SUNY Cortland
Middle States Self-Study

Preliminary Findings and Suggestions

President's Administrative Conference
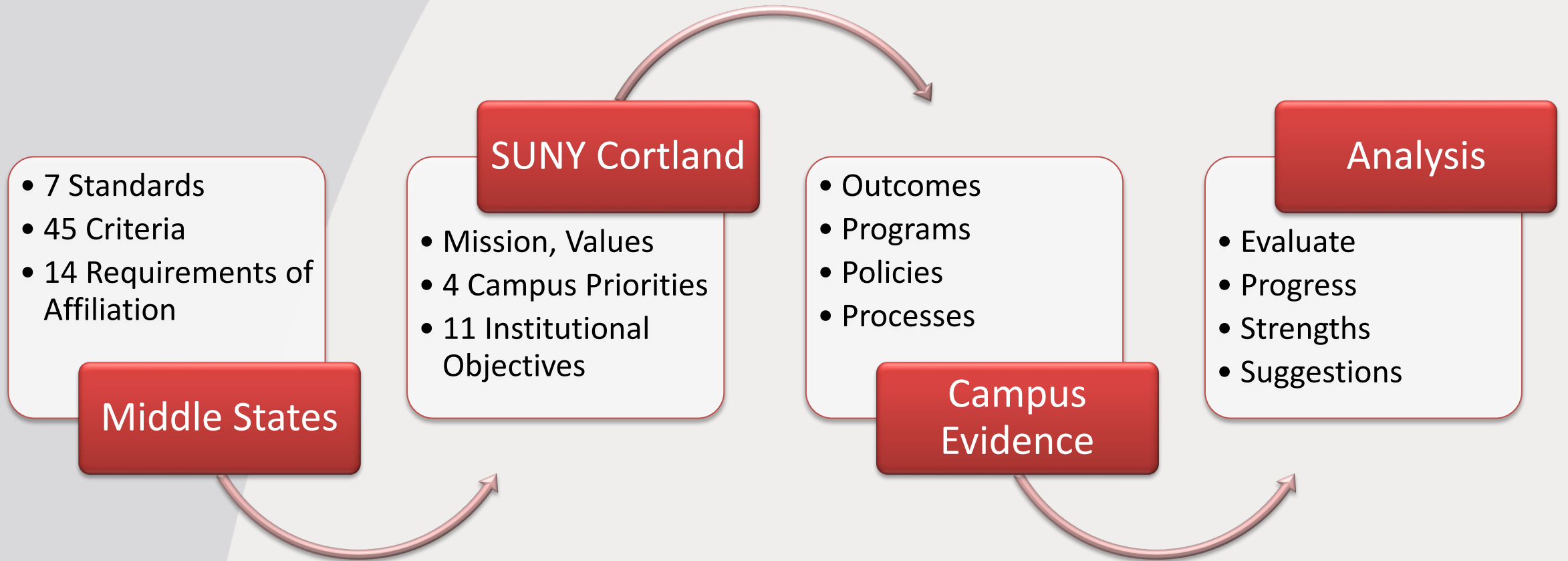
November 1, 2021

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Agenda

- Self-study framework

- Synopis of most current draft findings

- Next steps

- Learn more

- Encourage feedback

SUNY Cortland's Self-Study Framework

Middle States
- 7 Standards
- 45 Criteria
- 14 Requirements of Affiliation

SUNY Cortland
- Mission, Values
- 4 Campus Priorities
- 11 Institutional Objectives

Campus Evidence
- Outcomes
- Programs
- Policies
- Processes

Analysis
- Evaluate
- Progress
- Strengths
- Suggestions

Findings

- Results from reviewing evidence
- Applicable to the standards and goals of the self-study
- Most germane findings presented

- Following slides address the 7 standard chapters
  - Strengths and Progress: primary findings and examples
  - Suggestions: advice to ourselves based on opportunities for growth
    - If we find that we have a more significant gap, we could change these to Recommendations. This leads to higher level of accountability in follow-up.
    - Currently, there are no recommendations

- clearly stated mission and campus priorities that are further articulated in the Strategic Plan

- college structure, decision-making and resource allocations reflect the mission and focus on students

- commitment to evidence-based decision-making and assessment grounded in our mission and strategic priorities

- updated annual report structures

Standard 1 Suggestions

1. Communicate and share mission and related information more widely

2. Expand IPAC efforts to engage campus

3. President's Cabinet formalize the use of strategic plans (college and division) as a framework for campus presentations and dialogues (e.g., Administrative Conference presentations)

4. Expand annual report feedback and follow-up actions

Standard 2 Ethics and Integrity
Strengths and Progress

- well-defined policies and procedures for personnel actions, student conduct, grievances and appeals

- rigorous monitoring of conflict of interest

- communications are systematically reviewed for accuracy, truthfulness, and compliance (with federal, state, and Commission requirements)

- work of Diversity and Inclusion Plan, PCIE, GPIC

- progress to increase faculty diversity

Standard 2 Suggestions

1. Expand assessment embedded in Diversity and Inclusion Plan

2. Better communicate with students and employees about the efforts to improve diversity and education

3. Professional development on diversity for all employees, that is woven into all aspects of campus life.

Standard 3 Design and Delivery of the Student Learning Experience
Strengths and Progress

- thoughtfully developed and comprehensively reviewed academic programs

- multitude of transformational educational experiences

- development and assessment of course and program student learning outcomes (SLOs)

- consistent reporting of faculty activities through their individual annual reports submitted in Watermark

Standard 3 Suggestion

Investigate additional means of increasing the percentage of courses taught full-time faculty and implement where possible

Standard 4 Support of the Student Experience
Strengths and Progress

- sustained focus on student persistence and graduation including
    - collaborative efforts to analyze student data and improve policies and program
    - intentional and effective outreach and programming

- recent investment in Students
    Student Affairs Case Manager
    Expansion of the Institutional Equity and Inclusion Office Assistant Director
    Starfish student communication, early alert

Standard 4 Suggestions

1. Evaluate achievement of special admit students and determine strategies for additional targeted support.

2. Assess the feasibility of awarding transfer credit for prior learning experiences.

3. Strengthen data collection methods on student experiences and perspectives, analysis of data, and sharing of findings.

4. Institute the Administrative Assessment Council and ensure development and support for professionals on assessment

Standard 5 Educational Effectiveness Assessment
Strengths and Progress

- well-qualified faculty and staff use assessment to evaluate student learning

- broad use of assessment data to understand and support student success

- all academic programs have documented student learning outcomes and annual assessment plans and 85% of courses have SLOs published in the College Catalog

- annual report format changed to focus on assessment and impact

- Institute for College teaching and Student Learning Outcomes Committee outreach

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Standard 5 Suggestions

1. Expand training and professional development on facilitating and using assessment findings

2. Strengthen the institutional structure for planning and assessment to monitor and coordinate assessment processes across institution

3. Increase utilization of data on post-graduation educational and employment activities of alumni

Standard 6 Planning, Resources, and Institutional Improvement
Strengths and Progress

- stronger and more integrated infrastructure of planning, finance, and assessment

- Resource Advisory Council work to increase transparency and linkage of finance to planning and assessment

- new Institutional Effectiveness website houses information on all these areas

- Divisional Budget Reports at joint meeting of the RAC and IPAC to demonstrate how planning and evidence are reflected in the divisional budgets

Standard 6 Suggestions

1. Campus communication on decision-making needs to be more effective at reaching all members of the campus, be more timely and acknowledge shared perspectives more clearly.

2. Develop a process for review of department budgets that includes their responses to the budgeting annual report question

3. Charge IPAC and RAC with researching, developing, and implementing a process and schedule for assessing effectiveness of planning, assessment, and budgeting at the institutional level.

Standard 7 Governance, Leadership, and Administration
Strengths and Progress

- state system with clearly outlined policies and processes are framework for campus

- clearly outlined administrative structure with collaboration among campus leadership including Faculty Senate, collective bargaining units, and student government

- constituent access to governance structures to gain information, propose changes

- GPIC and PCIE assessment and initiatives to improve climate and inclusivity

- addition of the Chief Diversity Officer to the President's Cabinet

- President's Advisory Council to bring greater diversity to executive discussions
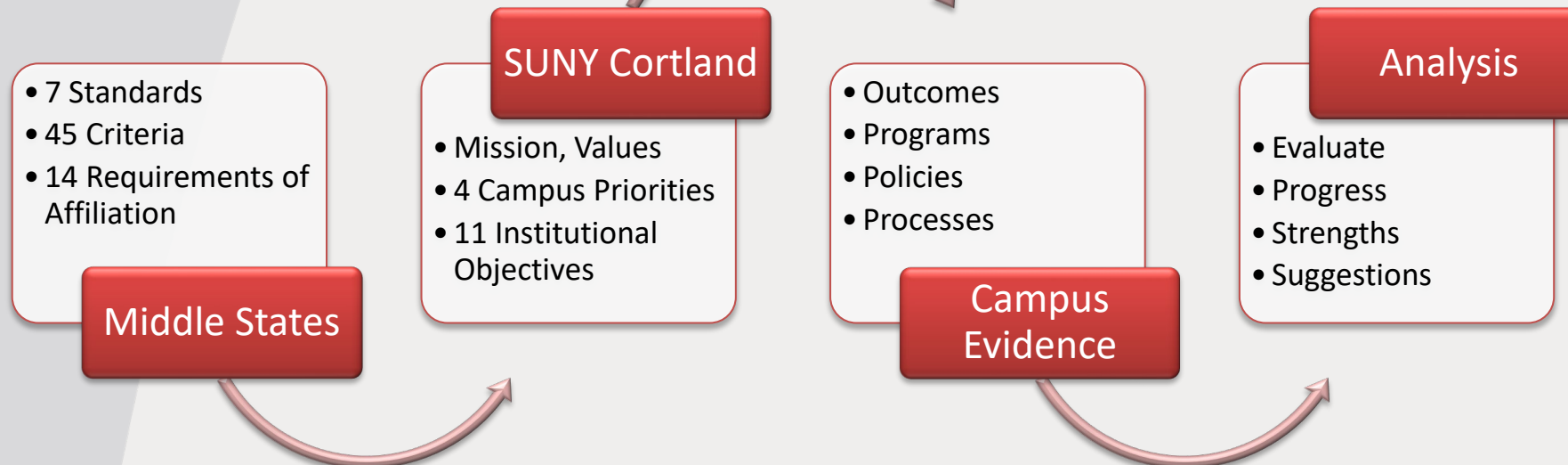
Standard 7 Suggestions

1. Governance structures engage in assessment of their purpose and goals (be it Cabinet, Faculty Senate, or committees) and commit to identifying measures that can be worked into an assessment schedule.

2. Establish a working committee between President's Office and the Faculty Senate to explore a collaborative and sustainable way for there to be more faculty perspectives contributing to administrator evaluation.

Testing Our Findings and Suggestions

Have we addressed the standards, priorities and objectives?

Is evidence relevant, useful and meaningful?

Are the findings connected to the evidence and analysis?

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Next Steps

Timeline

- Continue outreach to campus and self-study refinement
- Student Engagement Committee and student leader group
- Preliminary visiting team chair visit November
- Final draft to visiting team in early February

Learn & Engage

- Institutional Effectiveness online at www.cortland.edu/ie
- Learn more about Middle States and SUNY Cortland Strategic Plan
- Review most current draft and provide feedback

Thanks to all who have provided feedback and to all the working group members!