☑ Annual Reports ☑ Program Reviews ☑ General Education Assessment *Internal links:* ◎ 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 | *External link*:
☑ Strategic Planning Documents

Internal links:
◎ General Education (GE) Formal Assessment Plan
◎ SUNY Cortland Assessment Plan | Chapter 4
Research Question 4.1 |

◎   = 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
    - o Admissions
    - o Freshmen Admission
    - o Transfer Admission
    - o Transfer Equivalencies
    - o Undergraduate International Student Admission
    - o Admissions FAQ
    - o Undergraduate College Catalog - Admissions Evaluation Process
    - o Graduate Admission
    - o International Graduate Admission
    - o Graduate College Catalog - Admissions
    - o Academics
    - o Advisement and Transition
    - o Admissions Office Annual Reports
    - o Brand Marketing Guide
    - o SUNY Cortland Brand
    - o Student Recruitment Materials
    - o SUNY Application
    - o Common Application
    - o 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
    - o New Freshmen Profiles
    - o New Transfer Profiles
    - o EOP Freshmen Profiles
    - o Special Talent Freshmen Profiles
    - o Special Talent Transfer Profiles
    - o 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.
    - o Enrollment by School
    - o Freshmen Enrollment by Major
    - o Official and Planned Enrollment
    - o Undergraduate Program Enrollment
    - o Graduate Program Enrollment
    - o Enrollment by Race
    - o Enrollment by Gender
    - o Out-of-State Enrollment
    - o 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
   o Projected Demographics
   o Historical AAFTE Enrollment
   o Headcount Enrollment History
   o SUNY Five-year Enrollment Plan
   o SUNY Cortland Enrollment Plan
   o 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
   o Financial Aid Information
   o Scholarships
   o Net Price Calculator
   o Cost of Attending
   o 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
   o Retention-Freshmen
   o Retention-Transfers
   o Retention-Freshmen by Race
   o Retention-Freshmen-EOP
Graduation
   o Graduation Rates
   o Graduation Rates by Race
   o Graduation Rates-EOP
   o 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 *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. Admissions policies, developed and implemented, that support and reflect the mission of the institution	☑ Admissions Office Annual Reports ☑ Brand Marketing Guide ☑ Enrollment Plan ☑ Enrollment Planning Update ☑ Enrollment Projections ☑ Enrollment Trends ☑ Marketing Materials (e.g. Viewbook, Your Next Moment, Enrollment Info Booklet, Winning Moments, Career Moments) ☑ SUNY Cortland Brand	Chapter 5 Research Question 5.1
b. Admissions policies and criteria available to assist the prospective student in making informed decisions	☑ Accepted Students Website ☑ Admissions FAQ/Website ☑ Enrollment Facts ☑ Freshmen Admissions Process ☑ SUNY Application ☑ The Common Application ☑ Transfer Admissions Process	Chapter 5 Research Question 5.1

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	☑ 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	Chapter 5 Research Question 5.2 and 5.4 Chapter 9 Research Question 9.1
d.	Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing	☑ 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)	Chapter 5 Research Question 5.1
e.	Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students	☑ 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	Chapter 5 Research Question 5.1
f.	Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds	☑ 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	Chapter 5 Research Question 5.1
g.	Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning	☑ Advisement and Transition Transfer Credit Services ☑ Advisement and Transition Transfer Student Support ☑ College Catalog Transfer Credit Policies and Evaluation ☑ Transfer Admissions Process	Chapter 5 Research Question 5.1 and 5.3
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	☑ 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	Chapter 5 Research Question 5.1, 5.2, and 5.4 Chapter 9 Research Question 9.3

	☑ Graduation Rates ☑ Graduation rates EOP ☑ Graduation rates by race ☑ IPEDS Graduation Rates Data ☑ National Survey of Student Engagement ☑ New Freshmen Profile ☑ Projection of High School Graduates ☑ Retention - Freshmen ☑ Retention-EOP Freshmen ☑ Retention Freshmen by race ☑ Retention -Transfers ☑ Scholarship Website ☑ Stamats Score Card ☑ Student Disability Services ☑ Student Opinion Survey ☑ Study Behavior Inventory ☑ Transfer Profile ☑ Wiser Advisor Newsletters	
Additional documents that demonstrate compliance with Standard 8	☑ 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.

STANDARD 9: STUDENT SUPPORT SERVICES

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Assemble the following, as appropriate.

❒ **Document Set 9: Student Handbook and Student Life Website:** The institution's student handbook and other documents addressing students and student development topics and giving evidence of comprehensive student services, including academic and financial services, and, as appropriate, personal, transfer, admissions, and career counseling services

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 9 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 student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery	☑ Campus Activities Annual Report 2010 ☑ Campus Artist And Lecture Series (CALS) ☑ COR 101 ☑ Experiential Inventory ☑ Internship Handbook ☑ Institute for Civic Engagement Newsletter ☑ Learning Community Enrollment ☑ Graduate Survey 2009, p. 19 ☑ Greek organizations ☑ NSSE Summary Data ☑ President's Higher Education Community Service Honor Roll with Distinction ☑ Recreational Sports Annual Report 2010 ☑ Scholars' Day ☑ Student Affairs Connections Committee ☑ Student Clubs ☑ Student Opinion Survey ☑ Resources for Well-Being ☑ Service Learning	Chapter 8 Research Questions 8.1, 8.2 and 8.3 Chapter 9 Research Questions 9.1 and 9.2
b. Qualified professionals to supervise and provide the student support services and programs	☑ Counseling Center Accreditation ☑ Student Health Services Accreditation ☑ University Police Accreditation	Chapter 9 Research Question 9.1
c. Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral	☑ ASAP ☑ Career Services ☑ COR 101 ☑ Counseling Center ☑ Health Promotion ☑ Multicultural Life and Diversity Office ☑ Recreational Sports ☑ Residence Life and Housing ☑ Student Affairs Connection Committee ☑ Student Disability Services ☑ Student Health Service ☑ Substance Abuse Education and	Chapter 8 Research Questions 8.1 and 8.3 Chapter 9 Research Question 9.1

		Prevention ☑ University Police Department	
d.	Appropriate student advisement procedures and processes	☑ Advisement and Transition Office ☑ 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	☑ 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	☑ Academic Integrity ☑ Code of Student Conduct ☑ College Handbook ☑ Student Conduct Office	
g.	Records of student complaints or grievances	☑ Academic Dishonesty Report Fall 2010 ☑ Academic Dishonesty Report Spring 2011	
h.	Policies and procedures, developed and implemented, for safe and secure maintenance of student records	☑ FERPA at SUNY Cortland	
i.	Published and implemented policies for the release of student information	☑ FERPA at SUNY Cortland ☑ FERPA for Parents	
j.	Ongoing assessment of student support services and the utilization of assessment results for improvement	☑ Annual Reports-Service Units ☑ Council for the Advancement of Standards ☑ Counseling Center Accreditation ☑ Student Health Services Accreditation ☑ 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:**
- o Names, titles, most advanced degree, field of experience
- o 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 *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. 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	☑ College Handbook Chapter 230 ☑ Faculty Listing ☑ Faculty-Staff Excellence ☑ Faculty Workload ☑ 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	☑ College Handbook Course Syllabi Policy ☑ Course Syllabi ☑ Curriculum Website ☑ Curriculum Process and Guide ☑ Curriculum Committee Members (all levels) ☑ Title III New Programs ☑ 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	☑ College Catalog Faculty Section ☑ Departmental Annual Reports ☑ Faculty and Staff Excellence ☑ Faculty Development Center ☑ 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	☑ Auxiliary Services Corporation (ASC) ☑ College Research Committee ☑ Cortland College Foundation Small Grants ☑ Faculty Development Center ☑ Institute for Infusing Diversity and Multiculturalism into the Curriculum ☑ Office of Research and Sponsored	Chapter 6 Research Question 6.2

	☑ Programs ☑ Orientation program ☑ Sabbatical leaves ☑ Summer Ethics Institute ☑ Undergraduate Research Council ☑ United University Programs/Joint Labor Management Committee	
e. Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service	☑ Credit hour teaching load (available in document room on campus) ☑ 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	☑ Academic Faculty Affairs Committee ☑ College Handbook 220 and 230 ☑ Human Resources policies ☑ Promotion/appointment success rates ☑ 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	☑ Department Personnel Policies ☑ College Handbook 220 and 230 ☑ 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	☑ CTE policy ☑ Part-time Faculty Handbook	Chapter 6 Research Question 6.2
i. Adherence to principles of academic freedom, within the context of institutional mission	☑ 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	☑ 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
    - o See MyRedDragon **Library tab** (login required)
    - o See Library at Cortland.edu
    - o 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
    - o See MyRedDragon **Library tab** (login required)
    - o 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
    - o Reference and Instruction Annual Report

  - ☐ Copies of formal agreements with other institutions for the use of their information resources and/or reference services
    - o 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 *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. Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and	☑ Center for Gender and Intercultural Studies ☑ Chair's survey ☑ *College Catalog* ☑ College Handbook	Chapter 7 Research Question 7.5

	conducted at levels of rigor appropriate to the programs or degrees offered	☑ Community and civic activities
		☑ Departmental and Deans' annual reports
		☑ Diversity Summer Institute
		☑ General Education Program
		☑ Graduate Survey
		☑ Interfaith and Community Service Challenge
		☑ NeoVox
		☑ NYPIRG activities
		☑ Program Review Examples:
		  Sociology/Anthropology, English, Geology
		☑ Program Reviews – All Departments
		☑ Service-learning courses
		☑ Service opportunities
		☑ State of Poverty Simulation
		☑ SUNY Cortland Mission Statement
		
		☑ 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
		☑ 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)
		
		☑ Anadolu Universities
		☑ COR 101
		☑ GE 6 and GE 11 (College Catalog)
		☑ International institutions
		☑ International scholars
		☑ London Metropolitan University
		☑ Summer Institute for Infusing Diversity and Multiculturalism
		☑ SUNY Study Abroad
		
		☑ Undergraduate Research Council:
		  o Description
		  o Self-Study
		  o Action Plan
		  o Memo and email to from provost to campus
		
		☑ Noyce Grant External Report STEM
			Chapter 9
			Research Question 9.3

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	☑ CAPP ☑ *College Handbook* (Section 260.02) ☑ Composition course requirements ☑ CTEs ☑ Departmental Annual Reports	Chapter 7 Research Questions 7.1 and 7.4

	experience and to promote synthesis of learning	☑ 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	
c.	Program goals that are stated in terms of student learning outcomes	☑ 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	Chapter 7 Research Questions 7.1 and 7.4
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	☑ 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	Chapter 7 Research Questions 7.1 and 7.4
		☑ *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)	Chapter 8 Research Question 8.5

		☑ COR 101 instruments ☑ SOS instruments ☑ 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	☑ Access to College Education ☑ Advisement and Transition ☑ ASAP ☑ AskUs24/7 ☑ Athletics Student Support ☑ Career Services ☑ Career Services Internships and Volunteer Experiences ☑ COR 101: The Cortland Experience ☑ Dartfish USA ☑ Digital Video Analysis courses ☑ Educational Opportunity Program ☑ eLearning Report ☑ Information Resources ☑ Institute for Civic Engagement ☑ International Student Advisement ☑ International Student Learning Community ☑ Memorial Library ☑ Memorial Library Collections ☑ Memorial Library Services ☑ NightOWL ☑ Peer Tutoring ☑ Peer Tutor Training ☑ Pre-major advising ☑ Student Disability Services Office ☑ Supplemental Instruction ☑ Supplemental Instruction Participation (Table 7-1) ☑ Supplemental Instruction Letter Grade Comparison (Figure 7-1) ☑ Supplemental Instruction Final Grade Comparison (Figure 7-2) ☑ 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	☑ Computer Applications minor ☑ Dartfish USA ☑ Digital Video Analysis courses ☑ eLearning Report ☑ Information Resources ☑ Memorial Library ☑ Memorial Library Collections ☑ 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	☑ eLearning Report ☑ Information Resources ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ Geology intensives at Brauer Field Station ☑ Information Resources Annual Report (2008-2009) ☑ Main Street SUNY Cortland ☑ Outdoor education locations ☑ Outdoor Education Center academic courses	Chapter 7 Research Question 7.1

		☑ Program Review Examples: Sociology/Anthropology, English, Geology ☑ SUNY IT in Utica/Rome ☑ 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	☑ Admissions Office annual reports ☑ Advanced Placement ☑ CLEP ☑ Foreign Language Placement ☑ International Baccalaureate ☑ Transfer Admissions Process ☑ Transfer credit evaluation process ☑ Transfer equivalencies ☑ Transfer student profiles ☑ 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	☑ Advisement and Transition – Non-traditional Students ☑ Non-traditional Student Events ☑ Non-traditional Student Lounge	Chapter 7 Research Question 7.6
l.	Course syllabi that incorporate expected learning outcomes	☑ 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	☑ Alumni surveys ☑ Departmental Annual Reports ☑ Department Chair Survey ☑ External programmatic accreditations ☑ NCATE ☑ RPLS Department COAPRT Accreditation ☑ SUNY Program Reviews ☑ SUNY Program Review Policy ☑ Campus Artist and Lecture Series (CALS) ☑ Employer Intern Appraisals ☑ International Programs Office testimonials ☑ International Programs Office surveys of learning outcomes ☑ Intern Learning Agreements ☑ National Survey of Student Engagement ☑ NCATE accreditation reports ☑ Residence Life and Housing Developmental Model ☑ Residence Life and Housing Developmental Model Rubric ☑ Service Learning Best Practices manual and syllabi ☑ Service Learning Office ☑ Teacher Education Disposition Assessment ☑ Teacher Education Diversity Assessment ☑ COR 101 instruments	Chapter 7 Research Question 7.4 Chapter 8 Research Question 8.2 and 8.3 Chapter 9 Research Question 9.3

| | | ☑ SOS instruments
☑ SOS summaries - 2009, 2006, 2003 | |

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.)	☑ Cortland GE Program – College Catalog ☑ 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	☑ 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	☑ Cortland GE Program – College Catalog ☑ Cortland GE Program – overview ☑ 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	☑ Cortland GE Program	Chapter 7 Research Question 7.2
e. General education requirements clearly and accurately described in official publications of the institution	☑ 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	☑ Cortland GE Assessment Overview ☑ Cortland GE Program Assessment Plan 2011-14 ☑ Cortland GE Assessment Plan (2008-11) ☑ GE Assessment Action Calendar ☑ GE Syllabi Review Checklist ☑ GEAR Program ☑ 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 *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
Basic Skills:		
a. Systematic procedures for identifying students who are not fully prepared for college level study	☑ Access to College Education ☑ Advisement and Transition ☑ ASAP ☑ Associate Dean support ☑ Athletics Student Support ☑ College Student Inventory (CSI) ☑ CSI scores ☑ COR 101: The Cortland Experience ☑ Educational Opportunity Program ☑ Graduation Rates ☑ International Student Advisement ☑ International Student Learning Community ☑ IPEDS Graduation Rates ☑ Learning Communities ☑ Major-exploration Workshops ☑ NCAA's CHAMPS/Life Skills ☑ New Student Orientation ☑ NightOWL ☑ NSSE Reports ☑ Peer Tutoring ☑ Peer Tutor Training ☑ Pre-major Advising ☑ Retention Rates ☑ SOS Summaries ☑ Special Talent ☑ Supplemental Instruction ☑ Supplemental Instruction Participation (Table 7-1) ☑ Supplemental Instruction Letter Grade Comparison (Figure 7-1) ☑ Supplemental Instruction Final Grade Comparison (Figure 7-2) ☑ Transfer Transition Seminars	Chapter 5 Research Question 5.2 and 5.4 Chapter 7 Research Question 7.6

b.	Provision of or referral to relevant courses and support services for admitted under-prepared students	☑ 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	☑ 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	☑ ACE Lab Report ☑ ACE Lab Survey Results ☑ *Active and Collaborative Learning (ACL) Scale* ☑ Athletes Exit Survey ☑ Bringing Theory to Practice ☑ Commissioner's Cup ☑ Departmental capstone internship assessment data ☑ Employer Intern Appraisals ☑ *Enriching Educational Experience (EEE) Scale* ☑ Experiential Inventory ☑ Global Workforce Project ☑ Graduate Survey, 2009, p. 19 ☑ Graduate Survey Skill Summary ☑ Internship Employer Intern Appraisal Forms ☑ Intern Learning Agreements ☑ Internship Policies ☑ Learning Community Enrollment ☑ NACDA Division III Director's Cup ☑ 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	Chapter 8 Research Questions 8.1, 8.3, 8.4 and 8.5

		☑ Student Opinion Survey Summary ☑ Student Opinion Survey (SOS, Section III, Part A) ☑ Study Abroad Sample Survey ☑ Teacher Education Disposition Assessment ☑ 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	☑ Health/Wellness website ☑ New Student Life Center ☑ 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	☑ American College Health Association's National College Health Assessment II ☑ Bringing Theory to Practice ☑ Bringing Theory to Practice Preliminary Results ☑ Campus Well-Being Assessment Summary ☑ Campus Well-Being Study ☑ NSSE ☑ 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	☑ Chair's survey	Chapter 7

	☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ Information Resources Annual Report (2008-2009)	Research Question 7.1
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	☑ 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	Chapter 8 Research Question 8.3, 8.4, and 8.5 Chapter 9 Research Question 9.3
b. Activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes	☑ 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)	Chapter 7 Research Question 7.1 Chapter 8 Research Question 8.3, 8.4, and 8.5

		☑ 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	Chapter 9 Research Question 9.3
c.	Adequate and appropriate support services	☑ 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 ☑ Global Workforce Project ☑ Study Abroad Sample Survey ☑ 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 (SOS, Section III, Part A) ☑ Study Abroad Sample Survey ☑ COR 101 instruments ☑ SOS instruments ☑ SOS summaries - 2009, 2006, 2003	Chapter 7 Research Question 7.1 Chapter 8 Research Question 8.3, 8.4, and 8.5 Chapter 9 Research Question 9.3
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	☑ 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	Chapter 7 Research Question 7.1 Chapter 8 Research Question 8.3, 8.4,

	☑ Global Workforce Project ☑ Study Abroad Sample Survey ☑ International Programs Office surveys of learning outcomes ☑ 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	and 8.5 Chapter 9 Research Question 9.3	
Distance or Distributed Learning:			
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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ Information Resources Annual Report (2008-2009)	Chapter 7 Research Question 7.1
c.	Planning that includes consideration of applicable legal and regulatory requirements	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook	Chapter 7 Research Question 7.1

	breadth of the degree or certificate awarded	☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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	☑ Chair's survey ☑ *College Catalog* ☑ College Handbook ☑ Departmental and Deans' annual reports ☑ 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 *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. 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: • appropriately integrated with one another; • consonant with the institution's mission; and ◎ consonant with the standards of higher education and of the relevant disciplines	*Internal links:* ◎ 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:	*Internal links:* ◎ Regular Review of Teacher Education Programs ◎ SUNY Cortland Assessment Plan	
➢ systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: o maximize the use of	*External links:* ☑ National Survey of Student Engagement ☑ Student Opinion Survey ☑ Collegiate Learning Assessment ☑ CLA Instrument	Chapter 7 Research Questions 7.1 and 7.4 Chapter 8

existing data and information;	☑ NYS Teacher Certification Examinations	Research Question 8.5
o clearly and purposefully relate to the goals they are assessing;	☑ Student Teacher Evaluation (STE) Instrument ☑ Graduate Survey (Career Services) Instrument	Chapter 10 Research Questions 10.8 and 10.9
o are of sufficient quality that results can be used with confidence to inform decisions; and	*Internal links:* ◎ Teacher Certification Exam Results	
o include direct evidence of student learning	◎ 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)	

➤ support and collaboration of faculty and administration	*Internal links:* ◎ Assessment of Organizational Structure	Chapter 10 Research Questions 10.8 and 10.9
➤ clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources	*External links:* ☑ New York StateTeacher 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 *Internal links:* ◎ General Education (GE) Formal Assessment Plan ◎ Data Collection Schedule ◎ Teacher Education Candidate Assessment System (TECAS)	Chapter 10 Research Questions 10.8 and 10.9
➤ sufficient simplicity, practicality, detail, and ownership to be sustainable	*External link:* ☑ Assessment at SUNY Cortland	Chapter 10 Research Questions 10.8 and 10.9
➤ periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes	*External link:* ☑ Grants to Improve Assessment *Internal links:* ◎ 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	Chapter 10 Research Questions 10.8 and 10.9
c. Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes	*Internal links:* ◎ 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)	Chapter 7 Research Questions 7.2 and 7.5 Chapter 8 Research Questions 8.5 Chapter 10 Research Questions 10.8 and 10.9

d.	Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning	*Internal links:* ◎ 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	*Internal links:* ◎ 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.