



Periodic Review Report

Presented By:

State University of New York at Oswego

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Deborah F. Stanley, President

Last Decennial Report Reaffirmed: June 28, 2012

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SECTION ONE: EXECUTIVE SUMMARY

Overview

The State University of New York (SUNY) at Oswego has never been stronger. The Middle States Commission on Higher Education (MSCHE) reaffirmed the college's accreditation on June 28, 2012, without any formal recommendations for improvement. Nevertheless, the college community continues to work to improve itself and is dedicated to assuring that our quality only continues to grow. Established in 1861 in the small port city of Oswego in rural Upstate New York, our college became a founding member of the SUNY system in 1948. Today SUNY Oswego shines as a highly ranked, financially stable, and nationally respected institution of higher education. Our mission "... to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens" guides all we do.

With more than 1,200 full-time faculty and staff, SUNY Oswego is the largest employer in Oswego County and among the major employers in Central New York. The college offers over 110 academic programs at the bachelor's and master's degree levels through our College of Liberal Arts and Sciences and Schools of Business, Education, and Communication, Media, and the Arts. We continually update programs to serve regional needs. In Fall 2016, the college enrolled 8,004 students; they constituted our most culturally diverse student population ever: 26% self-identified as Hispanic, Asian, African-American, Native American, Pacific Islander, or multi-ethnic, as did 34% of the first-year class. Some 96% of the 7,150 undergraduates and 37% of the 854 graduate students were full time. Our thirteen residence halls and living communities accommodated 62.6% of undergraduates. Most of these residences offer a sweeping view of Lake Ontario, as do many of the fifty-eight buildings on a 700-acre campus that includes over a mile of shoreline on our Great Lake.

Periodic Review Report Process

This Periodic Review Report is the result of a collaborative process that significantly engaged our college's leaders, faculty governance, and students. We used the public website that we launched in 2012 to keep the college community informed about the MSCHE Self-Study to do the same for this 2017 report. It is important to note that since this report provides an update on our 2012 Self-Study (Appendix 1.0), the commission requires that it be aligned with the fourteen MSCHE Standards reported on in the Self-Study rather than the newly approved seven MSCHE Standards.

In November 2015, President Deborah F. Stanley launched the Periodic Review Report planning process by forming a thirteen-member steering committee and three seven- to eight-member subcommittees, each led by a former Self-Study committee member, to address Assessment/ Institutional Effectiveness, Enrollment and Financial Trends, and Major Challenges and Opportunities. The president and provost appointed the college's chief of staff and a tenured faculty member as the co-principal directors of the process, charging them with the responsibility to shepherd the steering committee, subcommittees, and the greater college community

through the research, analysis, and reflection needed to prepare the report. By October 2016, the co-principal directors had held four steering committee meetings and two meetings with all subcommittee members together plus one meeting with each subcommittee to review and discuss institutional data pertaining to the report's sections and to prepare draft content. The first draft of the report was shared with the full college community for a six-week review and comment period on November 1, 2016. Revised drafts were shared February 24 and March 3, 2017, followed by presentations of the final draft to faculty governance on March 20, 2017 and student governance April 11, 2017. The co-principal directors also spoke on the draft report at a Student Affairs and Enrollment Management Divisional meeting and at the Academic Affairs assessment team meeting in Fall 2016.

Summary of Major Institutional Changes and Developments

SUNY Oswego continues to address the current and future needs of our increasingly culturally diverse students, faculty, and staff as well as to be an impactful partner with the surrounding community through research partnerships, community and service-learning programs, and a rich assortment of cultural, recreational, and academic performances, events, and lectures open to the public. Since the 2012 Self-Study, the college has developed a new strategic plan aligned with our new state-approved Performance Improvement Plan; created a more unified and active team-based approach to continuous monitoring of our institutional progress; expanded the academic program offerings at one Additional Location and closed another; added new academic programs in response to student and community demand and assessment of institutional capability; rejuvenated the campus through more than \$236 million in capital projects; and concluded a campaign that raised \$43.48 million to help support our college and students for years into the future. Collectively, these changes and developments have helped strengthen enrollment and outreach and improve the college's national rankings.

New Strategic Plan (Standard 1)

Driving Oswego's success is the current strategic plan, *Tomorrow: Greater Impact and Success* (Appendix 1.1). In 2013-14, a forty-one-member Strategic Planning Advisory Board and more than 240 members of the college and local community participated in twenty-one focus groups to create the plan. We crafted *Tomorrow* in alignment with the *Power of SUNY*, more commonly known as *SUNY Excels*, the university system's strategic plan. *Tomorrow* also aligns with our state-approved Performance Improvement Plan (see below). *Tomorrow* builds on previous strategic plans but refocuses measurement of progress based on impacts, articulated in five goals:

- 1) Our students and graduates thrive and succeed.
- 2) Our education ecosystem is highly collaborative and engaged.
- 3) Our communities and partnerships are enriched and supported.
- 4) Our institution is highly effective and sustainable.
- 5) Our faculty, staff, and students move the dial on grand challenges of our time.

Monitoring the collective impact of the college on these five areas helps us tell the story of our relevance to prospective and current students, faculty, and staff as well as alumni, external partners, funders, and evaluators. We recognize that, along with higher education institutions across the nation, we must clearly demonstrate our value, quality, sustainability, and

contributions to our partners, community, and region if we are to continue to attract talented students and committed, effective faculty and staff and continue to have the resources needed to endure. Section Two, pages 6-8, has more on the implementation and tracking of *Tomorrow*.

Team Approach to Continuous Monitoring of Institutional Progress *(Standards 2 and 7)*

In May 2015, a few months after launching *Tomorrow*, President Stanley, deeply committed to wide input and shared understandings, formed and convened a multi-divisional fifty-three-member SUNY Excels/Tomorrow Advisory Group charged with tracking the progress of the *Tomorrow* plan and continuing the engagement of faculty, staff, and students in the college's planning and assessment processes. In addition to the president, the advisory group included ten senior leaders (vice presidents and deans), nineteen faculty (including four faculty governance leaders), twenty professional staff, two students, and two College Council members. It continues to be active. The college community, and the public, can follow the work of the SUNY Excels/Tomorrow Advisory Group on our website.

State-Approved Performance Improvement Plan *(Standards 1 and 2)*

In Summer and Fall 2015, the SUNY Excels/Tomorrow Advisory Group prepared the college's Performance Improvement Plan (Appendix 1.2), which the SUNY Board of Trustees approved that December. The advisory group also wrote grant proposals for support from the SUNY Expanded Investment and Performance Fund to advance aspects of our Performance Improvement Plan and *Tomorrow* plan. SUNY funded three of them, and Oswego received more than \$1 million to support student access and completion initiatives.

Changes to MSCHE Additional Locations *(Standards 2 and 3)*

SUNY Oswego Metro Center: In May 2015, the New York State Education Department approved our request to designate the SUNY Oswego Metro Center in downtown Syracuse, N.Y., as a branch campus, according to the state's definition.¹ In Fall 2016, the college launched three undergraduate upper-division completion programs at the center, which is located one hour from the main campus in Oswego, to accommodate the interests and busy schedules of non-traditional students, place-bound students, and working professionals in the greater Syracuse area. We designed these programs — Public Justice, Business Administration, and Human Development — to build from associate degree programs at area community colleges, thus making a bachelor's degree more accessible and attainable to the region's students.

SUNY Oswego Phoenix Center: In May 2016, as stated in the Substantive Change Request submitted to MSCHE, the college closed the Phoenix Center. Usage of this extension center had steadily declined, along with student demand for courses offered there. We moved the courses, testing opportunities, and training sessions that had been offered there to the main campus, SUNY Oswego Metro Center, online, and to "Other Instructional Sites" (using the term as defined by MSCHE) in the community to best serve students and to maximize the institution's resources.

¹ The SUNY Oswego Metro Center remains an Additional Location according to the MSCHE definition because it does not have "its own faculty and administrative or supervisory organization" or its "own budgetary and hiring authority."

Curriculum Renewal *(Standards 2 and 3)*

Since 2012, to meet the needs of our students and regional labor market and make the best use of our strengths and resources, Oswego has continued to invigorate academic offerings by creating new degree programs, including a B.S. in Electrical and Computer Engineering; a B.A. in Mathematics paired with Applied Statistics co-op minor; a M.S. in Biomedical and Health Informatics; a M.A. in Graphic Design and Digital Media; a MBA in Health Services Administration; a MAT in Adolescence Education/Students with Disabilities; a M.S.Ed. in secondary Special Education and a M.A. in Strategic Communication — all fully approved and launched — and a B.A. in Philosophy, Politics, and Economics, now awaiting state approval. The college also has added five advanced or graduate certificate programs — in Behavioral Forensics, Health and Wellness, Nursing Home Administration, Teaching English as a Second Language, and Trauma Studies — as well as nine new undergraduate minor programs, in Accounting, Art Illustration, Graphic Design, Human Development, Live Event Design, Logic, Nutrition, Sports Studies, and Technology.

Physical Campus Renewal *(Standards 2 and 3)*

Since 2012, we completed \$236 million worth of capital construction activity. Hundreds of thousands of square feet of new and rejuvenated space enable us to meet the modern needs of our students and prepare them to thrive in the global economy. Preeminent among these improvements is the Richard S. Shineman Center for Science, Engineering and Innovation, a Leadership in Energy and Environmental Design (LEED) Gold-certified facility. Other projects serve diverse needs ranging across the college community and into the external community — from education to the arts to athletics to housing. All are detailed in in Section Three, page 24.

Fundraising Success *(Standards 2 and 3)*

Our *With Passion and Purpose* campaign, completed in 2016 with \$43.48 million raised, helped mature our fundraising capability, grew our endowment, and provided support for students, faculty, and campus facilities. It boosted our annual fundraising expectations by more than \$1 million per year. Section Three, page 23, includes more on this important initiative.

Greater Institutional Strength Leads to Improved Rankings *(Standards 1 and 2)*

We are meeting the goals of our strategic plan *Tomorrow* and, as recent rankings reflect, we are positioned for continued success. Highlights of our recent rankings include:

- First place (2017) in the U.S. News & World Report ranking for online MBA program in New York (Oswego is the only public institution in the state ranked in the top 100) and twenty-seventh in the U.S. News ranking for best online MBA program in the nation.
- Twenty-fifth place (2017) in the U.S. News & World Report ranking of Best Colleges for Veterans Among Regional Universities in the North. Oswego's support for veterans and members of the military also earned recognition from Military Times, Military Advanced Education, and G.I. Jobs.
- Forty-fourth place (2017) in the U.S. News & World Report ranking for Top Regional Universities in the North, a fourteen-place rise from 2016.
- The Seal of Excellence (2016) from the Institute of International Education for being one of twelve institutions nationally to have already exceeded the 2020 goal of boosting study

abroad participation among students to 20% or more. The honor recognized both our students' significant participation in international education and the substantial increase in culturally diverse students choosing to study abroad (growing from 13% of our study-abroad population in 2010-11 to more than 25% of our larger study-abroad population in 2015-16).

- The Carnegie Foundation for the Advancement of Teaching in 2015 reaffirmed Oswego's Carnegie Community Engagement Classification through 2020. This designation recognizes our college for deeply intertwining community engagement in our leadership, curriculum, outreach programs, strategic planning, and community partnerships.

Highlights of Report

Section Two explains how we have, to date, addressed the recommendations we made to ourselves in our 2012 Self-Study; we received no recommendations from MSCHE in our 2012 Self-Study. (The assessment-related recommendations are addressed in Section Five). It shows the unifying, motivating impact of the *Tomorrow* strategic plan, effective efforts to widen participation across the college community and keep governance and administration vital and relevant to faculty and students, the spread of a culture of assessment, and innovative and effective approaches to student recruitment and retention.

Section Three takes up the challenges and opportunities that lie ahead for SUNY Oswego while describing chief accomplishments of the past five years as we have contended with these perennial issues, including strategies for maintaining full enrollment and increasing graduation and retention rates, efforts to support our increasingly diverse student body, and development of a philanthropic culture.

Section Four describes our enrollment and finance trends for the current and recent years and our projections through 2020. We have achieved our enrollment goals each year and continue to maintain a steady enrollment. We are expanding our reach through targeted recruitment efforts downstate, out-of-state, and abroad and through an increase in online courses and programs and new degree completion programs at the SUNY Oswego Metro Center. New programs in high needs areas that serve the interests of our students and the employment needs of our region and prudent management of resources are among strategies that prepare us to remain financially stable and thriving in the years ahead.

Section Five provides a detailed overview and analysis of our assessment processes. It begins with an overview of these processes followed by thorough analysis of our institutional effectiveness (Standard 7), assessment of student learning (Standard 14), accomplishments and responses to assessment results, and assessment resources, coordination, and support.

Section Six gives a comprehensive overview and analysis of our planning and budgeting processes, which are intertwined with and directed by our strategic plan, *Tomorrow*. Included in this section are references to key planning documents such as our institution-wide *Tomorrow*-aligned annual goals charts and annual report data collection site that demonstrate how planning and budgeting processes are integrated and linked.

SECTION TWO: RESPONSES TO OUR 2012 SELF-STUDY RECOMMENDATIONS

In SUNY Oswego's 2012 decennial review, the evaluation team representing the Middle States Commission on Higher Education (MSCHE) noted several strengths and accomplishments and sixteen areas for commendation (Appendix 1.3). Although the team made some collegial suggestions, none rose to the level of a recommendation. Therefore, this section responds to our own recommendations from the 2012 Self-Study. The text below each grouping of recommendations appraises actions taken and decisions made in response to these recommendations. Recommendations 14 to 17, 20, 24, and 27 to 31 deal with assessment and are addressed in Section Five, pages 45-51; that section also provides an updated picture of our assessment processes, which we earlier illustrated in our 2014 Progress Report. For easy reference, Appendix 2.0 provides a chart with all thirty-one Self-Study recommendations and shows how they align with MSCHE Standards.

Mission, Strategic Plan, and Budget

Recommendations 2, 5, and 6 (Standards 1, 2, 3 and 6)

The highly collaborative process of developing our current strategic plan, *Tomorrow: Greater Impact and Success*, described in Section One, page 2, addressed our recommendations concerning wide exposure of our mission, goals, and planning across the college community. The development of *Tomorrow* began with a review and reaffirmation of our mission. The college community's embrace of the *Tomorrow* plan is evident by the creation of divisional strategic plans that more closely drive the operations of their respective areas in alignment with *Tomorrow*. In December 2015 Oswego published the second information technology strategic plan, *The Digital Campus: Technology for an Enhanced Tomorrow* (Appendix 2.1). A few months later, in Spring 2016, the Division of Student Affairs and Enrollment Management unveiled its strategic plan for 2016 to 2020 (Appendix 2.2). Both plans emerged from collaborative approaches involving broad participation and consultation across the college community, and both fully align with *Tomorrow*.

To more regularly and fully engage the college community in conversations regarding allocation of resources, President Stanley rekindled the President's Budget Advisory Group in September 2016. The group is charged to "review data on budget, resource allocation, enrollments and other information as needed to inform a general understanding of annual budgeting for SUNY Oswego. The Advisory Group will comment on strategies offered for addressing procedures and priorities in budgeting, planning and allocating resources." The group had been active in previous years but took a hiatus while the college made progress implementing its suggestions. Now, according to its procedures, "The Advisory Group ... meet[s] three times during the Fall semester ... and two times during the Spring semester ... to review current data and project future budget issues and whenever necessary in unusual circumstances." Members are drawn from college stakeholders and include all areas of the institution: faculty governance (including Faculty Senate, Faculty Assembly, and its Priorities and Planning Council, described in Section Six, page 54), Campus

Concept Committee (a facilities-oriented advisory body described in Section Six, page 55), employee unions, departments from each academic division, and students; it also includes all vice presidents, deans, and appointees from critical administrative departments.

As recommended, we employed our website to support broad participation in planning, goal setting, and budgeting.

- We created a public President's Budget Advisory Group website, which includes the group's charge, procedures, membership, meeting agendas, minutes, and related materials. A feedback feature on the website elicits questions and comments that help shape the agenda for subsequent meetings.
- To further communicate Oswego's progress on achieving the impacts outlined in the *Tomorrow* strategic plan, in Fall 2016 we began developing a visually dynamic and interactive online dashboard, residing on the strategic plan website. The dashboard showcases the key indicators of *Tomorrow* in a graphical format that can be sorted and adjusted depending on the variables selected. The dashboard allows everyone inside and outside of the college community to have easy, user-friendly access to historical and current data that help drive the college's planning and decision making.

Communication and Inclusion

Recommendations 1, 9, 10, and 11 (Standards 1, 4, 5 and 6)

The responses to these recommendations — which continue our college community-wide focus on mission, planning, and budgeting discussed above — describe improvements in how our college communicates institutional planning and budgeting decisions within the college community and engages this community in decision making.

Engaging New Faculty and Staff: The president, provost, and other college leaders, including deans and chairs, routinely collaborate to communicate the college's strategic plan to newer faculty and staff during new faculty and staff orientations and throughout the year in department and division meetings. While such communications have been customary at Oswego for many years, they have become much more explicit and action oriented since the advent of the *Tomorrow* strategic plan and its associated communication and assessment mechanisms. Our aim is for every individual, including the newest to our community, to see how her or his daily responsibilities fit into the larger life and purpose of SUNY Oswego and to be mindful of ways to further contribute.

Engaging All Faculty and Staff: An important tool in the broad implementation of our *Tomorrow* plan are the Academic Affairs and Student Affairs annual goals charts (Appendices 2.3 and 2.4), which align with the plan's impacts and performance drivers. In a collaborative, team-based approach, the provost, associate provost, vice president and assessment coordinator for the Division of Student Affairs and Enrollment Management, director of institutional research and assessment, and president's chief of staff (who oversees the annual tracking and reporting of *Tomorrow*) all worked together with the deans to create the template for this action-oriented chart. It documents the action to take toward achieving each goal, who is accountable for each

goal, what the expected outcome will be, and what the projected resource requirements will be. It includes space for a mid-year status update and an end-of-year result that is then analyzed during the planning process for the next year.

College leaders routinely share information and updates on progress made on achieving annual goals and the *Tomorrow* plan's impacts as well as on the college's demographics and budget. Through these presentations and conversations, faculty and staff members become familiar with our mission and strategic directions for each year and appreciate that when college leaders request information or data from them it is because those data are connected to assessing our progress. At the end of each year, division heads, chairs, and deans are asked to report their performance and achievements as they relate to the *Tomorrow* plan. Since faculty and staff members have heard about the institution's goals for the year in meetings all year long, and since they worked in their respective units to create their annual goals chart at the start of the year, they expect as part of the process to provide information about results at year's end.

In addition to the leadership from Academic Affairs and from Student Affairs and Enrollment Management working with their respective divisions to create the annual goals charts with support and input from all department chairs and directors, at the end of each year both divisions fill out strategic plan-aligned annual report data collection forms (Appendix 2.5) to report how their actions aligned with the five impact areas and relevant performance drivers and key indicators of the *Tomorrow* plan. Also, divisions and departments that have data to report that are not already collected by the Office of Institutional Research and Assessment provide annual updates on the *Tomorrow* plan key indicators unique to their unit or department (Appendix 2.6).

Each year the Office of Communications and Marketing reviews annual reports from all units of the college and produces and widely shares an institutional annual report. Appendix 2.7 is a version of this online document in portable document format.

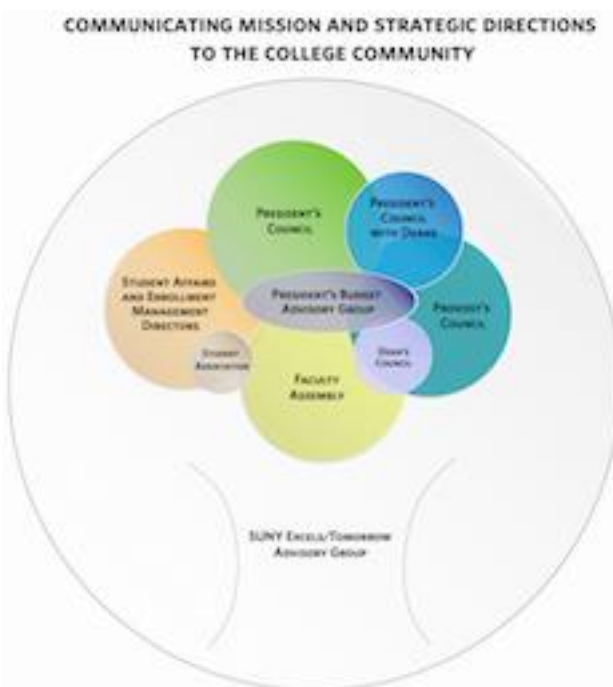


Figure 2.0

College-wide communication about strategic directions and goals also thrives through Oswego's network of committees, advisory groups, and councils. Overlapping membership allows members to frequently connect and discuss progress on our strategic impacts. Figure 2.0 illustrates how we share information and how committee membership is intertwined. For example, at each SUNY Excels/Tomorrow Advisory Group meeting, members discuss progress on the *Tomorrow* plan and Performance Improvement Plan-related grants. At regularly occurring

presentations for faculty, staff, and stakeholders, the president provides an update on Oswego's finances, enrollment, construction projects, and institution-wide grants as they relate to the *Tomorrow* plan and Performance Improvement Plan. These presentations spark discussion on our next steps and recent decisions pertaining to the college's plans and allocation of resources.

Developing College Leaders: Members of the college's leadership team encourage faculty, staff, and students from all areas of the institution to participate in advisory boards, committees, and councils. They actively engage faculty, staff, students, and other stakeholders in institutional analysis and decision making and frequently seek and provide opportunities to identify and mentor faculty and staff for leadership roles. President Stanley has repeatedly taken on a Faculty Fellow for an academic year. In 2015-16, a tenured full professor in communication studies served as such a fellow. In this role, she was part of President's Council and helped lead special projects to grow her leadership skills. This year, with the sponsorship of the president, she is completing a competitive year-long American Council on Education fellowship at Cornell University to deepen her professional abilities and broaden her experience base. She was recently the successful candidate in our national search for a new dean of graduate studies and research.

Oswego's Faculty Assembly has assisted in building a leadership pipeline by adding term limits for Faculty Assembly chair and council chairs to its bylaws in 2014-15. Several college departments have leadership development embedded in the retention review process for faculty on tenure track.

Engaging Students: Students are formally engaged in conversations and decision making regarding the college's performance and progress on the *Tomorrow* plan. Student involvement has increased since our 2012 Self-Study. Examples of increased student involvement in decision-making bodies include:

- In 2013-14, the Strategic Planning Advisory Board, which led the development of the *Tomorrow* plan, included six students as members and also devoted two focus groups to students only.
- Students serve on nearly all college committees, including search committees when the positions will work closely with students, such as the recently searched chief diversity and inclusion officer and provost positions.
- Faculty Assembly expanded the number of seats reserved for students from two to four.
- The Student Association president serves on the college's Economic Development Advisory Council, which the president created in June 2014. It consists of twenty-two leaders from both the college and the surrounding community. The Council advises the Deputy to the President for Economic Development and External Affairs.
- The Student Economic Development Advisory Council, created in November 2014, further extends the focus of economic development to Oswego's student body. Membership consists of the Student Association president, a representative from each of the four major academic units, and a graduate student. This Council also advises the Deputy to the President for Economic Development and External Affairs.

- During 2015-16, students served on the Review of Academic Advisement Planning Committee, charged with helping to formulate a proposal to improve advising.
- The College of Liberal Arts and Sciences (in 2015-16), School of Communication, Media and the Arts (2016-17), and School of Education (to come in 2017) have followed the School of Business's lead by creating student advisory boards to help ensure that students are actively and regularly involved in planning curriculum and applied learning opportunities.

Learner Centered, Completion Focused

Recommendations 13, 21, 25, and 26 (Standards 8, 9, 11, 12 and 13)

SUNY Oswego is laser focused on providing the best education and support services possible to our students and to increasing retention and four-year graduation rates. The *Tomorrow* strategic plan emphasizes our commitment to improving retention and serves as a plan to do so. The performance drivers detailed in the plan's Impacts 1 to 4 outline our implementation steps. The Enrollment Management Committee and institutional support units carry out the work needed to execute these steps. For example, *Tomorrow* identifies technology as a key indicator of how our college "foster[s] a college-wide culture of caring" to support retention, and our Campus Technology Services unit then explicitly set forth an objective in its own *Digital Campus* plan to "examine and implement technologies that assist student success by focusing on retention and completion." Using these strategic plans as guiding lights, we have allocated resources to increase the number of tutors available to students in need; expanded our pre-college math and science camp to help students gain skills needed to pass gateway courses in science, technology, engineering, and mathematics; increased the number of courses and programs offered online, during the semester as well as winter and summer sessions; adopted Starfish Early Alert software to help identify, better follow up, and continue to monitor students who are struggling; and expanded our use of degree-planning software (Ellucian's DegreeWorks and Student Educational Planner) to help students map out their coursework with the goal of completing in four years or less. Section Five, page 47, describes the impact of these efforts.

Providing students with a curriculum that meets their interests and prepares them for future academic and career goals is a critical component of improving retention rates. We recognize that if students do not find the curriculum to be interesting, invigorating, and appropriate for their needs and interests, they may leave SUNY Oswego. Faculty Assembly and its councils, particularly the Academic Policies Council, Undergraduate Curriculum Council, and Graduate Council, work to improve student success by helping to ensure that our college offers and maintains the most appropriate and up-to-date academic programs. Since our 2012 Self-Study, these councils have recommended several new degree programs and program revisions. (Section One, page 4, lists the programs recently approved by the New York State Education Department.)

Our process of developing new programs places student learning in the context of the needs of the Central New York region. As an example, faculty created the M.A. in Strategic Communication, launched in Fall 2016, in response to the region's labor demands and in alignment with students' interests. This new program seeks to provide rigorous, high-quality, and engaging learning opportunities that build on the strengths of our nationally recognized

programs in media and public relations. It is distinctive as the only program offering a curriculum focused on strategic communication to the many health care and professional industries in the region. Another example is Oswego's M.S. in Biomedical and Health Informatics, approved in October 2016. Rooted in computer science, this program will prepare graduates for careers in health information systems, e-health systems, systems design and integration, safety and security, medical imaging, and telehealth. Oswego's location in Central New York makes this program especially attractive to prospective graduate students because, according to current State of New York Department of Labor market research¹, many of the employment vacancies in the region are in computer and mathematical fields as well as health care support. Students undertake to complete degrees like these because they have good reason to believe they will lead to solid careers.

While our college will always monitor and do our best to respond to the labor demands of the region balanced with the academic interests of students, we remain committed to providing a balanced and broadening General Education program for our students. At the prompting of Self-Study Recommendation 26, we have encouraged efforts to expand General Education course offerings related to civic engagement, sustainability, and the arts, subjects that strike a chord with today's students. Since 2012, new offerings in the arts have come from the Departments of Music, Theater, and English and Creative Writing while courses addressing sustainability have come from the Departments of Atmospheric and Geological Studies and Chemistry. These courses, along with all approved World Awareness offerings, help prepare students for a life of civic engagement.

By definition, a liberal education provides students with the knowledge base and habits of mind and heart needed to be contributing members of the community and participants in civic life. Our General Education Council welcomes new courses for consideration in all areas of General Education. The director of General Education continually works with faculty to promote the mission of General Education and grow the number of approved General Education courses so that students will have options to fulfill their General Education requirement with courses they find meaningful while at the same time broadening their intellectual and experiential horizons.

An Engaged Faculty

Recommendations 3, 4, 12, 18, and 19 (Standards 1, 4, 5, 6 and 10)

SUNY Oswego's faculty is a collaborative and collegial body that pursues the work of teaching students, advancing disciplines, and serving communities internal and external to the college with dedication. In our decennial Self-Study, we recommended that we better integrate adjunct (contingent) faculty into this overall faculty community by adopting a common college-wide process of evaluating their work, and we made additional recommendations for clarifying and improving specific aspects of the faculty's diverse service and research obligations and performance.

¹ "Job Openings in New York State," [State of New York Department of Labor website](#)

Evaluating Adjunct Faculty: It is college-wide policy that department chairs review the student evaluations of adjunct faculty members and address any concerns. In addition, some of our larger departments have created more formal review processes. For example, the Department of Psychology annually reviews every adjunct in the department using SUNY Board of Trustees' criteria related to teaching. Tenured members of the department's Faculty Evaluation Committee observe adjunct faculty members in the classroom and write annual performance reports. The committee reviews the observations and reports each year and holds a feedback meeting with each adjunct; this is finalized with a written performance review that includes areas for commendation and recommendations for any changes in pedagogical practices. Several other departments across the institution engage in similar processes, such as the Communication Studies and Music Departments, but at this point SUNY Oswego requires no standard formal approach to evaluating adjunct faculty members.

Streamlined Service Obligations: A workgroup including the provost, associate provost, all deans, library director, and the director of the Office of Research and Sponsored Programs made recommendations regarding faculty teaching workload and faculty assigned time based on Academic Policies Section 6 of the Faculty and Professional Staff Handbook. President's Council approved these recommendations on March 7, 2016. They focus on four areas: 1) teaching workload, 2) teaching workload calculation, 3) assigned time guidelines, and 4) assigned time monitoring and reporting.

Streamlined Governance: Faculty Assembly formed a task force in 2014 in response to our Self-Study's recommendation to "review official Faculty Assembly guidelines, membership and culture in an effort to ensure that this body represents the will of the faculty and is viewed as a relevant, important organization by newer faculty members." The task force recommended several changes to streamline governance and reduce redundancy. It recommended eliminating two councils — Library and Academic Outreach — and Faculty Assembly eliminated them. The task force also re-envisioned the Admissions and Student Services Council, which is now the Student Issues and Concerns Council. On an ongoing basis, Faculty Assembly works to eliminate committees that are inactive or whose work can be combined with other committees.

Improved Research and Sponsored Programs Procedures: As recommended, Oswego evaluated how we promulgate policies regarding human and animal studies. A change we are implementing is to hire a full-time research committee coordinator in the Office of Research and Sponsored Programs. The coordinator will oversee the Human Subjects Committee, Institutional Animal Care and Use Committee, and Scholarly and Creative Activities Committee. The aim is to permit a much more integrated approach to research review and policies as well as to provide insight on human and animal research policies. A procedural change we made for human studies is that we now require that all such research projects, including those done at the institution level for institutional assessment, be reviewed. This is intended to reduce redundancy as well as to limit the number of times individuals are invited to serve as subjects. The Office of Institutional Research and Assessment maintains a log, a clear and timely list, of all human-subjects research being conducted at the college.

SUNY Oswego has made many improvements in the administration of sponsored research and programs over the past five years, especially since we hired a new associate provost for research development and administration to lead the Office of Research and Sponsored Programs in August 2014. Under his leadership, the office revised its website to contain up-to-date guidance for faculty and staff on pre- and post-award policies and practices and to provide a listing of recent externally sponsored awards. The office created several how-to guides for faculty and staff concerning sponsored programs practices and operations and posted them to its website. It also created how-to guides on the administration of scholarships, hiring of contractors, effort reporting, and engagement with the Office of Research and Sponsored Programs with regards to grant application preparation and interpretation of monthly financial reports. To provide formal feedback to internal grant applicants, the Scholarly and Creative Activities Committee implemented a new feedback process in 2015-16; it now provides a written summary of strengths and weaknesses for each application to help applicants improve future grant submissions, whether internal or external, and to guide the provost on prioritizing awards.

Providing for Institutional Vitality

Recommendations 7 and 8 (Standards 2 and 3)

Tuition, fees, and state support are the foundation of SUNY Oswego's budget. But to maintain sound fiscal health, the college strives to optimize alternate revenue streams and pursue new revenue sources. Alternative revenue streams include the Oswego College Foundation and the college endowment, which were greatly bolstered by our recent \$43.48 million dollar campaign *With Passion and Purpose*; external grant activity, which is increasing; external partnerships focused on economic development for the region, also growing; and programs run by the Division of Extended Learning that generate revenue apart from the state-operated budget.

The recently completed campaign *With Passion and Purpose* allowed us to scale up our fundraising activities, putting a focus on refining donor identification, solicitation, and stewardship in a way that will have a long-term positive impact on our ability to fundraise. It has created a "new normal" in our fundraising efforts and results, elevating our annual fundraising outcomes by more than \$1 million annually. These new funds are primarily donor restricted and go to support a mix of student scholarship and academic programs.

As described above in *An Engaged Faculty*, the Office of Research and Sponsored Programs oversees the management of external grants. Since 2012, the office has increased outreach to faculty to encourage them to apply for grants, increased the support provided to faculty during the grant application process, and provided more ongoing support to faculty during their grant period. These efforts are yielding results: The numbers of new grant submissions grew from 63 in 2012-13 to 129 in 2015-16. The numbers of active sponsored research projects increased from 67 in 2012-13 to 85 in 2015-16. This enhancement in external funding activity resulted in an overall increase in total sponsored research expenditures from \$5.7 million in 2012-13 to \$6.3 million in 2015-16. External grant dollars help spark and sustain important college initiatives, research, and positions.

Revenue generated through external partnerships also helps our college maintain operations, expand services to students, and increase contributions to the community. A few of our current and most impactful external partnerships are:

- Partnership with the Port of Oswego's Agricultural Testing and Analysis Labs. Governor Andrew Cuomo provided \$250,000 to help support this partnership. SUNY Oswego student interns are trained, at a charge to business and industry, to perform agricultural testing and analysis on grain shipped to the port.
- Advanced Wireless Systems Research Labs. Through the SUNY 2020 grant competition Oswego won \$3 million to fund our Smart Health BHI Research Lab, Biomedical Instrumentation Teaching Lab in our Electrical and Computer Engineering program, and e-health bioinformatics wireless research.
- SUNY Institute for Precision Cancer Research, Education and Care. SUNY Oswego received \$575,000 for its part in a partnership led by SUNY Upstate Medical University and funded through the SUNY Investment and Performance Fund. Our Biomedical and Health Informatics faculty and students are among those who will participate in the institute's work.

Our Division of Extended Learning helps ensure long-term fiscal health and stability for the college through programs such as: summer and winter session course offerings, programs for high school students (i.e., Aspire Higher, New Visions, College in the High Schools), contract course offerings held at area community colleges, English as a Second Language programs (Summer Intensive English Programs, GO ESL), testing and proctoring services, non-credit open enrollment and professional development training (Robotics Summer Camp, Engaging Creative Minds Series, American Marketing Association training, etc.), contract training services (Oswego County Department of Social Services, AT&T Training Consortium, etc.), and room rentals at the SUNY Oswego Metro Center in Syracuse, N.Y. The 2015-16 winter and summer session combined revenue was \$4,922,488. All other Extended Learning program revenue for 2015-16 brought in an additional \$612,573 for a total 2015-16 revenue impact exceeding \$5.5 million. Total revenue for 2016-17 is expected to be similar. The significant revenue that the Division of Extended Learning generates through its services helps sustain the college's initiatives and operations.

To maximize enrollment and revenue generation, Extended Learning staff members on an ongoing basis monitor and refine programs, services, and marketing efforts. For example, in 2015, the division modified non-credit program budget structures to follow industry best practice using Learning Resources Network pricing models. Over the past two years, the division offered contract courses at other colleges (Cayuga and Onondaga community colleges) and grew our College in the High Schools program enrollment by offering additional courses and partnering with more high schools across the state. The division also offered more certification tests and increased the marketing of summer sessions with a "Start with Summer" campaign to encourage enrollment. Also, as discussed in Section One, page 3, the closure of the SUNY Oswego Phoenix Center, which was part of this division, cut costs without compromising services.

Our college is a careful steward of resources and a long-range planner of resource allocation, conscientiously determining where to invest to sustain the institution and propel it forward. This has been especially important as we strive to ensure that that we maintain adequate resources

for information technology and technology support as demand continues to increase. Over the last three years, our college has steadily invested in technology in support of *Tomorrow* plan strategic impacts. These investments have been in various areas, including infrastructure, classroom, and learning success initiatives.

- Since May 2014, Oswego has invested \$2.25 million in network core infrastructure and wireless access point upgrades.
- Since September 2014, we have allocated more than \$210,000 to fund innovative technology ideas proposed by faculty for academic purposes and \$75,000 in initiatives to increase the use of mobile and digital devices in the classroom. In the last year, this included iPads for faculty, iPads and e-textbooks for students, MakerBot equipment, software to support creative endeavors in music and art as well as virtual reality and cognitive functioning assessment, and research equipment for “big data.”
- Since September 2013, wireless access points in academic buildings have increased by more than 400% and in residence halls by 60%. We plan to invest another \$1 million in wireless for residence halls from 2016 to 2018.
- Bandwidth for internet access has increased 300% since September 2013.
- Since September 2013, classrooms in three buildings — the Shineman Center for Science, Engineering and Innovation, Park Hall, and Tyler Hall — were rebuilt with updated technology. Additionally, we implemented technology upgrades in Marano Campus Center, SUNY Oswego Metro Center, Laker Hall, Sheldon Hall, Lanigan Hall, and Hewitt Hall.

A Culture of Continuous Improvement

Recommendations 22 and 23 (Standards 11 and 13)

SUNY Oswego continues to foster a culture of continuous improvement and to identify areas that need attention and change, as seen above in such areas as Research and Sponsored Programs and Campus Technology Services. Our decennial Self-Study also recommended improvements in Graduate Studies and Career Services.

To improve focus on graduate student enrollment and retention, Graduate Studies has developed a new mission statement and shared it with stakeholders. It has a new application software and data management system to better process, track, and communicate with applicants and enrolled students. It has designed a more robust, dynamic website; revamped the graduate assistant program; initiated a comprehensive review of the graduate course catalog; and strengthened its partnership with faculty governance via the Graduate Council. In collaboration with deans, it has conducted a systematic review of existing programs, resulting in action plans for each program that address areas needing attention.

To better understand the success and placement of our graduates after they leave Oswego, Career Services together with the academic deans and the Office of Alumni and Parent Relations and University Development in 2013 began working to better track our graduates and to gain more insight into how our academic programs and overall collegiate experience prepare them for their post-graduate employment or advanced degree program. These offices now share information on alumni that is verified through alumni communication and LinkedIn profiles and

other public records. Prior to 2013, these offices did not work as collaboratively to collect data on post-graduate success and, consequently, the response rate to Career Services' survey of graduates hovered around 18%. By working together, we have achieved an average response rate of 65% over the past three years, the second highest rate among all SUNY comprehensive colleges; in contrast, the SUNY average for the three-year period was 44.7%. The New York State Career Development Organization honored Oswego's achievement by naming our approach a "Best Practice Model Program Across All Categories."

Our most current survey results, on 65% of the Class of 2015, reveal the post-graduation success of Oswego alumni:

- 94% employed and/or continuing education within one year of graduation
- 86% working full time in the field of their choice
- 62% employed in New York at the time of the survey, thus helping the state to retain the talent it supported and developed during the students' years at SUNY Oswego

In another development that may allow for a richer assessment of how well we equip our graduates to succeed in the job market, SUNY is currently negotiating with the New York State Department of Labor to obtain access to the department's employment data. These data would provide a broader, alternative perspective not dependent on survey results, at least for those graduates working in our state.

SECTION THREE: MAJOR CHALLENGES AND OPPORTUNITIES

This section describes SUNY Oswego's chief accomplishments over the past five years as they relate to the major challenges and opportunities we predict we will encounter in the upcoming five years. Our chief accomplishments derive from past challenges and opportunities; they will help fuel our ability to overcome the obstacles and seize the opportunities we will meet in the future.

Despite our history of strength and our record of achievement, we know we must remain nimble, aware, self-reflective, and open to new ideas and suggestions in order to respond to the challenges and opportunities ahead. Over the next five years, we will continue to be committed to the goals of our strategic plan, *Tomorrow: Greater Impact and Success*. We foresee our major challenges and opportunities centered on the plan's five impact areas, which are aligned with the fourteen Middle States Commission on Higher Education Standards of our 2012 Self-Study.

Major Challenge and Opportunity 1: Stable Enrollment and Retention

Impact 1: Our Students and Graduates; Standard 8: Student Admissions and Retention

SUNY Oswego's enrollment has been stable and strong for more than a decade. We continue to see record number of applicants, and we are able to yield our desired cohort size each year while maintaining the selectivity standards we want to uphold. We recognize that the high school and college-seeking population of Oswego County and contiguous counties is not projected to increase over the next five years. Therefore, to ensure that we continue to maintain stable enrollment, we know we must continue to recruit in regions where there is an adequate pool of qualified prospective students to attract and enroll. These regions are downstate New York, out-of-state, online, and abroad. We are also pursuing enrollment growth opportunities through the College in the High Schools program; at the graduate student level, including in our graduate online programs; and among transfer students through partnerships with SUNY two-year institutions and through our undergraduate degree completion programs at the SUNY Oswego Metro Center in Syracuse, N.Y., which provides expanded regional access to college education at affordable tuition rates.

As we extend our reach to new populations, we must focus on the needs of these students. To make additional gains in our retention rate, we will continue to help our increasingly culturally diverse and first-generation students feel welcomed, included, and respected so that they choose to persist at SUNY Oswego. We will also strive to offer the necessary early interventions, academic support services, and counseling services to help struggling students regain their footing and to help stable students continue to thrive and access increased rigor and learning opportunities so that they, too, persist to graduation.

Related Chief Accomplishments to Date

Continuing Record of Stable Enrollment: The population of college-age and college-seeking students is now concentrated downstate, and we have been successful so far in recruiting from this growing population. For the Fall 2016 semester, more than 7,600 students are from New

York, more than 190 from other states, and more than 200 from other countries. The first-year student cohort included only 248 students (lowest ever) from Oswego and contiguous counties and 298 students (highest ever) from New York City, compared to 142 in Fall 2011.

Pipeline Programs Increase Access and Completion: In the face of increased competition for fewer transfer students across the SUNY system, we have recently invested in developing transfer student pipelines. In Fall 2015, members of our SUNY Excels/Tomorrow Advisory Group received a \$275,000 grant from the SUNY Expanded Investment and Performance Fund to support a new program called Start Now. This program expands upon and formalizes an existing Oswego and Jefferson Community College initiative. Through a structured and supportive process, applicants denied admission to SUNY Oswego are offered an opportunity to attend Jefferson with the prospect of future admission to our college. These Start Now students first enroll at Jefferson and live on campus. During the one or two years they spend there, they start their college program, develop study skills, become successful at completing college-level work, and earn credits that can transfer into one of our four-year programs. The end goal is for program participants to complete degrees at both Jefferson and Oswego. The Fall 2016 Start Now cohort includes twenty-six students (the goal was twenty-five). A Start Now coordinator divides her time between Oswego and Jefferson. We plan to establish similar partnerships with additional community colleges; two have already expressed interest.

We are building partnerships with other community colleges to increase the number of transfer students enrolling at Oswego and to expand access to a four-year degree. One example of this is the Transfer Gateways and Completion program funded by a federal First in the World grant from 2014 to 2018. Oswego's partners in this program include Onondaga Community College in Syracuse, N.Y., Mohawk Valley Community College in Utica, N.Y., Cayuga Community College in Auburn, N.Y., and On Point for College, a community organization that operates a college access and success program in Syracuse and Utica. The target population for this project is high-need, under-represented, low-income, first-generation students. We look forward to seeing the impact of this program on graduation rates in 2018, when its first cohort completes, and beyond.

Data-Informed Recruiting and Maintained Quality: To achieve our enrollment goals, over the past few years we have invested in creating student recruitment "heat maps" — databases that identify high schools in the state, nation, and other countries that enroll the type of student who will match well with and thrive at Oswego. The Admissions Office uses these databases to drive recruiting efforts. Once high schools are identified as a match by their students' grades, test scores, and academic and extracurricular interests, Oswego sends admissions representatives there to recruit. When possible, we also invite the high school guidance counselors to come to campus to directly experience our college's quality, academic offerings, and campus culture. This multipronged, data-informed, and personalized approach has proven very successful and contributes to our stable enrollment and student quality.

Academic Programs Aligned with Industry and Student Demand: Degree programs associated with strong career prospects attract students. Oswego has received SUNY High Needs grants since 2013 to develop new programs that connect directly to specific workforce needs. As

described on the SUNY website, “The High Needs program began in 2006-07 ... to increase enrollment in engineering and medical fields — academic programs that are expensive to start-up, operate, and expand.” We received these competitive grants to develop the Electrical and Computer Engineering B.S. degree program (approved January 2014) and M.S. degree program in Biomedical and Health Informatics (approved Fall 2016). Since we launched the Electrical and Computer Engineering program, the number of students enrolled in it has grown 532%, from 22 students (Fall 2013) to 139 students (Fall 2016), indicating strong student demand. Other programs closely tied to area workforce needs that we have launched since 2012 are the MBA in Health Services Administration (Fall 2013) and M.A. in Strategic Communication (Fall 2016).

A Leader in Open SUNY+: Because SUNY Oswego has been a longstanding leader in online education, the State University of New York asked us to offer both our online MBA program and our online MBA in Health Services Administration program in wave one of Open SUNY+. Open SUNY+ launched in 2013 as a SUNY-wide effort to increase access to online degree programs with additional support provided to create a unique learning environment in more than 400 online-enabled degrees. Oswego now offers four programs through Open SUNY+: advanced certificates in Behavioral Forensics and Health and Wellness and the two MBAs. The inclusion of our MBA and MBA in Health Services Administration programs in Open SUNY+ is proving beneficial to both our college and to students seeking these degrees. In 2012-13, students earned only five degrees between these two programs; in 2015-16, students earned thirty-seven total degrees. Open SUNY+ helps attract students to Oswego’s programs because the online format makes the programs more widely accessible and the supports that the students receive during the program help them complete their degree. The quality of our online programs is reflected in our online MBA’s first-place ranking in New York state by U.S. News & World Report in 2017.

Rising Retention and Graduation Rates: Our college first made a public commitment to on-time degree completion in the late 1990s with the Oswego Guarantee, the college’s promise to students that the necessary classes will be available to complete a baccalaureate degree in four consecutive years or the college will enroll the student in the needed course or courses tuition-free, along with the guarantee of fixed room and board costs across four years. In 2013-14, we enhanced the Oswego Guarantee with a \$300 Return on Investment (ROI). Starting with the December 2013 graduating class, first-time, full-time students who enroll as freshmen in the fall semester and graduate in four years or less receive the \$300 Oswego Graduation ROI. The Fall 2010 first-time, full-time cohort was the first to benefit from the Graduation ROI; this cohort’s four-year graduation rate was 49.4% compared to 48.7% for the Fall 2009 cohort. Our graduation rate continues to rise: the Fall 2012 cohort achieved a four-year graduation rate of 50.2%.

Oswego has worked to increase retention in a systematic way. Our Enrollment Management Committee (which includes leadership from Residence Life, Office of Learning Services, Educational Opportunity Program, all deans, the registrar, Offices of Financial Aid and Admissions, and President’s and Provost’s Offices) consistently monitors retention data and identifies strategies to provide early intervention and support to students at risk of leaving the college. These efforts are having an impact; our first-year student retention rate increased from

80% (Fall 2014 Cohort) to 80.9% (Fall 2015 Cohort) from Fall 2015 to Fall 2016. For more on our retention strategies, see Section Five, page 47.

Major Challenge and Opportunity 2: Student Support Services

Impact 1: Our Students and Graduates and Impact 2: Our Education Ecosystem;

Standard 9: Student Support Services

We must continue to invest in effective early alert systems and a culture of caring and engaged teaching and learning. The students we currently enroll and those we admit in the future will likely still want to learn in personalized, highly responsive, caring environments. Therefore, we must provide and coordinate the resources, technology, staffing, and culture needed for effective advising, tutoring, and counseling, and the applied learning opportunities (research, service learning, community service, and career exploration) that our students seek. Such student support services and tailored learning opportunities will help them succeed and graduate on time and ready for the next chapter in their lives.

Related Chief Accomplishments to Date

More Diverse, Equitable, and Inclusive College: In Fall 2016, Oswego enrolled our most culturally diverse student population ever; 26% self-identified as Hispanic, Asian, African-American, Native American, Pacific Islander, or multi-ethnic, as did 34% of the first-year class — a more than 80% increase since the Fall 2010 first-year cohort. To help provide the best learning and living experience for all, we are investing in building cultural competency, creating a more inclusive college community, and making diversity a source of strength, vibrancy, and productive reflection.

We are developing and implementing programs that offer opportunities for faculty, staff, and students to come together to meet each other and to discuss ways to better engage with and support each other. Many of these programs rose out of an initiative spearheaded in April 2014 by the vice president for student affairs and enrollment management, who also serves as the interim chief diversity and inclusion officer, and her team in the Division of Student Affairs and Enrollment Management. Over the past five years, through new hires that filled positions that were vacant or in transition due to retirements, the professional staff and leadership in this division have become more culturally diverse and, thus, more reflective of our student body. As a result, the division has helped our students and the entire college community feel more united. For example, in 2014-15, the Division of Student Affairs and Enrollment Management established a college-wide task force to better connect the college community and improve the campus climate. The task force has helped educate faculty, staff, and students about topics and experiences pertaining to our more diverse student body. The task force created the Diversity and Inclusion Committee, which has tackled such projects as diversity training for leaders of student organizations and resident assistants and staff and an ongoing awareness campaign called “I Am Oz” to celebrate campus citizens of diverse races and cultures. The committee also expanded efforts to encourage dialogue during the annual student-spearheaded Martin Luther King Jr. and Black History Month celebrations. Some other programs include Oz Speaks: a

community speak-out session offered four times in Fall 2016 to provide a safe space for interested students, faculty, and staff members to share their experiences and thoughts on the topics of: Orlando Pulse (LGBTQIA+), Black Lives Matter, Blue Lives Matter, and Political Correctness. Another program that seeks to engage students, faculty, and staff in meaningful conversations around issues of diversity and inclusion is Shine the Light on Oz. This program began in Spring 2015 and is a semester-long campaign that includes guest speakers and panel discussions that cover topics related to diversity, equity, and inclusion.

We are also tailoring our campus outreach to specific student populations. For example, we are improving the support services we provide to our international students. In 2015-16, we began providing academic support to these students through the English as a second language coordinator. This staff member acts as ombudsman between faculty and International students and as an additional advisor for these students. She watches for alerts in the Starfish system and reaches out and responds to international students throughout the semester.

A Leader in Applied Learning and Study Abroad: Our college provides a myriad of opportunities for students to form meaningful relationships with each other, with faculty and staff and with the community near and far through service-learning coursework, volunteer experiences, research, and study abroad. The college continues to be a recognized leader in experiential education, inquiry, and engagement. Oswego leads nationally in service-learning and community service, repeatedly being listed on the United States President's Higher Education Community Service Honor Roll with Distinction since 2011 as well as holding the prestigious Carnegie Community Engagement Classification since 2011, reaffirmed in 2015. In 2016, the Institute for International Education chose Oswego's "I, Too, Am Study Abroad" campaign for honorable mention in its Andrew Heiskell Awards for Innovation because of our success in increasing the number of culturally diverse students participating in study abroad programs.

Decreased Student Loan Default Rates: Oswego's student loan default rate has dropped below 5%, less than the SUNY comprehensive college goal for 2020. We attribute this positive result in substantial part to the effectiveness of our financial literacy program, which we have expanded and improved on over the past five years. Our Financial Aid Office promotes Smart Track financial literacy to current students as a resource available online. As part of loan exit counseling, graduating students are encouraged to participate in the Smart Track program to enhance their personal financial knowledge and help them avoid financial trouble such as defaulting on a student loan. We hold financial literacy training sessions throughout the year in the residence halls and in collaboration with the athletic department to all student-athletes as well as offering individual appointments to students. Students and their parents and guardians who borrow federal loans must complete online loan entrance counseling provided by the U.S. Department of Education. Our college works closely with the SUNY Loan Service Center and federal loan processors to identify students who may be in danger of going into default after graduating. Oswego's financial aid counselors then reach out to students identified as at risk before they graduate to help them understand and pursue their options to avoid default.

Major Challenge and Opportunity 3: Faculty and Staff Diversity and Retention

Impact 2: Our Education Ecosystem; Standard 10: Faculty

As our student population becomes more diverse, it is imperative that we do our best to grow the diversity of our faculty and staff to reflect our student body. We know everyone at our college benefits when our conversations and the curriculum we teach reflect the diversity of the modern world. We live in a global society, and it is our duty and desire to prepare our students to thrive in communities and workplaces around the globe. This is only possible if we seek out, welcome, and cultivate diversity of thought, background, experience, and upbringing in our faculty, staff, and administrative team.

Colleges and universities across the nation share this goal for many of the same reasons and, therefore, competition for underrepresented faculty is intense. The number of underrepresented master's and doctoral graduates who are seeking employment as faculty members is increasing each year, but the pace is struggling to meet demand. SUNY Oswego must stand out to attract the best faculty and staff hires, and we must be intentional in our recruiting and search processes if we are to be successful in hiring more underrepresented faculty and staff.

Related Chief Accomplishments to Date

Gains in Faculty and Staff Diversity: SUNY Oswego has had a degree of success in increasing the number of diverse faculty and staff to better support our evolving student body. The college has reinvigorated several procedures and programs aimed at increasing the diversity of faculty and staff. We improved training for search committees to assist them in developing and executing more culturally conscious and effective searches, including guidance on how to develop position descriptions and postings that reference our college's culture of inclusiveness and commitment to providing a diverse and accepting environment in which all will thrive. We build more inclusive candidate pools by advertising jobs in publications and websites that are often read by diverse candidates. As a result of these intentional efforts, in Fall 2016, we welcomed eighty-one new faculty and professional staff, of which 28% self-identified as culturally diverse, more than doubling the previous year's number of culturally diverse new hires.

We are also seeking new partnerships and relationships with organizations that are committed to helping to grow the number of underrepresented doctoral students and faculty in the academy. For example, in Fall 2016, our college partnered with the Holmes Scholars program, an American Association of Colleges for Teacher Education mentorship program for underrepresented students preparing to be educators. Through this partnership, we will be able to connect students from diverse backgrounds with resources for mentorship, leadership training, and professional development and build relationships with other graduate programs nationally, allowing opportunities for recruitment of scholars entering academia and building a network of resources for programming here at Oswego.

Major Challenge and Opportunity 4:

Protect and Grow Institutional Resources and Assets

Impact 4: Our Institution; Standard 3: Institutional Resources

Building on the historic success of our recent campaign, we must continue to grow philanthropic support and increase our endowment. For every \$10 million we add to the endowment, we generate \$400,000 annually in perpetuity, representing funds available regardless of the ebb and flow of state support. By providing increased privately funded scholarship resources, we can free up college resources currently used for student scholarship support so that these resources can be used more broadly to help address emerging needs. Challenges to this scenario will be continued slow growth in the economy as well as the likelihood of another recession in the next few years. Based solely on typical length of an economic expansion and contraction cycle, this becomes more likely with each passing year. We will continue to focus on endowment investment performance.

Also helping to ensure fiscal health and stability for the college are the Extended Learning Division and the Office of Research and Sponsored Programs. For a discussion of their revenue-generating programs and strategies, see Section Two, pages 13-14.

Related Chief Accomplishments to Date

Record-breaking Campaign: As briefly mentioned in previous sections, from 2012 to 2016 Oswego engaged in the State University of New York comprehensive college sector's largest fundraising campaign: *With Passion and Purpose: The Campaign for SUNY Oswego*. The campaign's goal was to raise \$40 million; we exceeded that goal by raising \$43.48 million. The campaign sought donations to build the endowment, increase student success with scholarship funds and experiential learning opportunities, and sustain day-to-day excellence. The campaign received a \$5 million gift from Dr. Barbara Palmer Shineman '65 M'71 and the Richard S. Shineman Foundation to support academic programming and scholarship. We recognized the gift by naming the Shineman Center for Science, Engineering and Innovation. That gift inspired Lorraine Marano to bequeath \$7.5 million to the college, the largest private gift in college history. Her gift supports academic programming and scholarships for first-generation and low-income students in particular. In recognition of her gift, we named the Campus Center in her and her husband's honor. The dollars raised through *With Passion and Purpose* funded creation of seventy-six new scholarships and sixty-seven new funds for academic units and provided nearly \$8 million in direct support to departments and programs. Through donor support, since the start of the campaign our endowment has grown 184% to \$32.7 million.

Healthy Investment Results: Oswego's endowment adds financial stability and a predictable source of revenue that help the college plan and build programs for the future. According to the 2016 National Association of College and University Business Officers' Commonfund Study of Endowments, Oswego outperformed the national ten-year return average of 5% by returning 7.2%. This number is significant because it allows the college to maintain a 5% target spending rate while covering the ten-year inflation rate of 1.7%. The study of more than 800 institutions

showed that our college is almost unique in being able to cover costs and maintain our usual 5% endowment spending. Oswego's results exceeded the one-year, three-year, five-year, and ten-year performance of our peer group of colleges with \$25 million to \$50 million endowments as well as our aspirational peer group of universities with endowments exceeding \$1 billion. Oswego finished tenth on the list of more than 800 participating institutions in endowment growth, with an overall 28.8% growth rate.

Renewed Campus Facilities: Campus renewal has proceeded in line with our Facilities Master Plan, which is developed by the college community at large through the Campus Concept Committee and Facilities Services division (see Section Six, page 55). The college's capital project spend over the past five years exceeds \$236 million with the completion of the following projects:

- In Spring 2013, Romney Field House reopened after a \$2 million investment that added a synthetic track surface that allows year-round training with a 200-meter track, a long-jump pit, a pole vault, and an infield that can be used for tennis courts or for soccer or lacrosse practices.
- We opened the 230,000-square-foot Richard S. Shineman Center for Science, Engineering and Innovation in Fall 2013 to replace the forty-five-year-old Snygg Hall. Shineman opened just as enrollment of students in science, technology, engineering, and mathematics (STEM) was starting to skyrocket — 343 new STEM students enrolled in Fall 2013 compared to 273 students the year before. In Fall 2016, 411 new STEM students enrolled. The facility received Leadership in Energy and Environmental Design (LEED) Gold certification in 2015.
- The new 7,200-square-foot Rice Creek Biological Field Station, built to LEED Gold standards, opened in Fall 2013 as the centerpiece of a 400-acre nature preserve that includes a new observatory, pavilion, and nature trails spanning 7.5 miles for student and community use.
- February 2014 marked the reopening of our second-oldest building, Park Hall, over eighty years old. The two-year, LEED Gold standards renovation cost \$17.5 million and made the building more modern, technologically equipped, and collaborative. It is now connected to the Shineman Center to help foster innovative partnerships between the disciplines. Park and Wilber Hall, under-renovation, will eventually house all School of Education departments.
- We opened two labs in our Advanced Wireless Systems Research Center in December 2014. The labs are designed to propel students and faculty into multidisciplinary research, coursework, and experiential learning opportunities in next-generation wireless technology.
- A new \$2.37 million turf field and stadium opened in Fall 2015. The outdoor facility is well lit to allow practices and games to extend past sunset. It has a 1,000-seat grandstand for fans, a press box for national, local, and student-media groups, and a scoreboard equipped with a color electronic message center.
- Also in 2014-15, new space on the third floor of the SUNY Oswego Metro Center was leased and developed to provide space for a technology-equipped classroom and seminar/board room. Faculty teach classes in these spaces and, when not being used for instruction, they serve as additional meeting room space. A multi-purpose executive suite on the first floor of the center was also obtained and renovated to serve as a seminar/board room. It is often used for graduate classes and alumni events and as meeting space available for rent.
- The college reopened Waterbury Hall, a student residence hall, in Fall 2015. This \$8.8 million, 211-bed renovation included widened doorways that make the rooms and common spaces

wheelchair accessible and private gender-inclusive bathrooms. We paid for the project from reserves, avoiding the need for bonding and helping to limit rate increases for students.

- Tyler Hall reopened in Fall 2016 after a \$22.2 million Phase One renovation. This phase included the renovation of Waterman Theater, Tyler Art Gallery, a music rehearsal hall, and box office. The remaining interior work has a \$13 million budget. If all goes well, Tyler Hall renovations will be complete in 2018.

Major Challenge and Opportunity 5: External Regulations and Reporting

Impact 1: Our Students and Graduates, Impact 4: Our Institution, and Impact 5: Our Grand Challenges; Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning

Higher education is increasingly under national scrutiny with more state-level emphasis on performance metrics, particularly regarding affordability, access, completion, and post-graduate success. Regulations surrounding the counting and reporting of sexual assault cases and the subsequent college response and follow-up and options provided to the people involved are also under debate nationally and frequently covered in the media. Responding to the increase in external regulations often requires that institutions' employees spend significant time and resources on new mandates with little or no new financial support to offset the costs.

Related Chief Accomplishments to Date

Over the past five years, an increasing number of state and federal demands and regulations pertaining to Title IX impacted our college. To address it, in 2015 the position of Title IX coordinator at SUNY Oswego became full time and began reporting directly to the president. The position is devoted to coordinating the college's efforts regarding sexual discrimination, harassment, and assault, including regulatory compliance, related state and federal reports, programming, and support services for students, faculty, and staff. The Title IX Coordinator's work closely aligns with the three impact areas of the *Tomorrow* plan listed above. For example, in 2015-16, her work contributed to the retention of undergraduate and graduate student victims of sexual and interpersonal violence because she worked with these students to help them request accommodations and remedies that enabled them to remain enrolled and on-track with their studies.

Also, the Title IX coordinator delivered to the college community more than twenty educational programs related to sexual and interpersonal violence and helped provide community service opportunities for students to participate in the national It's On Us campaign against sexual assault. More than 1,000 Oswego students and employees took Vice President Joseph Biden's It's on Us pledge. In 2015-16, the coordinator conducted more than sixty-five Title IX general information sessions, including sessions scheduled for specific academic or administrative offices. More than 3,000 students and employees participated in these sessions. Assessment surveys administered after the information sessions showed that attendees learned how to report a Title IX concern, what support services the college provides, and how to identify

concerning behaviors as well as the important role a bystander plays in helping to prevent sexual assault.

Our Title IX coordinator's excellent work at Oswego has earned her respect across the state. As a result, her Title IX peers across the SUNY system elected her to serve as the inaugural president of the SUNY Title IX Coordinators Association. Her leadership and work at our college also earned her a SUNY Student Affairs award recognizing Oswego's collaborative Title IX programming with stakeholders on campus and in the community.

SECTION FOUR: ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS

As described in Section Three as a chief accomplishment under Major Challenge and Opportunity 1, SUNY Oswego has achieved enrollment goals year after year and maintained good fiscal health. With continued careful planning, targeted recruiting strategies, and prudent management of resources, we are poised to continue to achieve our enrollment goals and maintain our fiscal health. In this section, we discuss trends in the college's enrollment and finances — both operational and capital — and projections over the next three years.

Recent Enrollment

Oswego has a long track record of enrollment stability, meeting or modestly exceeding annual enrollment goals. Over the past four years, the college has operated at or near capacity enrollment levels and at capacity levels in the residence halls. This has provided our college financial stability and revenue that has helped sustain and propel forward operations.

<u>Undergraduate</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
Full time	6,954	6,880	6,778	6,868
Part time	374 (5.1%)	313 (4.4%)	326 (4.6%)	282 (3.9%)
Total	7,328	7,193	7,104	7,150

<u>Graduate</u>				
Full time	352	332	308	317
Part time	437 (55.4%)	509 (60.5%)	525 (63.0%)	537 (62.9%)
Total	789	841	833	854

<u>TOTAL</u>				
Full time	7,306	7,212	7,086	7,185
Part time	811 (10%)	822 (10.2%)	851 (10.7%)	819 (11.4%)
TOTAL	8,117	8,034	7,937	8,004

Developments in Undergraduate Enrollment

As the tables above show, SUNY Oswego's student body continues to consist primarily of full-time undergraduates. Their number has remained relatively flat for many years, wavering between 0.06% and 1.8% year to year in the past four years. The majority of these full-time undergraduates live on campus: 61.1% in Fall 2013, 63.0% in Fall 2014, 62.4% in Fall 2015, and 62.6% in Fall 2016. In addition to the residence halls, campus resources such as the library, lounges, food service areas, recreational facilities, and parking lots are fully utilized. At the undergraduate level, the college is operating close to capacity with only slight room for growth.

In Fall 2016, we launched three new undergraduate completion programs at the SUNY Oswego Metro Center in Syracuse, N.Y.: in Public Justice, Business Administration, and Human Development. From Fall 2015 to Fall 2016, undergraduate student registrations at the center increased 187%, and the number of unduplicated students taking courses at the center rose 82.6%. The SUNY Oswego Metro Center expects to see continued growth in undergraduate enrollment in the coming years.

SUNY Oswego Metro Center Courses *(included in total undergraduate figures above)*

Undergraduate	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
# of Registrations	35	11	23	66
# of Students (unduplicated)	35	11	23	42

In Spring 2014, the college hired a new dean to lead the Division of Extended Learning. Under her leadership, the college has increased outreach efforts to undergraduate students and marketing of online course opportunities available during the fall, winter, spring, and summer sessions. Simultaneously, the Office of the Registrar has worked with the Division of Extended Learning to identify students who would benefit from taking online coursework in the winter and summer sessions to catch up or to stay on track toward earning a bachelor's degree in four years or less. These students receive emails encouraging them to take course work specific to their academic needs and reminding them that if they enrolled as a first-time, full-time student in the fall semester and if they graduate in four years or less, they will earn the \$300 Oswego Guarantee Graduation ROI (described on page 19). Marketing of this graduation incentive tied to winter and summer session enrollment began in Fall 2013 but intensified with Spring 2014 students and has now become a part of the winter and summer online course marketing strategy. In addition, to best meet students' needs, we have increased the number of blended programs: a mix of online and in-person courses. As a result of all these factors, the total number of undergraduate students registered in online courses has increased 45% from Fall 2013 to Fall 2016, and the number of unduplicated undergraduate students taking online courses has gone up 38.5%.

Online Undergraduate Course Enrollment *(included in total undergraduate figures above)*

Undergraduate	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
# of Registrations	1,161	1,441	1,353	1,685
# of Students (unduplicated)	877	1,105	1,016	1,215

Developments in Graduate Enrollment

The total number of graduate students at SUNY Oswego grew 8.2% from Fall 2013 to Fall 2016 due in large part to the 22.9% increase in part-time graduate students, as full-time graduate students declined 9.9%.

Growth in graduate enrollment at the program level, both full- and part-time, occurred primarily in the School of Business and in the College of Liberal Arts and Sciences. For example, in the School of Business, the total number of graduate students enrolled grew from 144 in Fall 2013 to 246 in Fall 2016. In particular, the MBA program increased from 100 students to 145 students

over those four years, and the new MBA in Health Services Administration, introduced in Fall 2013, grew from 3 students enrolled that semester to 45 students in Fall 2016. Notably, both of those programs enable students to complete their degrees easily part time and online, and both are both now part of Open SUNY+ (described on page 19). Graduate enrollment growth in the College of Liberal Arts and Sciences can be attributed in part to the Human-Computer Interaction program, where enrollment grew over the four years from 15 to 31 students.

In contrast, graduate enrollment in the School of Education declined in recent years: from 423 students in Fall 2013 to 364 students in Fall 2015. However, enrollment there rebounded somewhat in Fall 2016 to 389 students. The uptick affirms our belief that demand for graduate-level teacher certification will return and grow over the next several years as current teachers retire and as the national conversation regarding teacher accountability and respect improves.

The growth in online course enrollment illustrated in the table below is attributable primarily to growth in the Human-Computer and Interaction and MBA programs, all of which include online courses.

Online Graduate Course Enrollment *(included in total graduate figures above)*

Graduate Students	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
# of Registrations	447	561	662	678
# of Students (unduplicated)	298	365	427	424

Projected Enrollment

The State University of New York traditionally requires SUNY Oswego to submit a long-term enrollment plan. Our most current plan for Fall 2020 projects modest enrollment growth.

<u>Undergraduate</u>	<u>Plan Fall 2017</u>	<u>Plan Fall 2018</u>	<u>Plan Fall 2019</u>	<u>Plan Fall 2020</u>
Full time	6,875	6,890	6,910	6,970
Part time	280	280	275	275
Total	7,155	7,170	7,185	7,245

<u>Graduate</u>				
Full time	320	325	328	330
Part time	535	540	545	550
Total	855	865	873	880

<u>TOTAL</u>				
Full time	7,195	7,215	7,238	7,300
Part time	815	820	820	825
<u>TOTAL</u>	8,010	8,035	8,058	8,125

Our priority is increasing retention rates and four-year graduation rates for undergraduate students and decreasing time-to-degree for all students. At the same time, we are keeping the flow of incoming students strong with new programs targeted to particular groups. For example, we are striving to increase our transfer student population through programs like the Start Now partnership with Jefferson Community College (described on page 18). We expect continued growth in our nationally recognized and highly rated MBA program and in our MBA in Health Services Administration and Human-Computer Interaction programs as well as our new master's programs in Biomedical and Health Informatics and Strategic Communication. We are attracting new students, both undergraduate and graduate, through new programs and course offerings at our SUNY Oswego Metro Center.

We also believe we have the potential to grow enrollment by increasing our out-of-state population, particularly from contiguous states. To that end, the Admissions Office has hired a full-time recruiter based in New York City and a part-time recruiter based in New Jersey. Our goal is to increase domestic out-of-state (excluding international) new first-time students to 100 by Fall 2020, compared to 59 in Fall 2016. We will attempt to attach these out-of-state students to New York state during their years at Oswego to help regrow the upstate population and retain talent developed in the state. International student enrollment has potential to remain stable as we maintain and expand partnerships with schools in India and China.

We also have an opportunity to grow enrollment through our College in the High Schools program, which enrolls high school students in credit-bearing course work so that the students are able to have a jump start on their college credits while completing high school. We project it to grow in enrollment to more than 2,000 by 2020 from 1,307 in 2013. This program also provides a prospective full-time college student applicant pool from which we recruit.

In addition, we expect our online course offerings and program enrollment to grow in the next five years. We are in the process of leveraging technology to provide a more user-friendly approach to online learning. We are promoting an environment that puts students in a position to readily engage in learning and personally connect to their online courses and instructors at Oswego through instructor introduction videos, course overview videos, and synchronous virtual office hours. All programs offered at the SUNY Oswego Metro Center are designed in blended format, requiring students to take a balance of courses on site and online, and we are planning that those programs will grow. Continued development of online courses by diverse departments also points toward an increase in online enrollment at both the undergraduate and graduate level.

Financial Trend Analysis

New York provides funds for the State University of New York annually in conjunction with the state budget process. SUNY Oswego receives funds from two main areas: state tax dollars and revenues from tuition and fees.

State-appropriated Tax Dollars

For many years, the allocations of state tax dollars have remained relatively unchanged for SUNY's comprehensive college sector, which includes Oswego, as shown in the table below. These funds comprise approximately 23% of the state-operated budget allocation.

Tuition Revenue

Campuses retain all tuition and fees generated from fall and spring semester enrollment. These funds supplement the state-appropriated tax dollars, and together they make up the annual campus financial plan in aggregate. Campuses must develop a tuition plan that is consistent with enrollment trends and realistic, because their budget depends on this revenue. If a campus fails to make its tuition revenue target, SUNY's System Administration expects the shortfall to be made up with other campus funds if expenditures stay the same. Should a campus exceed its tuition target, it may keep the excess. Campuses do not set tuition rates; rather the SUNY Board of Trustees proposes tuition increases, which require approval by the governor and legislature. Campuses have limited authority to set fee amounts; any increases are usually tied to the Higher Education Price Index.

SUNY Oswego State Appropriations

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
State Tax Dollars	\$15,838,400	\$15,838,400	\$16,047,600	\$15,967,500	\$15,838,400
Tuition Revenue	\$43,956,400	\$45,657,000	\$48,114,100	\$51,071,700	\$51,376,700
Total Appropriation	\$59,794,800	\$61,495,400	\$64,161,700	\$67,039,200	\$67,215,100

As illustrated above, Oswego's tuition revenues have risen significantly due to the SUNY2020 Rational Tuition Plan enacted by the state that allowed for an increase in tuition rates from 2011-12 to 2015-16. Additional tuition revenues during that time were first used to cover contractual salary increases negotiated by unions, minimum wage increases, standard inflation and utility costs, and support for the Tuition Assistance Program (TAP) tuition credit scholarship, used to shield our neediest students from the effects of multiple-year tuition increases. Another component of the Rational Tuition Plan was maintenance of effort, which stipulated that during this time, state tax dollar support would not decrease.

Institutional Financial Plan

SUNY Oswego creates a financial plan each year based on the total state appropriation. The enacted State University budget for Fiscal Year 2017-18 is one of hope and optimism for the Oswego campus. Healthy enrollment, which continues to be the primary driver for campus financial stability, remains strong and consistent. The return of a predictable tuition plan (previously known as the Rational Tuition Plan) and reinstatement of the Maintenance of Effort legislation will provide additional dollars and fiscal protection for the State Operated campuses.

Enactment of Governor Cuomo’s Excelsior Scholarship Program is ground breaking legislation that will create educational opportunities to thousands of students whose families qualify for the Excelsior Program. While details of the actual implementation are not yet finalized, the concept of the program has thrust SUNY to the forefront of public higher education.

At Oswego, our institutional financial plan is fully integrated with our capital resources and each year is balanced to equal the total appropriation from the state (see chart: SUNY Oswego State Appropriations on previous page). As such, the increase to the State University of New York’s Capital Program, from two hundred million dollars (\$200M) per year to five hundred and fifty million dollars (\$550M) per year for a period of five years will enable continued major improvements to our educational facilities, as well as improve the quality of the student life experience on campus.

Financial Plans for SUNY Oswego

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Personal Service - Regular	\$48,187,300	\$49,421,600	\$51,244,400	\$53,246,100	\$54,227,000
Personal Service - Temporary	\$2,847,200	\$2,914,500	\$3,083,500	\$3,156,700	\$3,215,700
Other Than Personal Service	\$4,162,500	\$4,061,500	\$4,236,000	\$4,538,600	\$4,474,600
Tuition Scholarship (TAP)	\$1,000,000	\$1,500,000	\$2,000,000	\$2,500,000	\$1,700,000
Utilities	\$3,597,800	\$3,597,800	\$3,597,800	\$3,597,800	\$3,597,800
Total Financial Plan	\$59,794,800	\$61,495,400	\$64,161,700	\$67,039,200	\$67,215,100

The college specifically targeted modest increases over these five years to the following areas.

- **Personal service - Regular** increases directly reflect five years of state-negotiated contractual salary increases for both instructional and non-instructional staff. With tuition increase revenue, Oswego also added fifty-eight positions, including twenty-three tenure-track faculty lines, twelve instructional support positions, and increases in our professional staff to support student service needs.
- **Personal service - Temporary** increases reflect state-negotiated contractual salary increases for our adjunct (contingent) employees and minimum wage increases for student employees.
- **Other Than Personal Service** increases include travel and professional development for faculty and staff as well as increases in equipment and supplies as we brought new facilities online, including our state-of-the-art Shineman Center for Science, Engineering and Innovation.

- **Tuition Scholarship (TAP)** increases supported the neediest of students who receive the full state TAP scholarship. They bridged the gap between the maximum award available for TAP recipients and the higher tuition rates under the Rational Tuition Plan. Dollars from the rational tuition increase were used to fund this expenditure annually. When the Rational Tuition Plan ended in 2016-17, Oswego repurposed these tuition dollars to support continued growth in our Academic Affairs Division, particularly in emerging curricula such as Engineering, Human Development, and Public Justice, and to support our efforts at the SUNY Oswego Metro Center. In all, we added nine full-time equivalent positions along with support for minimum wage increases and other material and programming costs for these and other high needs areas within Academic Affairs.
- **Utilities** allocations derive from projections by the SUNY Office for Capital Facilities, Department of Energy Management and Procurement. SUNY Oswego retains this standard allocation annually to normalize any fluctuations in the actual costs of utilities dependent on climate patterns, variations in natural gas or electricity costs, and inflationary indicators. If utility costs fall below the projected amount, we use surplus allocations to offset any overages elsewhere in our budget; the college covers overages in utility costs using campus reserves. Proactive planning alleviates any surprises related to utility expenditures, ensuring that state resources cover most, if not all, utility costs.

Financial Projections

SUNY's Rational Tuition Plan provided Oswego additional financial resources to ensure stability and fund our strategic plan-derived initiatives designed to enhance academic offerings and improve the student experience. Discontinuation of this plan led our college to develop a revised strategy to ensure continued financial stability. Careful enrollment planning has generated additional resources that we combine with other revenue streams that together contribute to achieving our mission. Unfunded mandated expenses for 2016-17 caused Oswego to deploy planned campus reserves to balance the state-funded budget.

As discussed earlier in this section, our enrollment projections submitted through the SUNY Performance Improvement Plan — written in complete alignment with our strategic plan, *Tomorrow: Greater Impact and Success* — show steady undergraduate enrollment and modest growth in graduate enrollment over the next four years. Rising costs generated from state-wide negotiated contractual salary increases, inflationary indicators in general spending and utilities, and student minimum wage increases will put additional stress on our planned campus reserves unless state tax support increases as well. Therefore, government relations efforts at SUNY Oswego and SUNY-wide continue to focus on helping our state legislators understand the need to pass state budgets each year that allocate sufficient resources to the SUNY campuses to cover the aforementioned costs.

Our college's financial commitments include scholarship funding to help recruit the most talented and prepared students; college-wide technology upgrades to provide the most up-to-date services to our college community; and investments related to *Tomorrow's* goals for programming in and out of the classroom on our main campus as well as at the SUNY Oswego Metro Center.

Appendix 4.0, “Projected Financial Plans: Revenues vs. Expenditures” lists our current year and our next three years of projected revenue and expenditures. We are expecting modest tuition revenue increases as a direct result of the predictable tuition plan as well as slight increases in our graduate enrollment and non-resident enrollment categories. Our expenditure patterns allow for an increase in personal service to accommodate negotiated contractual salary increases and additional increases in our Tuition Scholarship (TAP), which will be necessary with proposed tuition increases projected over the next three years. Given the uncertainty surrounding the execution of the New York State Excelsior Tuition Scholarship on our revenues, we remain optimistic that the resurrection of the predictable tuition plan and maintenance of effort provisions will temper the need to utilize campus reserves to balance the annual budget. Careful monitoring of enrollment plans over the next several years to ensure we are meeting our targets will allow for a steady inflow of revenues to provide financial stability in support of the needs of the institution.

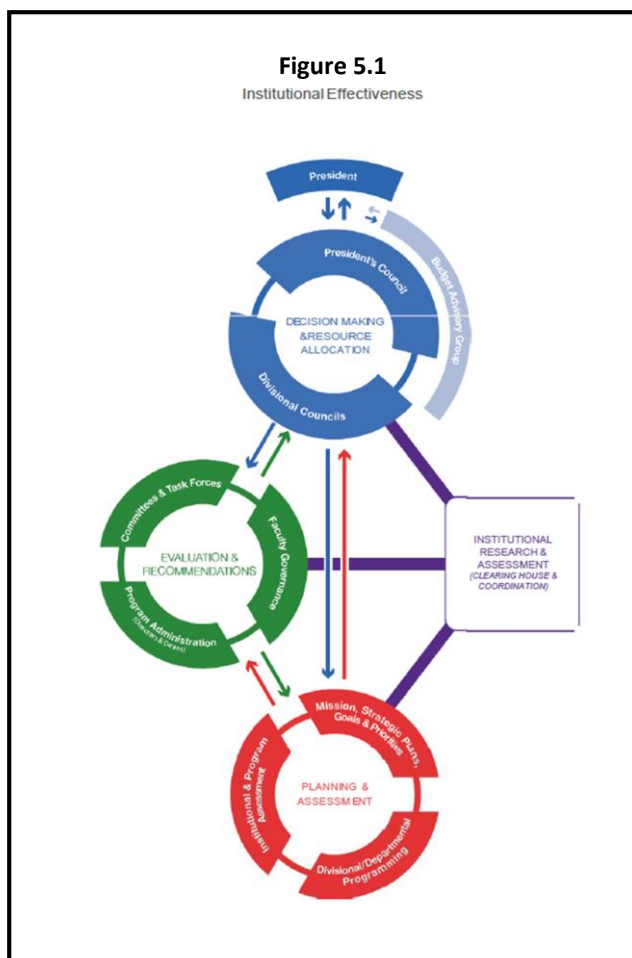
Note: SUNY Oswego is not independently audited. The college’s financials are included in the university-wide audited financial statements. The auditors issued no management letters associated with these statements. The campus individual Integrated Postsecondary Education Data System (IPEDS) statement is a breakdown of the audited financials by campus. The following IPEDs and University-wide Financial Statements and accompanying narrative letters were uploaded together in our MSCHE portal in a single PDF file titled “SUNY Oswego Audited Financial Statements 2013 thru 2016” for Middle States Commission on Higher Education financial reviewers.

- Annual Financial Report 2013-14
- IPEDS 2013-14 Narrative
- IPEDS F1B 2013-14 Oswego Final
- Annual Financial Report 2014-15
- IPEDS 2014-15 Narrative
- IPEDS F1B 2014-15 Oswego Final
- Annual Financial Report 2015-16
- IPEDS 2015-16 Narrative
- IPEDS F1B 2015-16 Oswego Final

SECTION FIVE: PROCESS TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Overview of Institutional Assessment Processes

Figure 5.1 provides a comprehensive picture of our processes for assessing institutional effectiveness. Our assessment process continues to be an organized, planned, and ongoing process that involves collaborative efforts and shared governance at each level of the institution. SUNY Oswego's strategic directions, based on our strategic plan, *Tomorrow: Greater Impact and Success*, provide the overarching framework for assessment goals, measures, and recommendations, as well as resource allocation decisions. The Office of Institutional Research and Assessment serves as the assessment coordination and resource hub for our college's strategic and assessment plans, assessment timelines, and all outcomes data. It further provides the resources and framework for the development, execution, analysis, and documentation of the progress in meeting assessment goals at both the program and institutional levels. Our strategic priorities and resource allocation decisions are informed by assessment data and comprehensive input from all divisions and the President's Budget Advisory Group. The regularization and sustained engagement in this process — integrating all units of the college — began during our 2012 Self-Study and review.



Our 2014 Progress Report (Appendix 5.0) to the Middle States Commission on Higher Education (MSCHE) presented at length a consummate example of how assessment has helped improve our institutional effectiveness. In that report, we outlined how we have implemented a shared, uniform, and centralized reporting of institutional assessment data. We improved documentation of the alignment of division/unit-level goals with the college's strategic directions and used assessment of our 2007 strategic plan to inform the new strategic planning process. Among the changes resulting from our assessments were a number of significant and highly successful actions to grow our science, technology, engineering, and mathematics programs.

This section is organized into four subsections, as follows:

1. Assessment of Institutional Effectiveness (Standard 7)

- New Strategic Plan — *Tomorrow: Greater Impact and Success*
- Institutional Assessment: the College Environment
- Institutional Assessment: Academic Affairs
- Institutional Assessment: Student Affairs and Enrollment Management

2. Assessment of Student Learning (Standard 14)

- Programs and Departments
- General Education

3. Accomplishments in Institutional Effectiveness and Student Learning and Responses to Self-Study Recommendations 14-17, 20, 24, and 27-31

- A Climate of Communication, Reflection and Action
- Improving Student Success
- Continually Evaluating the Impact of Programs to Improve Student Learning

4. Assessment Resources, Coordination, and Support

- Office of Institutional Research and Assessment
- Assessment Coordinators
- Assessment Fellows Program
- Assessment Advisory Committee
- Student Affairs and Enrollment Management Assessment Team
- Training and Professional Development Resources

1. Assessment of Institutional Effectiveness (Standard 7)

New Strategic Plan — *Tomorrow: Greater Impact and Success*

Overview of Strategic Goals: With data and feedback from our 2012 decennial review, SUNY Oswego embarked on the creation of a new strategic plan in 2013-14. Touching on every aspect of our mission, goals, and processes, *Tomorrow* (Appendix 1.1) reflects collaboration with and input of hundreds of members of the college community and other stakeholders. As a comprehensive expression of our strategic priorities, the plan builds upon the vision outlined in our prior strategic plan, *Engaging Challenge: Sesquicentennial Plan*.



SUNY Oswego made significant advancements in strategic planning as we developed and implemented *Tomorrow*. Most notable is a clear and strong commitment to tying our actions to measurable results. We accomplished this by explicitly linking the college’s mission and strategic priorities, articulated in five impact areas, to performance drivers, which are specific programs and activities that we perform to attain our impacts. In turn, key indicators assess the progress made by the performance drivers. Key indicators are multiple, clearly articulated, and measurable outcomes that generate the necessary quantitative and qualitative data to track the progress of our performance drivers and thus our impacts and mission. This structured, evidence-based approach allows the college to focus efforts, measure progress, and make changes in response to outcome data. This approach requires the college to change and adapt in response to outcomes and, therefore, the *Tomorrow* plan is necessarily a living document: As we collect evidence and find what works and what does not, we expect to adapt our key indicators and performance drivers, always with the aim of advancing our strategic impacts and mission.

Figure 5.2

Institutional Divisions and Units

Academic Affairs: Academic Programs

College of Liberal Arts and Sciences
 School of Business
 School of Communication, Media and the Arts
 School of Education
 Division of Extended Learning
 Division of Graduate Studies
 Honors Program
 Interdisciplinary Programs and Activities Center

Academic Affairs Academic Support Units

ARTSwego
 Campus Technology Services
 Center for Excellence in Learning and Teaching
 Center for Experiential Learning
 Education Opportunity Program
 English for Academic Purposes
 First-Year Programs
 Office of Institutional Research and Assessment
 Office of International Education and Programs
 Office of Learning Services
 Office of Research and Sponsored Programs
 Penfield Library
 Registrar
 Research and Individualized Student Experiences
 Scholarly and Creative Activities Committee
 Sustainability
 Transfer Services

Student Affairs: Offices and Units

Admissions
 Athletics
 Auxiliary Services
 Campus Life
 Campus Recreation
 Career Services
 Community Service
 Counseling Services
 Dean of Students Office
 Disability Support Services
 Event Management
 Financial Aid
 Health Services
 Lifestyles Center
 Orientation
 Residence Life and Housing
 Student Conduct
 Student Involvement

Tomorrow Guides Divisions and Units: The *Tomorrow* plan guides the goals and activities of our divisions and units (Figure 5.2 on previous page). Each division and unit aligns its goals and activities with the impacts and performance drivers of the plan.

The Division of Academic Affairs led the way in formalizing assessment plans and processes, integrating its goals and objectives with the institution's strategic planning. In our 2012 decennial review, the MSCHE evaluation team report noted that the planning process of Academic Affairs was "a very successful step" for guiding the division's actions, programs, and assessment activities. Since that time, Academic Affairs has continued to develop an inclusive, robust, and sustained culture of planning and assessment. Each year the Division of Academic Affairs publicly shares and reports the division's annual goals (Appendix 5.1) and explicitly ties them to the *Tomorrow* plan. The annual goals are initially developed in consultation with faculty, department heads, deans, and other important stakeholders, as are the strategies for implementation and report of progress in achieving the goals; President's Council then reviews and approves the goals. Each annual goal has tied to it a number of objectives, actions to achieve those objectives, expected outcomes, and persons or units accountable. These parameters are based on the prior year's assessment results in the framework of the *Tomorrow* plan. At the end of the academic year, the provost reviews how well the goals have been met, based upon the data measuring progress on achieving specific objectives, individually with direct reports and peers, and the Deans Council discusses it. The Academic Affairs annual report (Appendix 5.2) synthesizes the entire progress of Academic Affairs and is shared with the college community. The key indicators for each strategic impact are reviewed as comprehensive outcome measures to drive future planning. These data form the basis for the next year's annual goals and close the assessment loop to support institutional effectiveness.

The Division of Student Affairs and Enrollment Management has adopted and implemented a similar approach to strategic planning, with the identification of divisional strategic goals in the areas of Student Success, Enrollment, Diversity and Inclusion, and Staff Development that align with the *Tomorrow* plan. Divisional goals provide direction for the development of departmental priorities and new initiatives. Annually, departments identify or reaffirm goals and intended outcomes, which are then the basis for annual assessment plans.

Institutional Assessment: the College Environment

The Office of Institutional Research and Assessment has conducted, coordinated, or assisted in a number of projects designed to assess our programs and services. Examples include:

- Student Opinion Survey, which measures student satisfaction with Oswego's programs and services
- National Survey of Student Engagement, which collects information from first-year and senior students about the characteristics and quality of their undergraduate experience
- Faculty Survey of Student Engagement, which measures faculty members' expectation of student engagement in educational practices linked with high levels of learning and development

Results from these surveys indicated a need to improve academic advisement. In response, we

made several changes described below in 3) Accomplishments and Responses to Assessment Results — Student Success.

Institutional Assessment: Academic Affairs

Assessment Plans and Processes: The assessment plans and processes for Academic Affairs, which has served as a model for other divisions, are described on the prior page above under “*Tomorrow* Guides Division and Units.”

Academic Program Review: Oswego has been following a process for academic program review for several years to encourage academic excellence and enhance the learning climate for our students. This system is consistent with SUNY academic policy. All academic programs not already subject to review by an established accrediting body are subject to this academic program review. Its goals are to assess and enhance department or program quality and to assist the institution in planning, setting priorities, and allocating resources.

Annual Reporting: Each year departments and programs submit annual reports that describe their progress and achievements and how those achievements align with the performance drivers and impacts of the strategic plan, *Tomorrow*. Data are collected across a wide range of dimensions, including external funding, improvements to advisement, teaching practices, course development, scholarly output, and other critical dimensions of vibrant academic departments and programs. Because each activity is categorized in accordance with the performance drivers and impacts of the *Tomorrow* plan, Academic Affairs is able to track and assess our collective progress in achieving our strategic goals.

Five-Year Self-Studies: Departments and programs also engage in deep-dive assessments of their goals, processes, and accomplishments. Under a rolling schedule of reviews, each departmental major or interdisciplinary program is reviewed at five-year intervals; under certain circumstances, this interval may vary. Appendix 5.3 summarizes the guidelines and schedule of program reviews. The program review process includes: 1) preparation of a self-study by the department or program; 2) preparation of an executive summary of the self-study; 3) site visit by a panel of external reviewers and submission of their report; 4) preparation of a memorandum of understanding (MOU) for the next five years based on the self-study and the external reviewers’ report; 5) approval and archiving of the MOU by the provost; and 6) annual review of progress on the MOU. The academic unit focuses on critical questions affecting its academic stature since the last self-study and its prospects going forward. The units conduct their reviews using data such as student composition (e.g., diversity), enrollment, course offerings, graduation rate, and faculty resources and accomplishments. The Office of Institutional Research and Assessment provides data support for program review. The unit uses the feedback collected to improve both programmatic and curricular activities. The MOUs between the provost and the programs, include, where appropriate, specific program changes that the program will make in response to the review.

Assessment of Accredited Programs: Several programs at SUNY Oswego are accredited by national or international accrediting bodies. These programs submit annual reports to the Office of Institutional Research and Assessment in a similar manner as our non-accredited programs and include changes made in response to the assessments. A chart of all SUNY Oswego accreditations, their accrediting bodies, and the date of each next review is found in Appendix 5.4.

Assessment of Division of Academic Affairs Academic Support Units: Whether facilitating student and faculty scholarly and creative activities, providing educational support to underserved students, or providing additional support and advisement to freshmen, academic support units (Figure 5.2) serve to support the strategic goals of Academic Affairs.

During Summer 2014, the Division of Academic Affairs formalized a yearly assessment and reporting cycle for every academic support unit. This work provides a pillar in the institutional effectiveness framework by connecting the work of key functional units with the college's mission and resource allocation through the use of goal setting and evidence-based inquiry. This is a key component of institutional effectiveness and is a cyclical, documented process of continuous improvement. Academic support units now use the same yearly assessment timeline as Academic Affairs and are using a template similar to the one used by academic departments to align their assessment goals with the impacts and performance drivers of *Tomorrow*. The coordinator for academic support unit assessment will provide support for continually improving the assessment process for the participating offices through recommendations made in annual assessment executive summaries (Appendix 5.5).

Institutional Assessment: Student Affairs and Enrollment Management

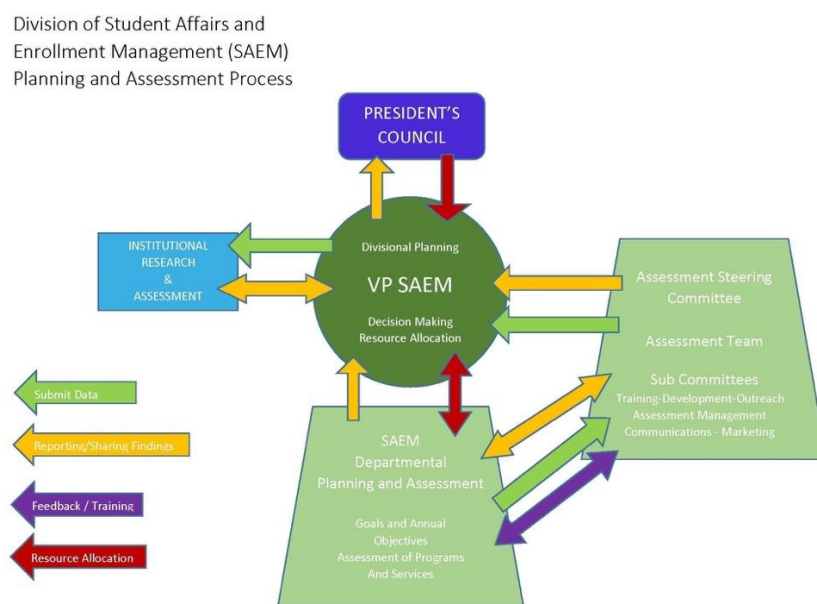
Overview of Strategic Goals: The Division of Student Affairs and Enrollment Management is responsible for maximizing our students' potential outside the classroom. Its mission is to recruit, enroll, and engage students in a vibrant out-of-class learning environment that supports and fosters success. The division houses multiple departments and units (Figure 5.2).

The strategic plans and assessment process of the Division of Student Affairs and Enrollment Management align with *Tomorrow*. The division's four goals, outlined in its strategic plan (Appendix 2.2), include: 1) Student Success: providing programs and services that enhance student success; 2) Enrollment: maintaining a robust undergraduate enrollment; 3) Diversity and Inclusion: creating a community in which students embrace the value of diversity and inclusiveness; 4) Staff Development: providing opportunities for staff to engage in professional development.

Assessment Plans and Processes: The Division of Student Affairs and Enrollment Management has engaged in a robust and intentional assessment process since the 2012 decennial review (Figure 5.3). The process is steered by the Division's annual goals which are set in alignment with the *Tomorrow* plan's Impact areas. This process is summarized in the Student Affairs and Enrollment Management Assessment Process (Appendix 5.6). The Division has worked to

improve its assessment procedures and culture by providing a structure of clear expectations, enhancing assessment competencies within staff directors through trainings, engaging staff in assessment activities, and creating a climate where assessment results are shared and discussed and used to improve programs. These practices have led to the adoption of several national benchmark assessment instruments and scales, including those from *NASPA Consortium: Orientation and Career Professional Aspirations*, *CORE survey (Alcohol/Other Drug Related)*, *NCHA Mental Health Trends*, *National Association of College and University Food Services*, *National Association of College Stores*, and many others. Data obtained through these instruments have resulted in several changes to the programs and departments serving our students, reviewed below under Section 3. Accomplishments and Responses to Recommendations: Improving Student Success of this chapter and more extensively documented in the Division's assessment report which, as stated on page 5 of the report, "was completed within the framework of the College's Tomorrow plan, with each unit providing evidence of their contributions to institutional Impacts and Performance Drivers" (Appendix 5.7).

Figure 5.3

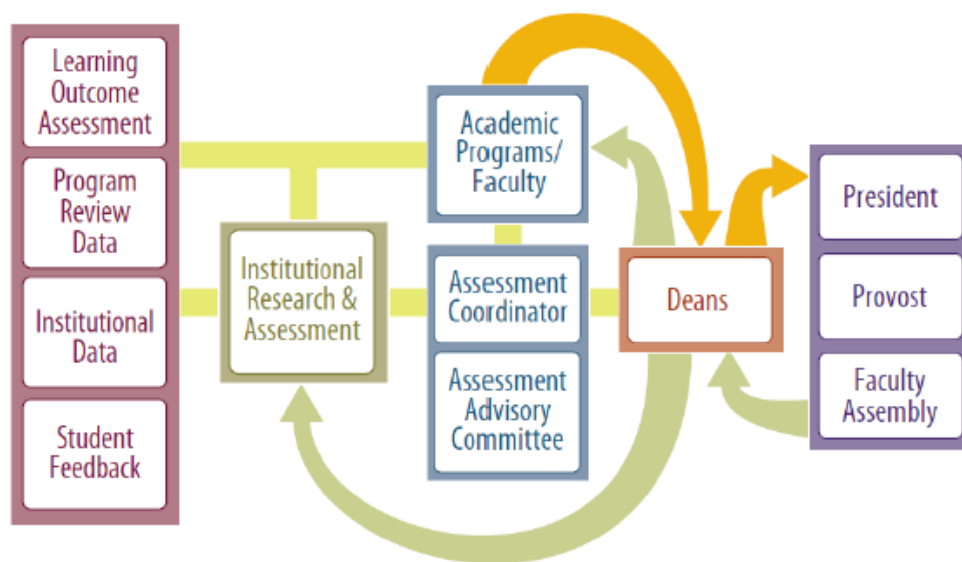


In addition to the national assessments and benchmark instruments administered, the following departments have developed increasingly complex assessments within their respective areas: Athletics (tracking student-athlete success and satisfaction); Admissions (tracking enrollment overall and for targeted cohorts, increasing applications from targeted areas); Disability Services (satisfaction with specific technologies; satisfaction/perception of registered users); Community Services (learning/satisfaction/impact of programs including Adopt a Grandparent, Mentor Oswego, and Alternative Breaks). To summarize accomplishments, in a division-specific annual report (Appendix 5.8) that supplements the contributions Student Affairs and Enrollment Management makes to the *Tomorrow* plan aligned institutional annual report (Appendix 2.7),

Student Affairs and Enrollment Management publicly communicates its “Points of Pride” for the year.

2. Assessment of Student Learning (Standard 14)

Figure 5.4



Programs and Departments

Assessment Plans and Processes: Since the 2012 Self-Study, our college has been further refining our comprehensive system for reporting annual assessment results for majors and programs (Figure 5.4).

Course Level: Every course must have clearly articulated learning objectives in its syllabus. Faculty members must articulate learning outcomes for the course, major, and General Education, where appropriate. New course proposals, including their learning objectives and assessment plans, are vetted by their home departments and independently by two faculty governance bodies: the Undergraduate Curriculum Council and the Priorities and Planning Council. The purpose of such review is to ensure not only that courses meet curricular and institutional standards but also that any resource allocation requirements fit into the college’s strategic priorities and planning.

Department/program Level: Each year, every department (or program that supports a major) submits a standardized student learning outcomes assessment report and plan for the academic year to the appropriate associate dean in a process designed by the Office of Institutional Research and Assessment and the provost and outlined in Table 5.0. In the assessment report and plan, departments and programs communicate assessment results and also their response

to the assessment results, the potential resource implications (when applicable), the changes or responses planned as a result of the findings, and the new assessment goals and objectives for the next academic year.

The associate dean reviews these student learning outcomes assessment reports and provides feedback to the departments and programs, which amend assessment plans where appropriate. The associate deans are supported by the assessment coordinator, who works with departments and programs to ensure that assessment activities meet our college's goals and expectations.

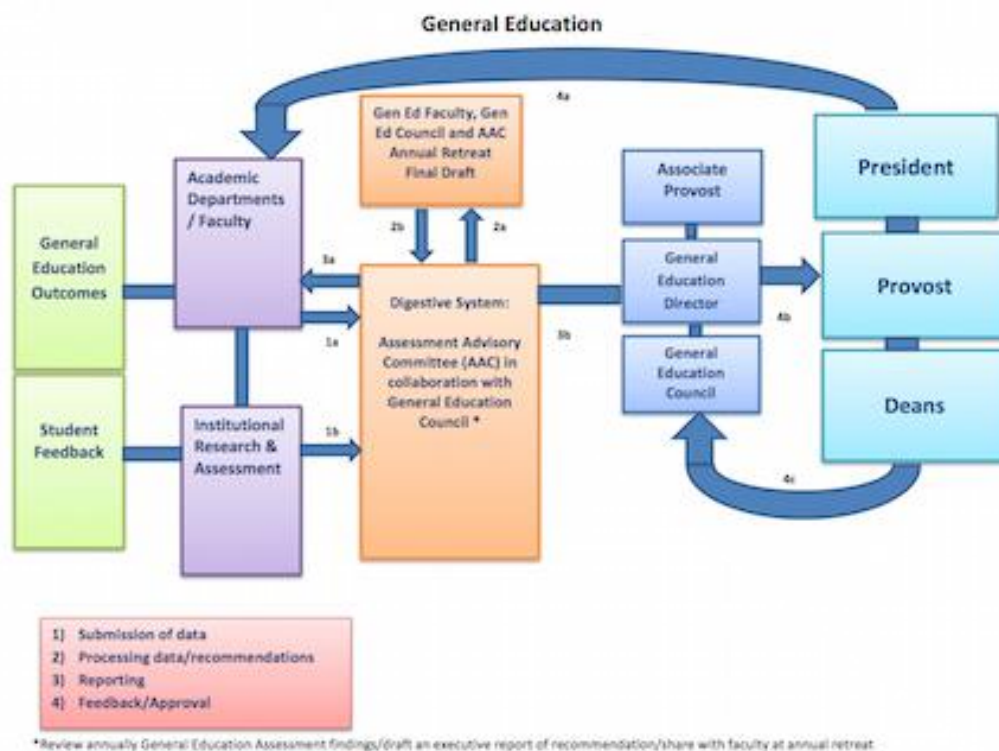
On the basis of these annual assessment reports of student learning, the assessment coordinator produces an annual assessment report of learning outcomes assessment for the college community. These reports are shared with Provost's Council and Faculty Assembly and are publicly available online (Appendix 5.9).

Division of Academic Affairs Reporting Guidelines for Annual Submission of Assessment Reports	
Due Date	Activity/Action
June 23	Departments/divisions examine results of assessment completed in their area during the previous academic cycle. A report, compiled by the department/director, is submitted regarding assessment activities completed, actions taken in response to assessment results, and assessment plan for upcoming academic year to the appropriate dean. Each department/division submits its report by June 23 using the standard template.
July 31	Deans review the results of assessment activities from the department/division assessment reports and activities proposed for next academic year. Each assessment report will receive a response regarding student outcome assessment and program review by the appropriate dean/associate dean by July 31. The Assessment Coordinator will provide support to deans to ensure that all assessment activities meet institutional expectations.
August 4	Deans submit final assessment reports, deans' responses, and amended assessment plans to the Office of Institutional Research and Assessment by August 4. The Office of Institutional Research serves as the repository for all assessment reports and ensures the college is prepared to provide information as needed to the college community, external reviewers, and accrediting agencies, and that all assessment activities meet institutional expectations.
September	Department/divisions implement assessment activities for the academic year. The Assessment Coordinator supports departments in this process by sharing outstanding assessment activities and by maintaining a repository of good assessment practices and resources.
October 2	The Assessment Coordinator compiles by October 2 each year a comprehensive report that outlines department/division achievements for the assessment cycle just completed. The report includes a status report regarding implementation of improvements/resource allocation as a result of the previous year's student learning assessment results.
* "Department/programs," as nomenclature to identify academic units, should be interpreted to include those interdisciplinary programs that are shared by two or more academic units and that have a coordinator.	

Learning Outcomes for Accredited Programs: Oswego's academic programs that are accredited by national or international accrediting bodies include: the School of Education, the School of Business, Art, Chemistry, Biochemistry, Music, School Psychology, Technology, Theater, and (newly accredited in January 2017) master's program in Clinical Mental Health. The student learning assessments that are a part of those accrediting processes form the basis for the assessment of learning outcomes for these programs.

General Education

Figure 5.5



Overview of Strategic Goals: SUNY Oswego’s new General Education program, known as GE21, helps students hone skills and habits of thought necessary to do well in college and critical to a life well lived after graduation. Assessment of General Education learning outcomes is based upon both SUNY-wide mandates and college-level requirements.

Assessment Plans and Processes: Twelve academic domains comprise SUNY-mandated General Education requirements. Greater detail concerning these categories, and the articulation of their specific learning objectives, is found in Appendix 5.10. Using several learning objectives, we address specific learning outcomes in all General Education categories on a three-year cycle, with each year addressing four categories (Table 5.1).

Table 5.1: General Education Assessment Three-Year Cycle

<u>Calendar Year 2016</u>	<u>Calendar Year 2017</u>	<u>Calendar Year 2018</u>
Critical Thinking	Foreign Language	American History
Mathematics	Humanities	Computer and Information Literacy
Natural Sciences	Western Civilization	Fine and Performing Arts
Social and Behavioral Sciences	World Awareness	Writing

Briefly, at the beginning of each academic year, the associate provost's office sends guidelines and instructions for submitting General Education Assessment Plan updates to departments and programs slated to participate in the upcoming calendar year assessment cycle. An assessment plan update is submitted for each general education area to be assessed in the spring and/or fall semester. In those updates, departments and programs describe the steps they have taken and the changes they have made in response to the last assessment cycle's results. Further, each department or program must indicate a) the specific tools to be used in the upcoming assessment cycle and b) the scoring criteria for defining what constitutes not meeting, approaching, meeting, or exceeding expectations. Working together, the Assessment Advisory Committee and General Education Council review the assessment plan updates and provide feedback to departments and programs.

After the calendar year closes and the student work that was collected has been assessed, departments and programs use a common General Education Assessment Report Form (Appendix 5.11) to summarize the quantitative results (number of students not meeting, approaching, meeting, or exceeding standards) and describe the major findings of the assessment, including a) actions to be taken in addressing the findings and b) what has been learned that could be helpful to others as they assess General Education courses. The Assessment Advisory Committee and General Education Council review the assessment reports and an annual General Education Assessment Summary Report is produced and sent to senior administration and Institutional Research via the Provost. Chairs and directors of majors having participated in the assessment for that calendar year are sent the summary report at the same time and also receive individual feedback memos on their reports from the General Education Director. Representatives from participating departments and programs and from the Council and Committee gather to discuss the completed general education assessment cycle in general and the summary report in particular at a retreat shortly after the May commencement.

We also track the quality of the individual assessment reports of student learning. In 2014, the Assessment Advisory Committee developed a rubric for evaluating these reports, with an emphasis on the presence of quantifiable learning outcomes and whether departments are making changes in light of the data. Data from this assessment are part of the General Education Annual Assessment Report.

In regards to assessment outcomes, we have collected data for two years, but General Education categories already assessed will not be assessed again until the forthcoming third year. At that time, we will be in a position to examine how the feedback from our new General Education retreats is improving the achievement of the student learning goals. The data collected so far provide a base line against which we hope to measure improvement in the future.

3. Accomplishments in Institutional Effectiveness and Student Learning and Responses to Self-Study Recommendations 14-17, 20, 24 and 27-31

The 2012 MSCHE team made no recommendations related to our institutional effectiveness (Standard 7) and student learning (Standard 14) assessment practices. However, in our Self-Study we made eleven recommendations (Recommendations 14-17, 20, 24, and 27-31) to ourselves regarding these standards. This report consolidates and addresses these recommendations in three thematic categories below, along with our ongoing assessment practices and results.

A Climate of Communication, Reflection, and Action

Recommendations 24, 27 to 29, and 31; Standards 7, 12, and 14

In our 2012 Self-Study, we recognized that although there were considerable assessment activities at the college, we would benefit from communicating assessment results more widely in order to reflect upon them and use them to improve our planning. We also sought to improve communication of the link between assessment results and resource allocation decisions. We made several changes in response to these recommendations, including:

- Adopted a new strategic plan, *Tomorrow*, that is publically available online and makes explicit SUNY Oswego's strategic impacts, as well as how we measure progress through our performance drivers and key indicators.
- Strengthened the Office of Institutional Research and Assessment as the hub that includes publicly available, online assessment programs and reports. They include the Institutional Research and Assessment Office's assessment program, the Strategic Planning Library, accreditation and program review, enrollment management information, and many additional components of institutional research.
- Improved the system of sharing of results and practice, facilitated in part by the Academic Affairs model of continuous assessment. Additional divisions have developed their own strategic plans in alignment with *Tomorrow* and followed a regularized assessment cycle. For example, the Division of Student Affairs and Enrollment Management developed a divisional strategic plan for 2016 to 2020 (Appendix 2.2).
- Moved to a calendar year assessment cycle to improve the communication of General Education assessment results back to departments and instructors. We now hold a General Education assessment retreat at the end of spring semester to highlight what was learned, discuss problems and difficulties, and share best practices.
- Facilitated sharing results and practices in the Division of Student Affairs and Enrollment Management. The division does a monthly campaign called "We Heard Your Voice" to let students know about changes made based on their suggestions. It hosts an annual assessment showcase where all units share their assessment activities, results, and plans to use results to improve.
- Formalized a yearly assessment cycle for the academic support units within the Division of Academic Affairs. Seventeen offices and units now use the same yearly assessment timelines as academic departments and align their assessment goals with *Tomorrow's* impacts and performance drivers.
- Improved the sharing of results and practices at the department and program level. Table 5.0 describes our process. Because departments and programs that are struggling with assessment processes or learning outcomes can benefit from others' experiences, we also

make provisions for sharing assessment results between and among departments when departments grant permission to share results. The assessment coordinator acts as a liaison between departments for this purpose.

- Strengthened the link between assessment processes and resource allocation decisions. For example, the college now explicitly requires every department and program to support new and replacement line requests with sound assessment data. The “Guidelines for Requesting Approval to Hire Faculty and Non-teaching Professionals” specifically require such line requests to be supported by: 1) alignment with one or more of the five impact areas of the *Tomorrow* plan, 2) specific assessment activities that provide the rationale, based on results of academic assessment planning and curricular program revision and 3) data on student and regional demand, including enrollment trends and projections in the course or program that the line will support. In particular, departments must show that the proposed new faculty or non-teaching professional line provides opportunities to sustain or grow student enrollment or develop programmatic possibilities that serve regional needs.

Improving Student Success

Recommendations 14 to 16, and 20; Standards 8, 9, and 10

Since our 2012 decennial review, we have continued to improve student success through new retention strategies, a focus on advisement, and improving the resources and responsiveness of our student services.

New Retention Strategies: The Enrollment Management Committee, composed of more than twenty administrators, directors, and deans, has helped lead our retention strategies for at-risk students. We have:

- Adopted the Starfish Early Alert system, a student performance tracking software and best-practice tool to identify struggling students early.
- Overhauled academic probation from simply a student "status" category to a flag requiring institutional support. Students placed on academic probation are assigned to specially trained student academic success specialists or to faculty who have been trained as academic probation advisors. We have seen a 0.9 percentage point increase in our first-year student retention rate from Fall 2015 to Fall 2016 cohorts partially due to the implementation of this new approach to academic probation. Further, the academic disqualification rate is now under 2%, down from 4% before we changed academic probation.
- Won a federal three-year “First in the World” grant of \$2.88 million to lead an innovative program to spur degree completion rates among underrepresented transfer students. The grant funds 1.5 full-time-equivalent advisement and support staff for transfer students.
- Initiated SUMS-Oswego: SUMS (SUNY Undergraduate Mathematics Success) - Oswego is funded by a \$750,000 SUNY Investment and Performance Fund Grant awarded in January 2016. This program aims to increase the retention and graduation rates of science, technology, engineering, and mathematics students.
- Developed specialized support for international students. In 2015 the college installed a full-time advisor for international students and domestic speakers of other languages. Acting as

a second academic advisor, the English as a second language coordinator reviews Starfish early alert data on these students, acts as ombudsman between faculty and student to ensure clear communication, and provides supports such as weekly conversation hours and the International Student Resource Guide.

- Established a veteran and military services coordinator position and implemented various military friendly supports, such as a veteran lounge in 2013, such that SUNY Oswego has received military friendly awards for three years and earned the NYSID Battle Buddy distinction in 2016.
- Established a student resources advisor position at the SUNY Oswego Metro Center in Syracuse, N.Y., in 2015 to ensure an individual, concierge-type approach to student services and advising there.

A College-wide Focus on Advisement: National Survey of Student Engagement results regarding academic advisement, as well as college-wide surveys on advising, indicated a need to improve. Results showed that students believed some advisors lacked the time or knowledge to suggest relevant experiences (internships, study abroad) and that faculty advisors felt they needed more training and better access to resources to support students. In response to these findings we have:

- Created two new professional academic support specialist positions. They meet with “at risk” students to help them develop an academic plan and access support resources like tutoring, counseling, and study skills workshops.
- Created five annual “Advisement Boot Camp” sessions for faculty advisors to receive training.
- Created the Review of Academic Advisement Planning Committee with subcommittee work groups focused on: mission/goals; best practices; faculty training; communication; and advisement assessment. The work of the committee resulted in a new model of advisement to be piloted in Fall 2017.

Improving and Increasing Student Support Services: The growth our college has experienced in the last decade in student demand for health, counseling, and disability services mirrors national trends. Over the past four years, our Walker Health Center has documented increases in non-scheduled emergency visits and demand for walk-in service. In addition, the Counseling Services Center has seen a dramatic increase in both demand for services and complexity of care. Similarly, the demand for tutoring has continued to increase since the 2012 Self-Study. In response to these changing demands for student services, we have:

- Changed our approach to walk-in service at Walker Health Center resulting in 220 more students seen during walk-in hours in Fall 2015. The center is currently seeking to hire an additional registered nurse to provide triage support and patient intakes.
- Added more part-time staff to the Counseling Services Center. Daily “crisis hours” have also been added to allow a student in crisis to be seen on a walk-in basis.
- Expanded Disability Support Services by implementing a system of electronic transmission of notes for students who are unable to obtain them during office hours. In Fall 2014 this office

also piloted Smart Pens in place of note taking in an effort to reduce note-taking costs without losing the effectiveness of notes.

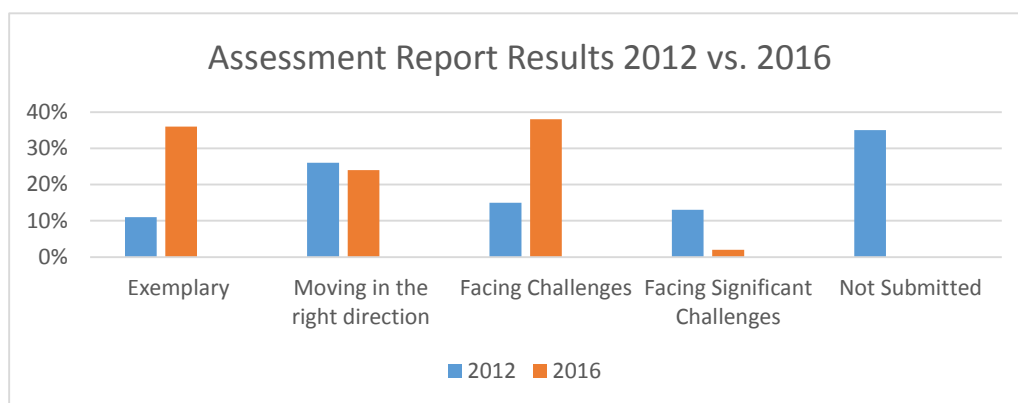
- Increased tutoring hours at the Office of Learning Services by adding Sunday appointments and walk-in hours to the schedule. These changes increased tutoring hours 14% per week. By initiating a “shadowing program” whereby prospective student tutors could observe tutors in the work setting to better understand the demands of the position, we increased tutor applications by 12% and added students to the payroll.

Continually Evaluating the Impact of our Programs to Improve Student Learning

Recommendations 17 and 30; Standards 7, 10, and 14

We recognized the need to regularize the assessment cycle of programs and departments (described above under “2) Assessment of Student Learning”) and to continue to use the results to improve both student learning and our programs. Examples of our progress since 2012 follow.

- Our institution assesses the quality of the assessment reports of our departments on an annual basis (Appendix 5.9). Departments that are *using measurable learning outcomes and making changes in light of the data* in a given year are considered to have Exemplary reports. The number of Exemplary reports has more than tripled since 2012 (from 11% to 36%). In contrast, the number of reports either Facing Significant Challenges or Not Submitted has dramatically dropped since 2012 (from 48% to 2%).



These improvements increase the usefulness of our student learning assessment and therefore improve the environment we provide to students. Some exemplars include:

- **The Department of Psychology** administered the Major Field Test for Psychology in its senior students in order to determine how well students were learning the interrelated domains in Psychology. Results not only showed the areas where learning could be improved, but the pattern of data highlighted the fact that students had been able to progress through the major without being exposed to all the significant content areas in Psychology. As a result, the entire major was redesigned to require all students to take at least one course in each of the four

Breadth areas in Psychology (Cognitive, Biopsychology, Developmental, and Abnormal/Clinical), followed by at least two Depth courses in any of the four Breadth areas. In addition, a culture of assessment was developed in the core -- and common Final Exams have been developed in both Statistics and Research Methods. These exams not only helped ensure more consistent content delivery, but also allowed the department to track student outcomes in the Research/Methods core closely. Finally, the Psychology Capstone was also revised from a solely content-oriented course towards a course that now requires a significant original product (thesis, research project, or internship) that necessitates students to draw upon and integrate skills developed across the entire major, including but not limited to: critical thinking, statistical and methodological knowledge and scientific writing. Follow-up assessments of student learning will allow the Psychology Department to see how these changes have improved student learning outcomes, in addition to allowing the Department to continue to adapt to outcome data and refine its approach.

- **The Art Department**, as part of the Critical Thinking Assessment for General Education found that that the development/trajectory of critical thinking skills from lower division to upper-division courses could be strengthened. Therefore, the Art Department is now focused on improving the scaffolding of skills across levels. This includes examining assignments across levels to see how they build on lower-level courses and verifying that proper scaffolding structures are in place to achieve the desired learning outcomes. They are also working to integrate writing into these courses in a way that feels more natural to the discipline by focusing more on professional/business writing skill development than on learning how to write traditional academic research papers. By the end of this academic year, they expect to have instituted a common assignment across ART 105, with the goal for the required 200 level courses to intentionally build on the skills introduced at the 100 level courses. The Art Department intends to cycle through one level per academic year to follow one cohort of students and measure the impact of these changes in the next review cycle.
- In 2014, Professor Eric Mazur from Harvard University offered a series of workshops at Oswego to showcase best practices in teaching science, including: peer-to-peer instruction, flipping the classroom, the effective use of clickers, and just-in-time-teaching. These workshops resulted in improvements to thirteen courses (more than twenty sections), affecting 1,100 students.
- The graduate programs that did not have assessment plans at the time of our 2012 Self-Study (those serving fewer than 9% of our graduate students) have now assessment plans and are scheduled for regular review.
- Our assessment program also assesses student learning that occurs outside the classroom and academic department. Since 2012-13, Penfield Library has submitted two assessment reports, one focused on institutional effectiveness goals and one focused on the assessment

of student learning outcomes related to information literacy. Currently this approach is being replicated as the assessment coordinator works with the directors of experiential learning, English as a second language, and international education to define student learning outcomes in these areas; student learning data in these areas is being collected for 2016-17.

- As a result of ongoing assessment and program review, undergraduate programs have grown to include a significant new engineering degree and numerous new minors (see Section One, page 4). In addition, assessment results showed our B.S. in Zoology was appropriate and sufficient and therefore we discontinued the Zoology B.A.
- Oswego's progress and success in using assessment findings to support programmatic decisions is evident in the development of the new graduate programs detailed in Section One, page 4, which leverage the college's mission, academic strengths, and resources to serve student interest and the labor market of the region.

4. Assessment Resources, Coordination, and Support

Office of Institutional Research and Assessment

This office provides administrative and technical support for policy and decision making and to assist the process of long-range planning. It is our college's hub and repository for assessment reports and plans from every division, department, and program. These documents are provided as needed to the college community, reviewers, and accrediting agencies. The Office of Institutional Research and Assessment has continued to develop an accessible and publicly available web-based framework for organizing all assessment plans and reports (Appendix 5.12). In addition, this office developed and is maintaining the [Strategic Planning Library](#), a password-protected website that serves as a resource center for institutional and divisional strategic planning and assessment.

Assessment Coordinators

The Office of Institutional Research and Assessment coordinates assessment of student learning outcomes as well as academic support units, and there are assessment coordinators for both areas. The student learning outcomes assessment coordinator is a faculty member appointed by the provost. The assessment coordinator for academic support units is a full-time staff member of the Office of Institutional Research and Assessment. These assessment coordinators are charged with:

- 1) Assisting departments and units with assessment plans, including developing the outcomes to be assessed
- 2) Identifying valid and reliable instruments for assessing outcomes
- 3) Interpreting the data
- 4) Recommending a plan of action in response to those outcomes
- 5) Developing an executive summary to be shared across the college
- 6) Providing assessment training opportunities for faculty and staff

Assessment Fellows

In 2013, the provost approved the new Assessment Fellows program, which provides three faculty members each year with reassigned time to take on a leadership role in assessment in their department, to participate in assessment training programs, and to share their knowledge and experience with others at the college. The assessment coordinator, in conjunction with the director of institutional research and assessment, coordinate the Assessment Fellows program.

Assessment Advisory Committee

Whereas the assessment coordinator is appointed by the provost, the Assessment Advisory Committee is composed of faculty members and works within Faculty Assembly governance to ensure faculty oversight of learning outcomes assessment. This committee consists of seven faculty members elected by the Faculty Assembly, and three ex officio members. It is charged with 1) working with the assessment coordinator to share information about assessment practices college-wide, 2) ensuring that assessment practices are meeting expectations of accrediting bodies, and 3) making recommendations to Faculty Assembly on learning outcome assessment policies. Its [website](#) (Appendix 5.13) provides numerous assessment resources.

Student Affairs and Enrollment Management Assessment Team

The Division of Student Affairs and Enrollment Management created a divisional assessment team with representation from all departments, established expectations for assessment of program goals and intended outcomes, and now encourages the use of data for improving programs and services. In addition, the division has routinely conducted training and support for professional staff to develop their assessment competencies, including numerous workshops and retreats, over the past three years.

Training and Professional Development Resources

Assessment training and professional development opportunities are available on an ongoing basis. Early in our college's development of assessment, assessment expert Dr. Barbara Walvoord, a professor emerita at the University of Notre Dame, provided excellent guidance and training to Oswego's faculty and staff. The resulting document, "Assessment: Clear, Simple and Useful" continues to be an excellent resource for the college community.

Two to three SUNY Oswego Assessment Fellows per year receive training at the Assessment Institute in Indianapolis, the nation's oldest and largest program focused exclusively on outcomes assessment in higher education. Fellows return to their home departments, where they facilitate departmental assessment procedures and may serve as liaisons between the department and the college's assessment coordinator.

SECTION SIX: LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

SUNY Oswego's status today as a strong, stable, future-ready institution results at least in part from consistently aligning annual planning and budgeting processes with our longstanding mission and strategic priorities, currently articulated in our strategic plan, *Tomorrow: Greater Impact and Success*. We allocate resources to support efforts, programs, and personnel that will best drive and lift student success and increase the quality of our students' educational experience. Our planning and budgeting processes mirror and uphold the expectation described in the Middle States Commission on Higher Education Standard 2:

Standard 2: *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 maintain institutional quality.*

The student-centered, assessment- and results-driven planning and budget allocation processes that we highlighted in 2012 in Chapter 2 of our Self-Study on "Institutional Vitality" (page 27 of Appendix 1.0) persist today; if anything, these processes are sturdier and more collaborative, especially at the division and department level.

Budgeting Processes

New York State Budget Process: SUNY Oswego's planning begins with our budget process each fiscal cycle, and that begins with the New York state budget process. The state appropriates funding to the State University of New York system as part of the enacted New York state annual budget. SUNY and its Board of Trustees then use a budget allocation methodology to distribute available state funding to the individual SUNY campuses, including Oswego.

SUNY Oswego Budget Process: The President's Budget Advisory Group, described in Section Two, page 6, and Priorities and Planning Council, described below, receive periodic updates from college leaders on the New York state budget for each year and its expected impact on our college's budget.

SUNY Oswego initially develops the operating budget by projecting revenue estimates from our enrollment plans, paying close attention to past trends and taking into account projected increases in specific cohorts of student groups (resident vs. non-resident, undergraduate vs. graduate) and any targeted increases outlined in the *Tomorrow* strategic plan and the Performance Improvement Plan we developed with SUNY. The level of support appropriated by the state budget has been flat for several years, and thus our only opportunities for expanded funding are tuition increases and growing enrollments. Together, state support and the tuition revenue projection formulate the state financial plan for a given fiscal year. Once we derive this calculation, our Office of Finance and Administration performs a review of current full-time-

equivalent employee salaries and positions. Approximately 88% of Oswego's state-operated budget supports salaries and wages. We then combine the value of current filled positions and planned fills with other-than-personal-service needs to identify a total expense by each college division with emphasis given to funding academic offerings. We also incorporate known recurring factors, such as frictional savings and utility escalation, into the annual projections. Then we compare the total need to the state allocation and cut or redistribute funds as necessary to reach a balanced budget.

Understanding the key components of the allocation methodology and taking steps to maximize funding opportunities throughout this process are essential in ensuring the financial health of our college. Because the single most determinant factor in funding models for educational institutions is strong, predictable, steady enrollment, Oswego has over the past several years — consistent with our strategic plan, *Tomorrow* — prioritized college resources to assist in stimulating enrollment stability, growing slightly, and ensuring our students have strong academic credentials. In conjunction with this effort has been our investment in programs designed to strengthen retention, which has shown continuous improvement.

Once financial support of core college needs is ensured, we can consider priorities and future needs. The college identifies and promulgates these priorities and needs through the *Tomorrow* plan and through the annual process of mission review and goal setting that flows from the plan.

Priorities and Planning

The 2016-17 Priorities and Planning Council membership includes the Faculty Assembly chair, the associate vice president of facilities services, faculty representation from each of the four major academic units, the Student Association president and two students from the Student Association, the dean of the College of Liberal Arts and Sciences, the director of Campus Life, the deputy to the president for external affairs and economic development, the dean of the School of Communication, Media and the Arts, the director of Auxiliary Services, a representative from the classified services unions, and the Oswego College Foundation's director of finance.

This longstanding and very active council meets twice a month and is required to report its activities at every meeting of the Faculty Assembly so other members of the college community (faculty, staff, students, and administrators) can remain informed and current on the council's efforts. As stated on the council's Faculty Assembly website, the Priorities and Planning Council shall "be concerned with all long-range academic program planning including budget, enrollment, and infrastructure, in light of strategic planning. Work to resolve difficulties between academic units and promote shared initiatives, including interdisciplinary programs. Be responsible for consultation on budgetary and enrollment matters relating to program implementation. Consult fully with departments, the School of Business, School of Communication, Media and the Arts, School of Education, the College of Liberal Arts and Sciences, the Library, the Division of Graduate Studies, and the Division of Continuing Education [now Extended Learning], either on its own initiative or when requested by a department, a

school or college, or division or the Assembly. Raise questions, evaluate issues, and recommend solutions concerning budget, resources and enrollment prioritization and planning.”

Capital Renewal Program Tied to Mission and Strategic Plan

Appendix 6.0 illustrates the extensive interplay between state, SUNY system, and SUNY Oswego entities involved in planning and budgeting our college’s capital development. Oswego has had notable success in managing these processes. Our college is well-reputed within SUNY for being an institution that is, critically, capable of both envisioning needed facilities that will best support and educate students and cultivating the resources needed to bring our visions to reality, culminating in the construction or renovation of exceptional, sustainable facilities. Our significant campus renewal just since 2012 is described in Section Three, pages 24-25.

Campus Concept Committee: Our Campus Concept Committee routinely discusses institutional planning and budgeting in its advisory role with respect to the prioritization and recommended allocation of capital resources. The committee has four defined functions:

- 1) To provide leadership and coordination for long-range physical space and facilities planning, which recognizes the primary academic function of our institution, and to assess needs and propose priorities to appropriate governing bodies.
- 2) To assess and inform an institutional perspective related to the evolving Campus Concept.
- 3) To assess current and emerging needs for facilities renovations considering academic programs through extensive consultation with all appropriate constituencies.
- 4) To recommend priorities for action to the president that is consistent with long-range strategic planning.

Campus Concept Committee members represent every division of the college: Academic Affairs, Student Affairs, Alumni Relations and Development, and Administration and Finance. Capital needs are first identified, then prioritized, and finally reconciled to what is anticipated for each year’s capital appropriation. College leaders review the committee’s recommendations and, if they approve, forwards them to SUNY to be incorporated in each fiscal year system-wide funding request to the New York State Division of the Budget.

Facilities Master Plan: Another pivotal component of Oswego’s strategic planning and budgeting processes is the Facilities Master Plan. It identifies the projected ten-year capital facilities needs for each of the college’s four major academic divisions and translates this information into a systematic approach in developing multi-year capital plans and funding requests. This plan provides a roadmap for planning our future capital facilities improvements. The hallmark of this process is its alignment with enrollment management, academic priorities, space assessments, and accurate projections of future capacity and needs. Recognizing that circumstances may change, Facilities Master Plans are designed for flexibility to help the institution evaluate and modify components as necessary to support future priorities. Appendix 6.1 lists future capital projects as currently proposed from now through 2022.

The Facilities Master Plan analyzes a wide range of information and provides recommendations for facility improvements, always in support of our mission and strategic plan. It reviews current

space inventory and conditions and current and projected departmental enrollments, and compares formula-driven space need calculations with current space utilizations and projections of future campus-wide space needs. The plan identifies opportunities for better use of existing space and buildings, as well as cataloging potential needs for new space and facilities. This comprehensive facilities inventory coordinates space reassignment, building rehabilitation and expansion, facilities conversion, demolition, and new construction with the mission and strategic plans established by each academic division that will utilize the space. The Facilities Master Plan serves as our blueprint to identify, prioritize, structure, and sequence future capital projects — all of which facilitate timely requests for capital funding and keep project timelines on schedule. The timing and scope of the planning process reflect our commitment to capital planning.

Division and Department Annual Planning and Budgeting

As described in Section Two, pages 7-8, leaders from all divisions of the college, including all of our vice presidents and deans, worked together to create the template for our most current annual goals charts (Appendices 2.3 and 2.4). The annual goals chart aligns with the impacts and performance drivers of *Tomorrow* and documents the actions to be taken toward achieving each goal, who is accountable for each goal, what the expected outcome will be, and what the projected resource requirements will be. The chart is updated mid-year and at the end of the year by chairs, directors, deans, and vice presidents. The impact of each initiative is then analyzed and discussed during the planning process for the next year. The use of this standardized college-wide annual goals chart helps us all remain focused on the same institutional mission and strategic plan priorities. This unified focus on shared goals allows us to best understand our college's progress toward achieving our goals and know the cost and projected costs of our efforts.

Examples of *Tomorrow*-Driven Integrated Planning and Budgeting

Through the annual goal-setting, planning, and budgeting processes described above, we decide to allocate resources towards initiatives that support the long-range goals and objectives as outlined in the *Tomorrow* plan's five impact areas. A few examples of recent initiatives and programs we supported as a result of discussing our institutional plans, reviewing our performance data, and making subsequent budget allocations are listed below by impact area.

Impact 1: Oswego has made significant technological investments to support the academic success and retention of our students. Annual financial support of student-centered software applications, dedicated personnel, and up-to-date technology inside and outside of our classrooms provides an avenue for our students to succeed. These technology upgrades have been led by a nearly \$2 million wireless upgrade to all our facilities and increasing wireless access points throughout the campus. A computer replacement plan keeps our computer labs functioning at peak for student instruction and use, and investment in student-centered software for specific curricula provides useful learning tools.

Impact 2: To foster the vitality of our highly collaborative and engaging educational ecosystem, Oswego provides funding for Scholarly and Creative Activity grants, aimed at increasing

opportunities to join faculty and students together on a combined project; student travel grants to support and encourage students to pursue opportunities to enhance their course of study and prepare for a career; and the Global Lab scholarship program, offering undergraduates a connection to faculty as they work together in laboratories and in the field — both on campus and abroad — to develop research and solve problems by applying the skills they are learning in the STEM disciplines: science, technology, engineering, and mathematics.

Impact 3: SUNY Oswego provides campus assets to the regional community in a coordinated way every year. During seasonal class breaks, we open our recreational and educational facilities — including our planetarium, library, art galleries, ice arena, field house, pool and gymnasium, and 700-acre nature center — to the community in a program called Cruisin’ the Campus. Most events are free or low cost to participating community members, and the college covers any internal program expenses. Tyler Hall, newly renovated as a performing arts center, hosts arts events — plays, operas, concert, recitals — for both campus and community organizations. In addition to the outstanding facilities on our main campus in Oswego that engage the community and enhance our community partnerships, we have a similarly outstanding facility at the SUNY Oswego Metro Center in Syracuse, N.Y., which provides a presence for our college in a nearby urban community. Its central location in New York state makes it a draw for regional public and corporate meetings, conferences, and gatherings.

Impact 4: Sustainability of our facilities and our financial resources keeps SUNY Oswego operating efficiently and effectively. Our commitment to environmental sustainability began in 2007 as a charter member of the American College and University Presidents' Climate Commitment and has continued with our focus on reducing our carbon footprint. Recent construction projects have embraced this commitment, highlighted by our Shineman Center for Science, Engineering and Innovation, which received Leadership in Energy and Environmental Design (LEED) Gold certification in 2015. Since 2012, our college has named a sustainability engineering coordinator and planning coordinator to lead a dedicated sustainability team that includes graduate assistants and student workers. Its award-winning programs include “Tap In,” which reduces waste by promoting reusable water bottles and includes a \$70,000 investment in bottle-refilling stations to replace standard drinking fountains in several Oswego campus buildings. Each semester guest speakers and extracurricular programming expand our college community’s understanding of our impact on the environment.

CONCLUSION

In this Periodic Review Report, we have endeavored to present an honest and comprehensive picture of where SUNY Oswego stands today relative to the challenges and opportunities we face. In particular, we have described our systematic, collaborative, and planned efforts to devote sufficient attention and resources to areas that we, and many of our peer institutions, find most pressing, including:

- Maintaining a student body that is stable in overall numbers, reflective of the population we serve, and academically talented and inclined toward intellectual inquiry and social engagement;
- Keeping up with technological advances and providing sufficient hardware, software, and training to support a vibrant and secure education ecosystem;
- Negotiating a shifting funding environment by keeping abreast of policy changes and allocation formulas and by seizing our own opportunities to develop and tap alternative revenue sources.

Our latest strategic plan, *Tomorrow: Greater Impact and Success*, has been central to our continuing efforts — and considerable success — in these and the other important areas we have addressed. It has helped foster a significantly more transparent planning- and assessment-oriented culture across the institution, one that keeps us alert and open to new ideas and approaches. Our fundamentally sound college is therefore well prepared to navigate the future as we pursue our mission “... to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens.”

APPENDICES

- 1.0 2012 SUNY Oswego Self-Study for MSCHE
- 1.1 *Tomorrow: Greater Impact and Success* strategic plan
- 1.2 Oswego SUNY Excels Performance Improvement Plan
- 1.3 MSCHE 2012 Team Report to SUNY Oswego
- 2.0 2012 Self-Study Recommendations Chart
- 2.1 Technology strategic plan
- 2.2 Student Affairs and Enrollment Management strategic plan
- 2.3 Sample of Academic Affairs Annual Goals chart 2016-17
- 2.4 Sample of Student Affairs and Enrollment Management Annual Goals chart 2016-17
- 2.5 Example of Academic Affairs and Student Affairs annual report data collection form
- 2.6 Example of *Tomorrow* strategic plan indicators data collection form
- 2.7 SUNY Oswego Annual Report 2015-16
- 4.0 Projected Financial Plans: Revenues vs. Expenditures
- 5.0 2014 Progress Report to MSCHE
- 5.1 Operating Plan and Annual Goals for Academic Affairs 2016-17
- 5.2 Academic Affairs Annual Report 2015-16
- 5.3 Academic Program Review Guidelines
- 5.4 SUNY Oswego Accreditations and Review Schedule
- 5.5 Executive Summary for Academic Support Unit Assessment 2015-16
- 5.6 Student Affairs and Enrollment Management Assessment Process 2015-16
- 5.7 Student Affairs and Enrollment Management Assessment Report 2015-16
- 5.8 Student Affairs and Enrollment Management 2015-16 Annual Report
- 5.9 Academic Affairs Annual Report of Assessment of Student Learning Outcomes 2015-16
- 5.10 SUNY General Education Categories and Learning Outcomes
- 5.11 General Education Assessment Report Forms
- 5.12 Office of Institutional Research and Assessment's Programs and Reports on Assessment webpage
- 5.13 Assessment Advisory Committee webpage
- 6.0 Diagram on Process of Establishing Capital Priorities at SUNY Oswego
- 6.1 Proposed SUNY Oswego Capital Projects 2017-2022
Link to SUNY Oswego College Catalog: <http://catalog.oswego.edu/>

Other MSCHE Requested Items included as Appendices in this PDF File:

- SUNY Oswego MSCHE Institutional Profile 2016-17
- MSCHE Substantive Change Request: SUNY Oswego Closure of Additional Location, SUNY Oswego Phoenix Center (December 30, 2016)

Note: SUNY Oswego's three most recent years of audited financial statements for 2013-2016 were uploaded as a single PDF to the MSCHE portal.