

State University of New York at Oswego

PROGRESS REPORT

Prepared for the Middle States
Commission on Higher Education



**Progress Report to the
Middle States Commission on Higher Education**

from

STATE UNIVERSITY OF NEW YORK AT OSWEGO

Oswego, NY 13126

Deborah F. Stanley

President

Chief Executive Officer

Lorrie Clemo

Provost and Vice President for Academic Affairs

Accreditation Liaison Officer

April 1, 2014

Subject of the Follow-Up Report:

At its meeting on June 28, 2012, the Middle States Commission on Higher Education acted “to reaffirm accreditation and to request a progress report, due April 1, 2014, documenting evidence that institutional assessment findings are used to support decisions about strategic goals and plans, and that institutional and unit-level goals are appropriately integrated with one another (Standard 7).”

Introduction

In its assessment of SUNY Oswego after the 2012 site visit (April 1-4), the evaluation team representing the Middle States Commission on Higher Education concluded:

“The decennial reaccreditation review process has been helpful to SUNY Oswego and will play a significant role in the way the college continues to chart its future.” The self-study is an “honest and candid document, and is the result of the work of a large portion of the community from all areas of the college.”

The evaluation team recognized Oswego for its approach to both highlight areas of accomplishment such as “creating and sustaining an organizational culture that expects assessment and allocating resources to support widespread data-gathering efforts in support of evaluation of its programs and processes,” and recognize areas that need further attention.

On June 28, 2012, the Middle States Commission on Higher Education acted:

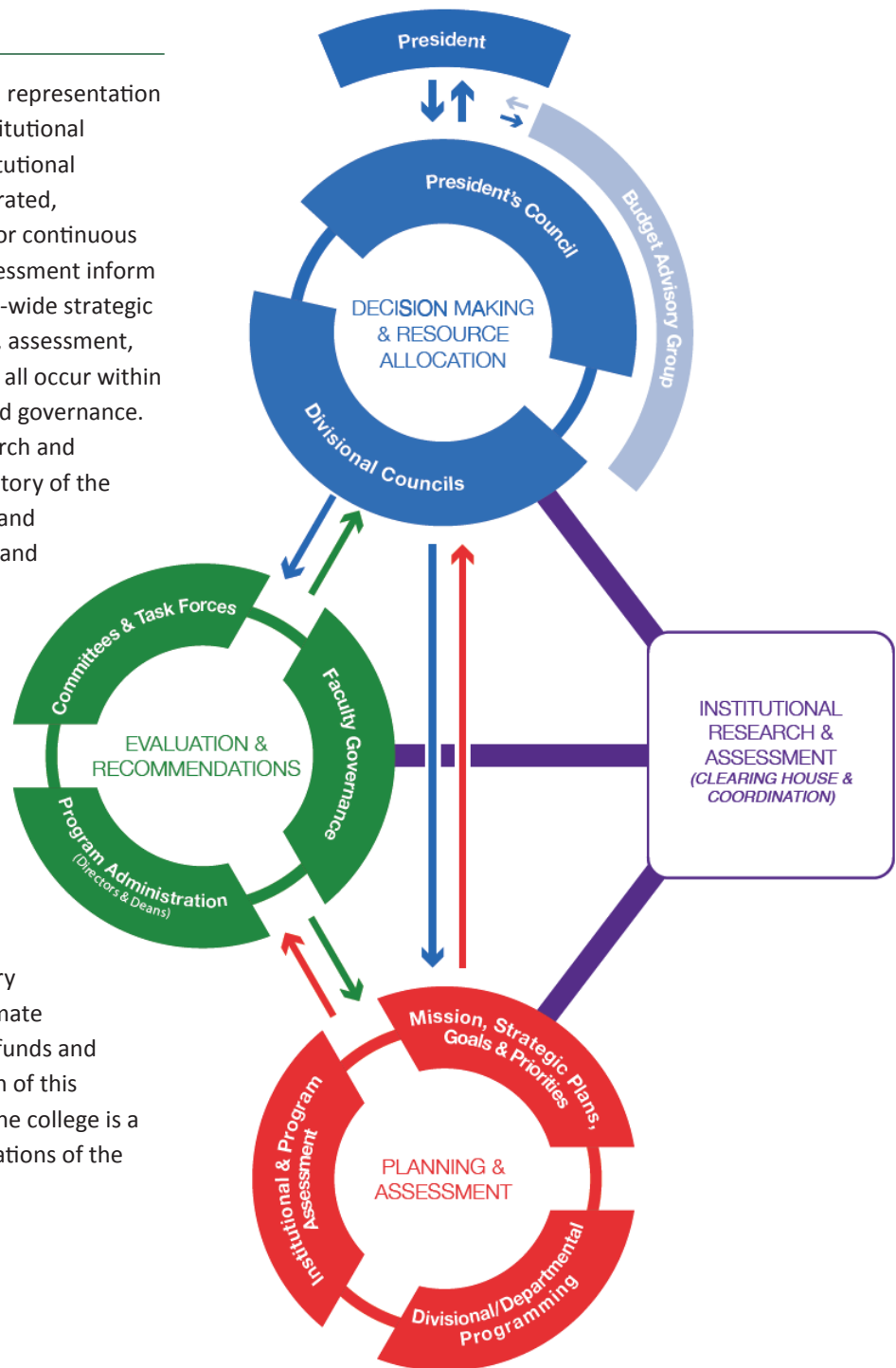
To reaffirm accreditation and to request a progress report, due, April 1, 2014, documenting evidence that institutional assessment findings are used to support decisions about strategic goals and plans, and that institutional and unit level goals are appropriately integrated with one another (Standard 7).

In the period that has followed our reaccreditation, SUNY Oswego has made substantial progress in further enhancing our culture of assessment and implementing activities in an integrated manner to improve institutional effectiveness. We are pleased to submit to the Commission documentation associated with improvements in institutional effectiveness as a consequence of planning and assessment. This report documents our progress in Standard 7: Institutional Effectiveness in three areas: 1) shared, uniform, and centralized reporting; 2) documented alignment of unit level goals with strategic directions; and 3) assessment of 2007 Strategic Plan to inform the new strategic planning process. These activities have significantly improved cross-functional practice and enhanced our cycle of continuous improvement.

Advancing Institutional Effectiveness

Standard 7: Institutional Effectiveness Operational and Accountability Process

The flow chart at right is a visual representation of our process for assessing institutional effectiveness. It depicts an institutional assessment system that is integrated, collaborative, and data-driven for continuous improvement. Planning and assessment inform and are informed by our college-wide strategic directions. These key directions, assessment, and resulting recommendations all occur within an inclusive framework of shared governance. The Office of Institutional Research and Assessment serves as the repository of the college's planning, assessment, and outcomes management system and provides the infrastructure for the design, implementation, analysis, and documentation of assessment at the program and institutional levels. Decisions that operationalize institutional priorities and resource allocation happen with broad input from all divisions and, in special circumstances, the campuswide Budget Advisory Group. The president holds ultimate responsibility for allocations of funds and for outcomes. The regularization of this process integrating all units of the college is a direct result of the recommendations of the Middle States Commission.



And while this overarching planning and assessment process has been in place at SUNY Oswego for many years, it is the improvements made in recent years that have resulted in our progress in institutional effectiveness reported here. *Specifically, since our decennial site visit, the college has:*

1. Increased monitoring and accountability due to the implementation of shared, uniform, and centralized reporting of institutional assessment data. A searchable centralized reporting system has facilitated data sharing for decision-making, planning, and budget allocation. The Office of Institutional Research and Assessment acts as clearinghouse, coordinator, and repository for all program/unit level assessment plans and annual reports. This office maintains a public webpage depository of information including the SUNY Oswego Fact Book, Common Data Set, and Institutional Profile. The office has developed and maintains an online Strategic Planning Library that is password protected that includes both institutional and student learning assessment reports as well as internal documents for planning. The director also contributes to and accesses the SUNY Dash Board, a system database that supports program planning and assessment by enabling users to create customized reports about academic programs on SUNY campuses. This information and its ease of access through our centralized reporting system results in both institutional and program level analyses and reports that are widely used across the college to better inform planning, assessment, evaluation, and resource allocation.

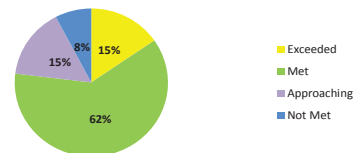
The Office of Institutional Research and Assessment is responsible for processing and distributing/posting administrative plans and assessments for the college. In addition, the office provides ongoing assistance, training, and campus-wide workshops to support the college's planning, assessment, and outcomes management. Since Fall 2013, the president has directed the Office of Institutional Research and Assessment to provide the vice presidents, deans, and directors with systematic reports of administrative unit core metric data, which include enrollment, retention, accreditation and program self-study, student and faculty opinion survey results, instructional workload, degrees awarded, and use of results for improvement reports. This information is coupled with semester-by-semester financial reports prepared by the Office of Finance and Budget. The financial report is similarly distributed through the vice presidents to unit level directors.

2. Improved documentation of alignment of division/unit-level goals with the college's strategic directions.

Based on the suggestions of our evaluation team to facilitate documentation, a standard reporting template has been adopted by units across all divisions of our college. The reporting template is shown in [Appendix A](#). Two completed templates — from our Offices of Research and Sponsored Programs and Campus Technology Services — are found in [Appendices B](#). The template requires each unit to describe its objectives, align them with the goals of the college, designate who will be responsible for keeping the unit on task with each objective, and describe the metrics, results, actions, and resource implications for each objective. The campus-wide reporting system is designed to facilitate the management of planning, assessment, and budgeting activities. It is the repository of each unit's measurable objectives and action plans. Alignment of the college's Strategic Plan and other plans is made explicit in this system.

**ACADEMIC AFFAIRS ANNUAL GOALS 2012-13
AND YEAR-END REPORT**

Goal #4: Intensify our deliberate, ongoing commitment to social equity, diversity and internationalization.



Connection to Oswego's Strategic Directions:	World awareness: Adopt an expansive understanding of the world in order to develop the capacity of students to be fully human: self-aware, self-governing and capable of respecting the humanity of fellow human beings. Solutions: Give priority to developing knowledge and translating the expertise of our community of scholars in research, scholarship and creative activity to find solutions to the problems of our time.
Connection to SUNY's 6 Big Ideas:	The World: We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness.

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.1 Create a diverse academic community	Continue to value diversity in the recruitment of faculty and staff	Offer workshops in Fall 2012 to prepare faculty for searches.	Cathy Santos, Deans, Chairs	SCMA Dean has met with Cathy Santos about recruitment efforts within school. CLAS ~The Sociology-sponsored annual Sportsmanship Day Symposium highlights the value of diversity in the area of sportsmanship. ~All Sociology courses foster diversity (including, but not limited to, race and ethnicity, gender, LGBT, etc.) ~Prof. Minor brought in five guest speakers for his Sociology of Firearms class. He intentionally sought out speakers who had a variety of opinions about the topics discussed (e.g., the President of the New York Chapter of the NRA and the President of New Yorkers Against Gun Violence)	9 diversity fellowships were provided to graduate students. Did not meet the new academic affairs search guidelines with respect to inclusion with search committees. SOE extended invitations to meet with candidates	Met	Establish meetings with Dean's, Affirmative Action and Human Resources to discuss inclusion of Multicultural Affairs throughout the search process. Identify speakers with expertise of diversity to speak to faculty and offer seminars/workshops to address recruitment of faculty and staff.
	Accelerate efforts to attract a more diverse population of students to STEM majors	Join National Action Council on Minorities in Education that will increase student diversity in STEM	Provost, CLAS Dean, Chairs, Shashi Kanbur	Joined new NACME pilot program that offers opportunity to recruit in partnering high schools with STEM curriculum. NACME scholarships available for Fall 2013.	Recruited 3-4 students from NACME schools.	Met	
4.2 Initiate opportunities to expand the English as a Second Language Program	Explore additional recruiting opportunities abroad; seek grant opportunities to address needs in central New York	Proposal acceptance	Director of Academic Programs in Extended Learning; ESL Coordinator; Metro Center staff	Grad Off--partnered with Genius Olympiad; contacted ORSP for community foundation grant--no progress from ORSP; recruitment effort in Turkey over WinterSession	Recruitment efforts continue; partnered with Genius Olympiad; support for Korean students this spring.	Met	

Figure 2. Standard reporting templates facilitate centralized reporting of progress and outcomes regarding strategic goals; reports are available online for public access and review.

The first round of reporting with the new template began in Fall 2013. All units are tracking and measuring their goals and objectives and connecting them back to the college's strategic directions. At the end of the fiscal year on June 30, 2014, units will be expected to report results and resource implications. This will provide feedback for the next cycle of unit-level goal setting and resource allocation.

Additionally, two connected efforts have focused on tracking progress on the Strategic Plan. First, the president periodically provides, campus stakeholders — including General Faculty, College Council, Directors and Chairs, and Oswego College Foundation, Advisory, and Alumni Association Boards — with an accounting of the college's progress vis-à-vis strategic goals and objectives. Second, in collaboration with the senior leadership of the college and informed by all units of the college, the Office of Public Affairs prepares a public online annual report that gives an overview of Oswego's progress on our strategic objectives. (Oswego.edu/2012annualreport).

The quest for continuous improvement is clearly supported across the college and within each unit's well-articulated process of identifying goals and utilizing assessment to determine the extent to which goals are achieved. All goal setting, recommendations stemming from assessment, and resource allocations are reviewed by divisional vice-presidents and approved by the president.

3. Used Assessment of the 2007 Strategic Plan to Inform the New Strategic Planning Process. The college's 2007 Strategic Plan provides a framework for the programs, initiatives, and processes that support the college's mission. Our strategic goals and initiatives are assessed and refined continuously through our robust and well understood format for feedback and readjustment, as described in #2 above. The college is using assessment of the previous strategic planning process to guide the development of a new strategic plan. As the new strategic plan is being developed, improvements are being made in the development of measurable goals and objectives to facilitate the monitoring of operational plans by division and units. The process is steered by the college's Strategic Planning Advisory Board. Working together towards accomplishing consensus goals raises the vision of key stakeholders and encourages them to reflect creatively on future directions.

The new strategic plan will help to set priorities as each department, program and unit aligns its goals with the college. The 2014 Strategic Plan is being designed with assessment at its core. This commitment to institutional assessment has come as a direct result of the assessment of our previous process.

Assessment Driven Institutional Effectiveness

A CASE STUDY IN MEETING STATEWIDE 21st CENTURY WORKFORCE NEEDS

As an example of Oswego's progress and success in using institutional assessment findings to support decisions about strategic directions, and in integrating institutional and unit level goals, we describe below the development and ongoing implementation of a comprehensive institution-wide initiative.

As a public university, Oswego has a deep commitment to the surrounding region and state, with a strong focus on addressing regional and statewide 21st century workforce needs. Our approach to the assessment of regional workforce needs complements SUNY's system-wide effort to manage enrollment, using state employment data to determine New York's workforce needs. These data together with data from the local regional economic development association (Center State CEO) provided valuable direct evidence of a workforce need for more college graduates in the STEM fields: science, technology, engineering, and math.

Our assessment of our institutional mission, programmatic and faculty strengths, and capacity for development, together with our core goal of maintaining robust enrollment of academically talented students, contributed to our strategic decision to take a number of significant actions to help meet this workforce need. The actions span all divisions of our college, involving college leaders and faculty and staff in Academic Affairs, Student Affairs, Administration and Finance, and Development and Alumni Relations. *They include:*

- Forming strategic partnerships with economic development agencies, schools, professional associations, private donors, government funding agencies, alumni, and business and community organizations. One recent outcome of such partnerships is a \$3.1 million New York State/SUNY2020 grant to establish the Wireless Solutions Lab, an innovative research center that supports relationships between business, community, and the classroom.
- Developing new academic offerings in STEM fields, including but not limited to bachelor's degree programs in software engineering and electrical and computer engineering (ECE) and a master's degree program in human-computer interaction (HCI).
- Hiring new full-time faculty members in biology, chemistry, mathematics, HCI, and engineering with new funding through SUNY's Incremental Tuition Revenues.
- Assembling funding for and building a new science and engineering complex. The \$118 million Richard S. Shineman Center for Science, Engineering and Innovation and a new \$5.5 million Rice Creek Field Station facility opened in Fall 2013.
- Fundraising. A major naming gift for the new Shineman Center was secured in 2012, and also provided funds to endow a chair in the chemistry department.
- Recruiting outstanding and diverse students interested in the STEM disciplines. Over the past seven years, applicants interested in the STEM disciplines have risen over 56 percent. Enrollment in these programs has increased 26 percent in the past five years. We have attracted these students with merit scholarships and new scholarships especially for STEM majors made possible by private donors and federal and corporate grants; as well as with our outstanding faculty, new facilities, and opportunities for experiential learning in our Global Laboratories and workplace co-op and internship placements. To promote recruitment and enrollment of STEM students, the Office of Institutional Research and Assessment is assisting the Office of Admissions with a comprehensive environmental scanning project that includes a new staff member with strong background in assessment and data gathering and analysis.
- Supporting success of STEM students in their exceptionally demanding disciplines. Extensive analysis of student success in lower division courses found a number of courses, particularly

in mathematics, creating barriers to persistence in these majors. Efforts to address these barriers include an expansion of mathematics and science tutoring services (usage and need data collected and analyzed through Tutortrac), intensive summer programs to boost student readiness for college-level mathematics and science courses (with funding from the National Science Foundation), and mentoring programs for schoolchildren, both to develop future STEM majors and develop our graduate students' teaching and outreach skills (also with federal funding). Each of these approaches is rigorously assessed.

- Enhancing career exploration programs and students' exposure to opportunities in the STEM fields through Career Services programs including panels, videos, guest speakers, and conferences on STEM and health care professions. Career Services continues to refine these offerings based on systematic feedback from employers and students.

Over the past five years, SUNY Oswego has increased the number of graduates in the STEM fields by 23 percent, and this number continues to grow. This strategic initiative has also helped our college maintain and grow institutional revenue streams through tuition, state and federal grants and allocations, and private and corporate gifts and support.

Together, all divisions of SUNY Oswego have made great strides in contributing to the STEM workforce needs of New York State through our integrated planning process, strong operational oversight, and prudent fiscal management practices. Our 2007 Strategic Plan in addition to our operational planning, assessment, and accountability practices described above have been the underpinnings of our success.

Conclusion

This progress report shows that SUNY Oswego has improved our documentation and use of institutional assessment findings to support decisions regarding strategic goals and plans, and that we have developed procedures for more clearly documenting the integration of institutional and unit level goals with each other.

It is without question that our institutional planning, assessment, and resource allocation processes have become systematic, integrated, and more influential on the actual operations of the college in the two years following our accreditation visit. We appreciate the advice and guidance we have received from the Middle States Commission on Higher Education through this important process. Poised to approve a new strategic plan this fall, SUNY Oswego is well prepared to continue improving student learning and institutional performance for many years to come.

Appendix A

Unit Assessment Template

Administrative Unit: _____ Contact Name: _____ Division: _____ Academic Year: _____

Unit Objectives	Strategic Plan: Key Action Area	Measurable Outcome	Describe Metrics, Instrument or Data Source Used to Measure Results	Person(s) Accountable	Achievement of Objective	Year End: Next Steps or Actions	Resource Implications
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		

SUNY Oswego Institutional Effectiveness Map: A Narrative

This map is designed to give the institution consistent reporting of assessment across all divisions of the campus, as recommended by the MSCHE after their 2012 visit.

This map will be the product of a process that basically formalizes what all units/departments are doing intuitively every year in support of Oswego's mission.

The Prequel: An Assessment Plan

Overall, each unit/department has a mission, i.e. a purpose. Why are we here? From this purpose, there are overall goals that answer the question.

Unit Goals

This is not in the map, but it is an important first step in building the framework for annual reporting. Here you consider the big picture: What is your unit trying to accomplish overall? Why do you exist in the college? In what way are you supporting the overall mission of the college?

Completing the Institutional Effectiveness Map

Unit Objectives

With your overall goals in mind, consider 3-5 things you want to accomplish in a given year. These objectives are narrower in scope than goals.

Note: Goals and objectives are often confused. A goal is general, hard to measure, with a longer time frame. Objectives are more specific and thus easier to measure. They cover a short time frame, such as the fiscal year.

Strategic Plan: Key Action Area

Tie your objectives to the strategic directions of the college. (VIEWS)

Measurable Outcome

Objectives must be measurable. How will you gauge if this objective is met? What is the benchmark for success?

Metrics

How will you measure objective accomplishment relative to the benchmark? Describe the instrument and/or data source(s) used.

Person(s) Responsible

Who will be in charge of keeping the unit on task with this objective and measuring success?

Achievement of Objective

So what happened? Did you meet the benchmark for this objective?

Next Step or Actions

This is a reflection on the outcomes. If the objective is met, what can you take from this success? Can you apply it in other areas; does it suggest the continuation of a program or process? If the outcome is not met, consider steps towards improvement.

Resource Implications

Finally, consider the budget implications of your outcomes. Do they point to a need for additional resources? A reallocation of resources? Outcomes may even suggest budget savings with more efficient processes or ineffective programs that should not be continued.

Appendix B

Unit Examples

SUNY Oswego Institutional Effectiveness Map

Unit Objectives	Strategic Plan: Key Action Area	Measurable Outcome	Describe Metrics, Instrument or Data Source Used to Measure Results	Person(s) Accountable	Achievement of Objective	Year End: Next Steps or Actions	Resource Implications
Redesign and expand information available on our website for faculty and staff to access on-line.	Vitality - expanded and diverse sources of revenue- & solutions	Decrease in phone call/e-mail requests for forms and information	Number of times the ORSP web site is accessed and forms information/forms are downloaded.	Maria Nakamura	<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		Time & effort
Develop user manuals for Project Director's and staff to reference for help with policy and procedures.	Vitality - expanded and diverse sources of revenue	On-line tutorials of "how to" guidelines.	Feedback from faculty and staff who utilize the guides & number of pamphlets available as 'how to' documents	Maria Nakamura	<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		Time & effort
Pilot a project to digitalize sponsored program records for ease of access and reference as well as replace hard copy in accordance with federal compliance guidelines.	Vitality - expanded and diverse sources of revenue	Decrease in the size of paper files & supplies necessary to retain	Number of account files that can be eliminated as a result of maintaining digital records of documents.	Maria Nakamura	<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		Time & effort. Software, scanner and clerical assistance will be required
Pilot training sessions to selected PIs so they can directly access fiscal status updates on their awards	Vitality & solutions	Number of formal training sessions offered	Number of times a PI signs into the Oracle system to view accounts	Maria Nakamura	<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		Time & effort
					<input type="checkbox"/> Not Met <input type="checkbox"/> Approaching <input type="checkbox"/> Met <input type="checkbox"/> Exceeded		

SUNY Oswego Campus Technology Services 2012-13 Strategic goals

Connection to SUNY Oswego Strategic Direction	CTS Goal	OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME (bold and change font color to indicate your choice)	NEXT STEPS OR ACTION
Vitality	Academic	Academic Projects: Lecture Capture Implementation	Select, procure and implement a campus-wide solution, equip ATCs in various buildings with the system, coordinate with the CTAB Education subcommittee and the Board as a whole to develop processes for expanding lecture capture capacity.	Ability for students to review classroom lectures, ability to record guest speakers, presentations, workshops for later review.	Dave and Nicole/Lecture Capture Committee	N/A	Panopto was selected and configured. About 15 classrooms were equipped with the service, users interested in using it were trained. Integration with ANGEL makes access to the recordings very easy.	Met	Install in 10 ATCs
World Awareness Solutions	Academic	Academic Projects: Lecture Capture Implementation	Identify interested faculty, install audio and content lecture capture capability in ten classrooms; pilot the addition of video capture capability in a lecture hall and classroom.	Lecture capture installed in 10 ATCs.	Instructional Support	N/A	Panopto recorder available in all ATCs. Audio and content capture available in 8 ATCs. Video, as well as audio and content, capture available in 6 ATCs.	Exceeded	Expand Lecture Capture further, including in Shinneman
Vitality	Academic	Academic Projects: ATC Expansion and Refresh	Identify ATCs and learning spaces in need of complete installation or upgrade. Assess effectiveness of ATC configurations and standards.	Implement 10 new or refreshed classrooms. Obtain faculty input into ATC effectiveness and configuration	Instructional Support	N/A	Implemented 10 new classrooms	Met	Implement new classrooms in areas where capital renewal is taking place
Vitality	Academic	Academic Projects: Capital Project Planning and Implementation	Complete design, infrastructure installation and installation of equipment in Shinneman, Park and Rice Creek.	Completion of Shinneman, Park and Rice Creek	All CTS Units including Instructional Support	N/A		Approaching	Scheduled for implementation in Summer 2013
Vitality	Academic	Academic Projects: ANGEL Upgrade/Conversion	Coordinate with SLN to assist in the planning for upgrade the LMS to ANGEL v6.0, provide professional development for faculty in preparation of utilizing ANGEL 8.0, assess with students and faculty the effectiveness of the upgrade.	Expanded features, compatibility with Safari and Chrome browsers.	Nicole/ANGEL Team	N/A	Upgrade was completed. We received some feedback from students who were very happy about the expanded browser support, especially Mac users. Communication with faculty was made in regards to the new features.	Met	Continue to support Angel. Angel will be replaced by Blackboard in January 2015
Vitality	Academic	ATC Refresh	Based on the Technology Plan Benchmark Report, assess the number and location of classrooms and learning spaces in need of an ATC upgrade.	Replacement of 1/3 of Computer Equipment within Campus Advanced Technology Classrooms	Instructional Technology	N/A	42 ATC Computers were upgraded in December 2012	Met	Plan for 2013-14 upgrades
Vitality	Academic	Application/Desktop Virtualization	Engage a vendor partner to assist in the planning for server, storage and network capacity to support an expanded virtualization infrastructure.	Planning for the implementation and expansion of Virtual Services	Instructional Technology	N/A	Partnered with ITEC for VDI (Virtual Desktop Infrastructure) pilot implementation.	Met	Will install the DEU in production in June or July, 2013.
Engagement	Academic	Application/Desktop Virtualization	Design, procure, and implement expanded virtualization infrastructure.	Build virtual environments for use by the campus	Instructional Technology	N/A	VDI hardware and software is being "leased" through ITEC for the pilot implementation. Expansion of the Virtual Lab (virtual applications) is currently being implemented within our existing infrastructure. As the use of virtual applications increases, we will need to continue to evaluate our Infrastructure on an annual or semesterly basis.	Met	Evaluate success of VDI implementation and develop roadmap for service depending on funding.
Vitality	Academic	Application/Desktop Virtualization	Promote the availability and use of the "virtual computer lab" to students and faculty.	Encourage SUNY Oswego users to utilize the virtual application to identify suitability and functionality within our environment.	Instructional Technology	N/A	Over the year promotion of the "virtual computer lab" has been primarily focused on faculty. This promotion has included presentations at CTAB meetings, and updates on the virtual computer lab project in the monthly TechNews reports. Over the year CTS has also started offering virtual applications within the campus computer labs that it manages and supports, while utilizing this service, this approach has been mostly transparent to the end users.	Met	Send new staff to training, provide development opportunities for those trained in order to strengthen skills.
Vitality	Academic	Computer Laboratory Refresh	Based on the Technology Plan Benchmark Report, assess the number and location of computer labs in need of an upgrade.	Identify locations where equipment is becoming outdated, and update appropriately to maintain a high quality student experience	Instructional Technology	N/A	Locations for Summer 2012: Campus Center 170, Hewett Union 236, Mather 302 -- Locations for Winter 2012/2013: Campus Center 163, Campus Center 207, Hart Computer Lab, Oweida Computer Lab, Scales Computer Lab	Met	Continue to update computer labs on regular schedule
Vitality	Academic	Computer Laboratory Refresh	Plan and implement computer lab upgrades.		Instructional Technology	N/A	Summer replacements completed, Winter replacements Completed	Met	Continue evaluation and replacement process
Vitality	Academic	Computer Laboratory Refresh	Coordinate with faculty and assess the effectiveness of computer lab configurations and standards.	Identify the suitability and usability of existing lab configurations to determine whether design changes are needed during equipment refreshes and new computer lab construction.	Instructional Technology	N/A		Not Met	Reach out to academic departments to determine how reporting can be facilitated based on need.
Vitality	Academic	Application/Desktop Virtualization	Replace one or two computer labs with "thin client" devices to test virtualized applications and desktops in a lab setting.	Move virtual environment into production in a pilot mode to determine suitability and functionality of VDI and Virtual Applications for use within our environment.	Instructional Technology	N/A	It was decided to pilot VDI within Campus Center 202, and Campus Center 206 utilizing existing equipment as "thin clients". The choice to use the existing thick clients as thin clients was made to provide an option for fallback/recovery in the event of significant issues during this pilot phase.	Approaching	ID photos will need to be included in Faculty Grade Entry (Banner XE).
Vitality Solutions	Administrative Projects	Banner XE (formerly Banner 9) Upgrade	Install the DEU release. Identify and modify old sql, table, and sql objects with insert (cobol row) scripts.	Database will continue to function with added columns and (update) programs will execute without errors.	CTS - Administrative Services	N/A	DEU upgrade has been installed on two separate databases and all programs have been identified and updated.	Approaching	Will install the DEU in production in June or July, 2013.
Vitality Solutions	Administrative Projects	Banner XE Upgrade	Setup a new VM server for running SSB Faculty Grade Entry, install Tomcat, clone production Banner to Banner 9 (for development) and install the DEU.	Functional "slice" of a Banner XE release to review and share with administrative offices.	Andrew Michaelis	N/A	Banner Faculty Grading installation was completed and problem reports were filed with Elucan.	Met	Plan for production installation with possible Beta for Fall mid-term grading.
Vitality Solutions	Administrative Projects	Banner XE Upgrade	Expand knowledge of JAVA, Groovy/Grails framework. Send developers to Groovy/Grails training when possible.	Developers will be able to support Banner XE applications that have been converted to Groovy and Grails	Andrew Michaelis, Eric Goodnough		Both Andy and Eric have attended training	Not Met	Send new staff to training, provide development opportunities for those trained in order to strengthen skills.
Vitality Solutions	Administrative Projects	Expand Utilization of the Document Management System	Assist Human Resources	Review of all paper documents and business processes attached to the documents. Define and assign document types to each document. Outline security for HR staff and administrative staff as necessary.	CTS - Administrative Services	N/A	Scanning station licenses and equipment have been purchased. HR staff has been trained to use the scanner.	Not Met	Plan for continuing the BDMs implementation with Human Resources. Consider using Elucan consultants for a needs analysis evaluation.
Engagement	Administrative Projects	DegreeWorks Implementation	Technical Support: Attend training, provide technical assistance as needed to export SIS data to hosted DegreeWorks databases at ITEC. Assist Registrar with advisor, student, and new student extracts, security, roles, and testing of results.	Advisors, students, and administrative staff will be able to monitor academic progress as outlined by SUNY. Phase out use of CAPP for program progress.	Jerret Lemay, Andrew Michaelis, Susan Fisk	N/A	Phase 1 of the project has been in production since early March. Advisers, Student Advisement, and advisors are using DegreeWorks to advise students. Students are also using it to monitor program progress at this point. Use of CAPP for program progress has been phased out.	Exceeded	Ongoing technical support and testing of new DegreeWorks release 4.11 on development database, add localizations as necessary.
Vitality Solutions	Administrative Projects	Expand Data Reporting and Analysis Tools and Systems	Form a project team to identify reporting and analysis needs.	Improve analytics and make better use of staff time.	CTS - Administrative Services, administrative departments, and various academic departments.	N/A	Various reports have been developed for Institutional Research, Student Accounts, Admissions, and Development using ARGOS.	Not Met	Reach out to academic departments to determine how reporting can be facilitated based on need.
Intellectual Rigor Solutions	Administrative Projects	Provide student ID photos via Banner to staff and instructors.	Import ID photos from the ID/Dining database and make accessible to staff using INB Banner. Add ID photos to class and advisor lists in SSB (myOswego), and to personal profile in Angel.	Faculty and staff will have access to student ID photos as requested by Faculty Assembly.	CTS - Administrative Services, Mark Degroff	N/A	ID photos are available within INB Banner and in myOswego as planned.	Met	ID photos will need to be included in Faculty Grade Entry (Banner XE).

Vitality	Administrative Projects	Provide SSB for Advancement Officers to Development Staff	Outline instructions and business processes for using SSB for Advancement Officers, train staff.	Development staff will be able to query prospect data while out of the office and without having to run a local report.	CTS - Administrative Services, Susanne Maniccia	N/A	Development prospectors and researchers are able to use SSB to query data on prospects as needed while out of town.	Met	Project completed
Vitality	Administrative Projects	Transition Parking Office from T2 Flex to AIMS	Attend training, assist parking office staff with transition, develop an extract program for uploading to AIMS.	Replace T2 Flex with AIMS	CTS - Administrative Services, Vicki Tesoriero	N/A	Parking Office is using AIMS	Met	Project completed
Vitality Solutions	Administrative Projects	Change from OswegoConnect/Hobsons Alumni community to iModules	Attend training, planning meetings, develop Banner extract scripts for iModules upload.	All OswegoConnect functionality ported to iModules	CTS - Administrative Services, Alumni Relations and Development	N/A	Alumni Relations is communicating with Alumni via iModules, payments are being received via iModules	Met	Project completed
Vitality Solutions	Administrative Projects	Transition from using Dial/Vision to Campus Call for annual telefund	Attend teleconferences, plan and convert existing Dial/Vision Banner extracts to be compatible with Campus Call extracts	Banner extracts to be loaded to Campus Call	CTS - Administrative Services, Development	N/A	Campus Call software in use, Dial/Vision phased out	Met	Project completed
Vitality Solutions	Administrative Projects	Provide immunization information exchange between Banner and Medical	Export immunization data from Banner for Medical upload. Upload health history and compliance status to Banner from Medical. Adapt existing student extracts so that incoming students have access to the Medical database.	Walker Health Center will be able to manage all student activities with Medical.	CTS - Administrative Services, Liz Burns	N/A	Immunizations have been transferred, student population extracts have been revised, and Medical student health history and compliance status are being uploaded to Banner daily. The upload process will be able to place/delete Walker Health Center registration holds when applicable.	Exceeded	Project completed
Solutions	Broad-based Support and Development	Coordinate Campus-wide Print Output	Contracted with Pharos			N/A		Not Met	1. Complete the installation and implementation of infrastructure, equipment, and systems in the Science and Engineering complex. 2. Assess the effectiveness of infrastructure, equipment, and systems in the Science and Engineering complex. 3. Finalize plans for subsequent phases of the School of Education. 4. Procure equipment for phase two of the School of Education. 5. Begin the installation and implementation of infrastructure, equipment, and systems in the School of Education phase two.
Vitality Solutions	Broad-based Support and Development	Maintain the Currency of Faculty/Staff Individual Computing Devices				N/A		Met	Perform CATV upgrade in Onondaga Hall and install equivalent distribution system with monitoring in SEI. Replace Coax terminations in Hart Hall to reduce Signal/Noise ratio. Assess coax wiring in Funnel, Scales & Waterbury to determine replacement necessity and viability.
Vitality	Broad-based Support and Development	Broad-Based Support and Development Projects: Digital Asset Repository Implementation	Evaluate and deploy high capacity, web based repository for storage of digital assets, including audio, video, still imagery and document files.	Develop functional specifications, evaluate products and install.	Instructional Support/ Dave McQuin	N/A	Identified major campus users and their needs. Partial functional specifications developed. Determined that a single system may not meet the wide variety of requirements of multiple users including library, public relations, alumni, lecture capture, graphic arts, development. Determined it was in best interest of campus to wait for some direction/decision from SUNY system.	Not Met	Evaluate Ensemble product which ITC recommended and negotiated system pricing to determine what needs it would meet and what needs it would not meet. Implement if meets majority of needs. Campus visits
Vitality	Broad-based Support and Development	Broad-Based Support and Development Projects: Technical Staffing and Organization	Reclaim partial position of Communications Studies support position into Instructional Support	Ability to quickly respond to instructional program needs. Increase ability to add Crestion programming abilities to meet increasingly complex learning space needs.	All CTS Units including Instructional Support	N/A	Reclaimed full time position, from 10%.	Met	Evaluate staffing needs and type of support anticipated with the addition of over 60 learning spaces with opening of Stoneman, Park and Rice Creek
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Help Desk Ticketing System Overhaul	Review and evaluate products that meet needs criteria, select and procure product, implement and configure new system, train CTS staff on the new system, deploy new system.	Improved IT Service Management using standards-based IITL products that can improve customer service and business operations.	Nicole/User Support	N/A	All actions completed with additional integration of Bomgar and LANDesk with the product.	Exceeded	Continue building out Service Catalog, build out Knowledgebase and Self-Service.
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Remote Desktop Support Expansion	Purchase and configure remote desktop support application, train CTS staff on how to use the service, encourage staff to use the new service whenever appropriate	Increase of first call resolution of calls at the TSC resulting in timelier customer service and in some cases prevention of user having to bring machine to TSC for further troubleshooting.	Nicole/User Support	N/A	All actions completed with additional integration of Bomgar in ATC locations to allow IS staff to better troubleshoot issues with the computers in the classrooms. Worked extremely well with student machines using the wired network in the residence halls, however wireless network is not configured to allow this to take place.	Met	This product was of extreme value when working with students on the wired network. However, since wireless was implemented we do not have the ability to use the service for students. Would like to resolve this.
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Web Portal Implementation	Review systems that meet our needs, criteria, select and purchase preferred solution, implement and configure system, pilot the new system with representative group of campus users, release new system to the entire campus community, train users on using the portal.	Easier access and single sign-on capabilities of core services.	Nicole/Web Team, AS	N/A	Reviewed two commercial products, one of which we have been paying maintenance on. Decided neither of them would work well either because of extreme multiple layers in implementing or poor implementation of HTML/CSS. Decided to look at open source products or the possibility of doing something on our own. CAS server was implemented and is being used for SSO with certain SUNY applications.	Not Met	Continue investigating open source solutions or something that might be able to be created on our own.
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Training Assessment and Redesign	Establish a training review task force, review existing evaluation data to determine strengths and weaknesses of current training and professional development offerings, based on the most current technology needs assessment, develop a plan to pilot a new and different training and professional development offering, implement pilot project for new training models.	Just in time training to the needs of users.	Nicole/User Support	N/A	Task force was not established. Some various methods of training were tried - Eliminate for synchronous online workshops. Some workshops have been recorded with Panopto for just in time training. Use of Skillport was evaluated. Submitted an ITG grant for LyndaCampus which is being used by several faculty on campus.	Approaching	Survey campus on their training needs and preferred modality. Continue evaluation of Skillport vs. LyndaCampus. Continue recording workshops.
Vitality Solutions	Future Proofing	Assessment of Network Security			Pisa	N/A		Met	Ran training session for campus and did small sample of phishing test on campus to investigate effectiveness of training. Work will continue in 2013-14
Vitality Solutions	Future Proofing	Identity Management System Overhaul			Taylor	N/A		Not Met	
Vitality Intellectual Rigor	Future Proofing	Etextbook and Digital Content Exploration and Adoption	Formed committee that met and discussed the various opportunities		Pisa	N/A	No concrete actions determined or implemented.	Not Met	Plan development in 2013-14
Vitality Solutions	Infrastructure	Electrical and HVAC Upgrade	Met with FDC engineer		Pisa	N/A	Due to funding, no project started	Not Met	Depending on funding, project may be pursued in 2014-15.

Vitality	Infrastructure	Residence Hall Communications Infrastructure Upgrade - Upgrade the wired and wireless communications infrastructure of all residence halls to provide wireless and wired network access to each room and all common spaces, advanced cable television services, and voice over IP telephone service.	1. Perform complete upgrades to Seneca and Oneida Halls. 2. Equip Funnelle, Loni, Moreland, Mackin, Scales, and Waterbury Halls with wireless network coverage in all rooms. 3. Assess effectiveness of wireless network coverage in residence halls.				N/A	1. New network hardware including wireless access points, VoIP instruments, and battery backup systems were also installed. 2. Existing telecom rooms were retrofitted with new 30A circuits, data racks and data cable for wireless access. New network hardware, wireless access points and battery backup systems were also installed. 3. Wireless surveys will be conducted during winter break to verify coverage.	Met	1. Perform complete upgrade to Onondaga Hall. 2. Plan for additional upgrades to Funnelle, Scales, and Waterbury Halls in coordination with other rehabilitation projects. 3. Plan for additional upgrades to Funnelle, Scales, and Waterbury Halls in coordination with other rehabilitation projects.
Vitality	Infrastructure	Network Component Backup PowerExtend battery and generator power to infrastructure locations to improve network operations during electrical grid outages.	Network Component Backup PowerExtend battery and generator power to infrastructure locations to improve network operations during electrical grid outages.				N/A	1. New UPS's model selected and locations defined where new 30A power circuits would be needed. 2. 30A circuits were placed on generator power. 3. 30A circuits and new UPS's have been installed in all locations defined in objective. 4. University Police had a new generator installed.	Met	1. Move electrical circuits serving network infrastructure locations to generator supported circuits. 2. Install upgraded uninterruptible power supplies. 3. Assess any remaining network vulnerabilities related to electrical power reliability.
Vitality	Infrastructure	Campus-wide Wireless Network ExpansionProvide access to the campus wireless network in all areas of the campus where students, faculty, staff and guest may find it useful.	1. Develop new standards for placement of wireless network access points. 2. Deploy access points according to new standards in rehabilitated buildings and new construction. 3. Prioritize locations for new access point installations based on new standards. 4. Deploy additional access points in existing facilities.				N/A	Looking at new ceiling tile mounts for new construction. 2. Replaced all pre-existing Access Points with new model. 3. Reviewing location needs for faculty and staff office coverage. Also looking at location needs for multiple device logons. 4. Still under review.	Met	1. Deploy additional access points in existing facilities. 2. Deploy access points according to new standards in rehabilitated buildings and new construction.
Vitality	Infrastructure	Establish a connection to Internet2 to support research and academic initiatives and video telepresence communication.	1. Establish technical connections with Internet2 through NYSENET. 2. Develop test scenarios for confirming functionality of Internet2 connectivity. 3. Promote the availability of Internet2 connectivity to faculty and other campus stakeholders with a potential application. 4. Train interested stakeholders on processes to access Internet2.				N/A	1. Completed 2. Completed 3. No new applications defined at this time. 4. Traffic to I2 locations are automatically routed over dedicated circuit.	Met	1. Assess utilization of Internet2. 2. Promote the availability of Internet2 connectivity to faculty and other campus stakeholders with a potential application. 3. Train interested stakeholders on processes to access Internet2.
Vitality	Infrastructure	Completion of Voice Over Internet Protocol (VoIP) Telephony DeploymentContinue with the convergence and upgrade of the campus data infrastructure to support VoIP telephony throughout the entire campus. Decommission the legacy telephone system.	1. Upgrade network infrastructure in remaining campus buildings to support VoIP. 2. Convert end user handsets to new VoIP instruments. 3. Consult with stakeholders on the implementation of new services available through VoIP telephony.				N/A	Network infrastructure has been installed. 2. Conversion still underway - Residence and Dining Halls are remaining areas.	Approaching	1. Removal of Nortel and batteries 2. Assess effectiveness of current VoIP services. 3. Pilot new VoIP services. 4. Assess user satisfaction with VoIP telephony. 4. Upgrade to latest versions of UCX/CCX/UCXN/CEER 5. Provide portal access to enable user management of their end-device 6. Assess collaboration integration with usage of video endpoints 7. Enable IP Fax support
Vitality	Infrastructure	Upgrade network components throughout the campus as switches and other devices reach their end of life state.	1. Assess end of life and/or maintenance status of all network component equipment. 2. Develop a plan for replacing network components that have reached end of life. 3. Install new network components.				N/A	1. Network infrastructure has been installed. 2. Residence and Dining Halls networks have been upgraded.	Approaching	1. Assess end of life and/or maintenance status of all network component equipment. 2. Develop a plan for replacing network components that have reached end of life. 3. Install new network components.
Vitality	Infrastructure	Internet Connection Capacity UpgradeIncrease campus Internet circuit capacity to serve new and additional needs of students, faculty, and staff.	1. Assess current Internet usage patterns. 2. Plan and implement new network equipment to accommodate higher Internet bandwidth. 3. Negotiate new contracts with Time Warner and Verizon for increased Internet bandwidth 4. Install higher capacity circuits. 5. Monitor Internet usage types to shape and optimize network traffic rules.				N/A	1. Complete 2. Still implementing 3. Complete 4. Upgraded Time Warner circuit to 750 M and Verizon to 500M. Also upgraded point-to-point circuit at Metro center from 25M to 50M and opened up I2 connection via NYSENET. Internet2 was also increased from 25M to 50M 5. A new traffic shaping device was purchased to shape and optimize connectivity.	Approaching	1. Implement new network equipment to accommodate higher Internet bandwidth. 2. Assess current Internet usage patterns. 3. Monitor Internet usage types to shape and optimize network traffic rules. 4. Plan for increased bandwidth as appropriate.
Vitality	Infrastructure	Capital Project Planning and ImplementationWorking with Facilities Design and Construction, capital project steering committees, capital project executive committees and individual academic departments, plan and implement the infrastructure and end user technology programs for new and refurbished facilities across campus.	1. Establish network and computer hardware services in the first phase of the new School of Education facilities in Wilber Hall. 2. Develop implementation plans for new Science and Engineering complex. 3. Procurement equipment for the new Science and Engineering complex. 4. Begin the installation and implementation of infrastructure, equipment, and systems in the Science and Engineering complex. 5. Continue the development of designs and plans for subsequent phases of the School of Education.				N/A	1. New data cabling and hardware were installed to support this. 2. Equipment lists and cost have been generated. 3. SEI equipment procured. We will look to procure SOE equipment in Summer 2013 4. CTS has been informed by FDC that we should have access to Piez telecom rooms in January, and the addition in Feb/March. Classroom and lab equipment installations are slated for March. 5. Waiting for design on SOE Phase III.	Approaching	1. Complete the installation and implementation of infrastructure, equipment, and systems in the Science and Engineering complex. 2. Assess the effectiveness of infrastructure, equipment, and systems in the Science and Engineering complex. 3. Finalize plans for subsequent phases of the School of Education. 4. Procure equipment for phase two of the School of Education. 5. Begin the installation and implementation of infrastructure, equipment, and systems in the School of Education phase two.
Vitality	Infrastructure	Infrastructure Projects: Residence Hall Communications Infrastructure Upgrade	Seneca and Oneida Halls' CATV infrastructure including Gainmaker fiber node, distribution equipment and cabling installed	Better cable television distribution. Lower signal/noise ratio on building and campus levels. Fewer customer calls relating to actual equipment or infrastructure failings.	Instructional Support		N/A	Buildings were outfitted with nodes, home run cabling, and monitoring equipment	Met	Perform CATV upgrade in Onondaga Hall and install equivalent distribution system with monitoring in SEI. Replace Coax terminations in Hart Hall to reduce Signal/Noise ratio. Assess coax wiring in Funnelle, Scales & Waterbury to determine replacement necessity and viability.

Color code

Exceeded
Met
Approaching
Not Met