

Self-Study Design

For the Middle States Commission on Higher Education

State University of New York at Oswego

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TABLE OF CONTENTS

I.	Institutional Overview.....	2
II.	Institutional Priorities to be Addressed in the Self-Study.....	10
III.	Intended Outcomes of the Self-Study.....	15
IV.	Self-Study Approach.....	17
V.	Organizational Structure of the Steering Committee and Subcommittees.....	17
VI.	Guidelines for Reporting.....	29
VII.	Organization of the Final Self-Study Report.....	32
VIII.	Verification of Compliance Strategy.....	36
IX.	Self-Study Timetable.....	37
X.	Communication Plan.....	39
XI.	Evaluation Team Profile.....	41
XII.	Evidence Inventory.....	43

SUNY OSWEGO SELF-STUDY DESIGN

I. Institutional Overview

A Learner-Centered History Celebrated

Since our founding in 1861, the State University of New York (SUNY) at Oswego has been a beacon for teaching and learning, calling students, faculty and staff from across the globe to our 700 acre lakeside campus situated along the shores of Lake Ontario. Together, we engage in rich and varied applied learning experiences that activate the mind and prepare each student to achieve.

SUNY Oswego was founded by Edward Austin Sheldon – a pioneer of the Johann Heinrich Pestalozzi method in American education. The Pestalozzi motto was “learning by head, hand, and heart.” Sheldon, who also served as a superintendent of schools in Syracuse and Oswego, New York districts, created the “Oswego Movement” (or the “Oswego Plan”) as the pedagogical foundation of the Oswego Primary Teachers’ Training School/the Oswego State Normal School – which evolved into SUNY Oswego. The Oswego Movement was an American educational reform movement that began in the 1850s and greatly shaped and formulized teacher education. Graduates of the Oswego State Normal School assumed teaching and administrative positions around the nation and world where they applied the Pestalozzi method of learning by doing or “learning by head, hand, and heart.” This Pestalozzi method remains the cornerstone of SUNY Oswego’s “minds – on, hands – on” curriculum today, evidenced by thousands of our students completing internships, co-ops, student teaching placements, service learning, and community service placements each year.

Nearly 160 years after Sheldon’s founding, the Oswego Movement continues to be relevant, impactful and transformational for SUNY Oswego students, faculty, staff, and community partners. This was again recognized in January 2020, SUNY Oswego was re-named one of just 119 U.S. colleges and universities, and only one of four SUNY institutions, to receive the prestigious national Carnegie Community Engagement Classification. This classification is a competitive elective designation that indicates institutional commitment to community engagement through applied learning experiences. Other rankings from the last year that illustrate the College’s commitment to student success, academic excellence and fulfilling its mission of contributing to the common good include:

- In the top 10 public “Regional Universities in the North” by U.S. News & World Report and #9 among the region's Best Value Colleges (2021)
- One of the “Best Regional Colleges in the Northeast” – designated so by The Princeton Review each year since 2003

- In first place among New York state public colleges in U.S. News & World Report's "Best Online Degree Programs: MBA"
- Ranked 12th among Master's level schools in the nation for international opportunities in the Open Doors Report on International Educational Exchange
- Accorded multiple designations such as Best for Vets from Military Times, Top 100, (2nd of only three SUNY four-year institutions listed) and Military Friendly School designation from Victory Media due to our strong military and veteran services on campus, linking student veterans and veteran service providers

An Inclusive Mission

SUNY Oswego has made a mark as a higher education institution deeply committed to student success especially mediated by faculty and staff excellence as demonstrated through innovative teaching methods, global learning environments, and nationally recognized scholarship. SUNY Oswego delivers on our mission in all of our practices.

We are committed to continuous improvement through feedback and planning and taking action that will help the college best educate, serve and advance all our students. We are a learner-centered institution with an unwavering commitment to providing transformative experiences to a widely diverse student population.

Mission Statement:

SUNY Oswego contributes to the common good by lighting the path to wisdom and empowering every person in the college community to pursue a meaningful life as a productive, responsible member of society.

Fall 2020 Student Population

In accordance with our public mission as one of 13 comprehensive colleges in the State University of New York System, SUNY Oswego continues our proud and effective legacy of scaling programs, services, facilities and opportunities to meet the dynamic and pressing needs of students, faculty, staff, community, region, and the State of New York.

Despite the unexpected emergence of COVID-19 in winter 2020, SUNY Oswego succeeded in attracting and enrolling a highly talented and an increasingly diverse student population for fall 2020. This fall¹, 42% of the College's first-year students were in the top 25% of their high school class and 49% scored 1100 or above on their SAT. The fall 2020 student population includes 7,641 total students, with 6,678 undergraduates and 963 graduate students. Among the 7,641 students, 598 are new transfer students, 162 are degree-seeking international students (with an additional 4 visiting/exchange students) from 41 countries. Nearly 2,700 of all fall 2020 undergraduate students live in campus

¹ All Student Population data are preliminary, current as of October 8, 2020.

residence halls, contributing to a dynamic and active, around-the-clock campus environment.

The fall 2020 first-year (first-time, full-time) student class is the most culturally diverse ever to enroll at SUNY Oswego, with 38% of the first-year class self-reporting as non-white/Caucasian or non-US citizenship – more than doubling in percentage and headcount in the past decade. The first-year new student enrollment is 57% female and 43% male. The fall 2020 first-year student cohort is highly geographically diverse. Students come from 60 of New York's 62 counties, including 261 from the boroughs of New York City, and from 20 other states, the District of Columbia and 7 countries. Pell grants were awarded to 43% of the fall 2020 first-year class and 28% self-identified as first-generation college students. We are proud of our ability to provide access to these motivated and deserving students, and we are committed to providing support services needed to help them complete their degree.

Our efforts are proving effective -- over the last decade, our four-year graduation rate has risen from 38% (cohort from 2006) to 53% (cohort from 2016) – demonstrating the impact of the additional resources, supports, and programs implemented to advance student success.

The Path Forward

In fall 2019, the College launched *The Path Forward* – SUNY Oswego's new fundraising campaign envisioned and enacted to double the number of need-based scholarships for SUNY Oswego students from 220 to 440. As of June 30, 2020, more than \$1.5 million was raised to create 111 new need-based scholarships, including 80 new current-use scholarships of \$1,000 each for five years and 31 new endowed scholarships. Additionally, more than 440 donors supported the General Scholarship Fund.

Student Emergency Fund

As we were building momentum in *The Path Forward* campaign, our fundraising goals turned to supporting the Student Emergency Fund. By June 30, more than 450 alumni and friends of the college contributed to raise \$245,000, and a total of 96 students applied for and received grants from the Fund. Students used the funds to pay for everything from groceries, utility and phone bills and rental support to bus tickets, printer paper and ink, graduate school application costs and insurance payments. We continue to solicit donations to support both *The Path Forward* and the *Student Emergency Fund*.

Oswego College Foundation

While both *The Path Forward* and the Student Emergency funds address emerging needs, the true core of our fundraising is building our endowment – an enduring asset that will

help anchor SUNY Oswego far into the future. The growth of our endowment and its long-term industry-leading investment results are continuous points of pride for SUNY Oswego. In 2019-2020, with an endowment of more than \$44 million – an increase of 1000% in less than 20 years, this success was again affirmed when our June 30, 2019, annual investment returns exceeded the National Association of College and University Business Officers (NACUBO) average. This was the 13th year straight, and the 16th of the past 17 years Oswego has achieved this success. Even in a year as tumultuous on the stock markets as 2019-2020, the College was able to maintain a 5-percent spending rate from our endowed funds (and thus ensure consistent payouts for student scholarships and campus support) because of careful planning and forethought to structure endowment payouts on the average of 20 quarters.

Fall 2020 Main Programs of Study

The College offers over 110 academic programs at the baccalaureate and master's degree levels through our College of Liberal Arts and Sciences (CLAS), the School of Business (SOB); the School of Education (SOE); and the School of Communication, Media and the Arts (SCMA). We announce our advantages as an institution through our breadth of programs of study and our learner-centered, "learn-by-doing" pedagogical approach with our global engagement opportunities.

SUNY Oswego's main programs of study reflect the College's balanced strength as a comprehensive institution. The undergraduate programs with the highest enrollments in fall 2020² are spread across SUNY Oswego's four schools/colleges. They are: Business Administration (651 students in both traditional and online programs) in the School of Business; Childhood Education and Adolescence Education (563) in the School of Education; Psychology (440 students including 18 in the 5-year BA/MBA program) and Criminal Justice (402 students in both traditional and online programs) in the College of Liberal Arts and Sciences; and Broadcasting and Mass Communication (364 students including 6 in the 5-year BA/MBA program) in the School of Communication, Media and the Arts.

SUNY Oswego's graduate programs are highlighted by the College's esteemed international AACSB accreditation for the School of Business and the highly ranked MBA program as well as our more than a century's old reputation as a leader in the field of teacher preparation in its NCATE, TEAC and CAEP accredited School of Education. The graduate programs with the highest enrollment for each school in fall 2020³ are: Online MBA (111 students) in the School of Business; Educational Leadership (90 students) in the school of Education; Biomedical and Health Information (63) in the College of Liberal Arts and Sciences; and Strategic Communication (41 combined in traditional and online formats) in the School of Communication, Media and the Arts.

² Fall 2020 enrollment figures reflect major declarations as of October 8, 2020.

Learning in Multiple Modalities

For the fall 2020 semester, SUNY Oswego is delivering its curriculum through a 1/3 distribution mixture of online, hybrid and face-to-face courses. We were well prepared to deliver instruction in this manner because since the late 1990s, SUNY Oswego has offered online courses and programs to its students. Also, in the summer of 2019, SUNY Oswego unveiled its online learning strategic plan, *Advancing Online Learning for Tomorrow: Education that is Powerful, Personal and Distinctly Oswego*. This plan, fortuitously, helped SUNY Oswego be well positioned and prepared for the rapid college-wide shift to online education in spring 2020 due to the COVID-19 pandemic. Our online learning strategic plan guides the college's decision-making, resource prioritization and innovative emphasis, thus enabling SUNY Oswego to extend our status as an exemplar of high-quality, student-centered online learning while also feeling equipped to sufficiently and effectively respond to the immediate need of delivering the remainder of the spring semester and all of the 2020 summer terms fully online.

For many years, SUNY Oswego has invested in employing instructional designers who offer support and training to the College's faculty teaching online courses and programs. Since spring 2020, more than 40 SUNY Oswego faculty members who were already comfortable and experienced in teaching online have volunteered to serve as informal mentors to fellow faculty members and help prepare them to teach more effectively online.

These informal mentoring relationships are in addition to the numerous, and many well-established, formalized, institutional-wide services already in place to support faculty members in the transition to online teaching. These support services include the College's aforementioned full-time instructional designers, the Center for Excellence in Learning and Teaching (CELT) professional development virtual workshops, which are offered multiple times per week, and many new resources such as SUNY Oswego's new Online Learning Portals – one portal designed for faculty and one for students during spring 2020 in response to the College's swift transition to fully online instruction.

Innovative and Virtual Enrollment Management Strategies

In addition to pivoting to delivering curriculum online during the spring 2020 semester, we immediately reimagined our enrollment management strategy. Through significant cross-divisional planning and collaboration from three divisions of the college – Academic Affairs, Student Affairs, and Alumni and Development -- we implemented highly effective virtual admitted student events to yield our fall 2020 student population, as described above. Additionally, we invested in creating the new senior level position for our campus of Executive Director of Enrollment Management. The new Executive Director reports to the president and started in September 2020.

Student-Centered to Increase Student Success and Persistence

During 2019 – 2020, SUNY Oswego invested in two additional mental health professionals; implemented innovative and accessible mental health and well-being programs offered to our students as well as our faculty and staff; instituted a centralized advisement center that is open to all students but focused first on first-year (including transfer) students; and through intentionally designed programs in partnership with the Student Association, student organization leaders, faculty and staff, we created a broad array of programs to examine the critical areas of diversity, equity, inclusion, justice, free speech, civil discourse, peaceful assembly, and diversity of thought.

Decades of Campus Renewal Remain Active

While investing in our students, faculty, and staff, we have also invested more than \$850 million in campus-wide renewal projects over the last 20 years, with \$71 million in projects completed in the last five years, to keep our campus facilities modern, vibrant and attractive to today's generation of students and scholars.

SUNY Oswego became a charter member of SUNY in 1948. In 1962, the College expanded its curriculum and academic perspective to include a range of liberal arts and science programs. From 1962 into the early 1970s, SUNY Oswego's student body quadrupled and 29 new buildings opened. In 1992, SUNY Oswego restructured into the College of Arts and Sciences, School of Business, and School of Education. In 2007, programs in the College of Arts and Sciences separated from the communication, media and arts programs and the College of Liberal Arts and Sciences and the School of Communication, Media and the Arts were founded in 2008.

In 2008, SUNY Oswego also established a Syracuse campus location in the heart of downtown Syracuse, New York to better serve place-bound students seeking high-quality certificate programs, baccalaureate and/or master's degree options from a public institution. In 2015, SUNY Oswego's Syracuse campus received New York State branch campus status and it retained the Middle States Commission on Higher Education Additional Location designation due to having the same main campus president, governance structure and operating budget.

In 2020, SUNY Oswego's main campus in Oswego, New York includes 58 buildings with many new or recently renovated classroom, laboratory, residential and athletic facilities. All projects designed to achieve LEED Gold standards have been awarded that status – including the 2013 opening of the \$118 million Shineman Center for Science, Engineering and Innovation and the renovation of the College's Rice Creek Biological Field Station. Since 2013, SUNY Oswego's Waterbury, Scales and Funnelle residence halls; the School of Education's Park and Wilber halls; the School of Communication, Media and the Arts' Tyler Hall, Tyler Hall Art Gallery and Waterman Theater have all been renovated and upgraded to meet the needs of the 21st-century student. Upgrades have also been made to SUNY Oswego's Syracuse Campus, including the creation of laboratory space for the

quickly growing Biomedical and Health Informatics master's degree program and the construction of a new student support and work station.

Current Fiscal Environment

At the time of writing this Self-Study Design, we are in the midst of the fall 2020 semester and SUNY Oswego is deploying a multifaceted approach to ensure continued business operations and financial stability through these challenging, unprecedented times caused by the COVID-19 pandemic.

Given the current fiscal atmosphere of New York State and the indecision at the federal level regarding the awarding of a fourth federal stimulus relief package, the College anticipates a twenty-five percent (25%) reduction in State funding that will be further exacerbated by a projected two percent (2%) decrease in enrollment revenues. The total impact is expected to amount to a \$6.6-million shortfall.

Seventy-five percent of the college's State appropriated budget supports personnel service expenditures. As a result, all current searches for the upcoming semester have been suspended and all vacancy positions are being held centrally to ensure that the maximum amount of frictional savings can be achieved. The College is imposing a thirty-five percent (35%) reduction to the normal number of adjunct instructional hires for 2020-2021. In addition, employee travel has been reduced or eliminated across all divisions of the college, and equipment expenditures will be curtailed or deferred for one year.

Fortunately, SUNY Oswego has long maintained reserves designed to mitigate the financial impact of budgetary reductions. These reserves are strategically deployed when deemed necessary and beneficial to lessen the impact of the aforementioned budgetary actions. We are confident in our ability to preserve the integrity and quality of our academic offerings and the richness of our student experience while identifying new resources needed to launch new initiatives that will enhance our academic standing and strengthen our position in the greater SUNY community.

Institutional Goals for 2020 - 2021

As we work together as a campus community to complete the fall 2020 semester as safely and effectively as possible, we also remain focused on SUNY Oswego's institutional goals for 2020-2021. Our goals center on continuing to nurture an intentional and vital culture of diversity, equity and inclusion across all aspects of the SUNY Oswego college community.

Our institutional goals for 2020 - 2021 include the following:

- *To ensure institutional continuity and effectiveness, we will engage our campus in focused planning and analysis for emergency, catastrophe, and/or exigency to best protect the health and safety of our students, faculty and staff and the continued strength and viability of our institution during unforeseen and unprecedented events and circumstances.*
- *As we advance a hallmark of SUNY Oswego, we will continue to nurture an intentional and vital culture of diversity, equity and inclusion across all aspects of the SUNY Oswego college community and unceasingly work toward restorative and racial justice.*
- *We will work with our new Executive Director of Enrollment Management to assess, renew and extend student recruitment and retention activities to ensure stability and predictability in enrollment success for our institution.*
- *We will bring to bear best practices, deeper focus and increased financial resources (especially the funding provided by our successful application for **ProdiG**) to hire, retain and include more diverse faculty.*
- *We will develop and deploy a dashboard to display and monitor factors of student success (such as: retention rates, graduation rates, advisement history, student leadership experiences, student internship and employment data, service learning activities, destination data, etc.).*
- *We will develop online and in-person academic degree and certificate programs that utilize our faculty resources and capacities, and address growing demand to offer compelling new fields of study.*
- *With deliberate pace, we will move forward all capital plan projects and advance planned sustainability/conservation goals.*
- *We will complete **The Path Forward** campaign, and raise resources in connection with entrepreneurial initiatives and public/private partnerships.*
- *We will explore ways to create new compelling scholarship, and research by establishing new campus-based research centers of thought and collaboration.*
- *Continue to reach out to and serve our regional community; working with all educational partners.*
- *We will formally study greater efficiencies and effectiveness to build additional financial strength and foster resiliency.*

II. Institutional Priorities to be Addressed in the Self-Study

Strategic Planning Derived from Tomorrow

At the SUNY Oswego President's Fall 2019 Opening Breakfast, the President provided an annual update of the College's current strategic plan, "Tomorrow: Greater Impact and Success" and a recap of the College's prior three strategic plans, dating back to the mid-1990s when President Deborah F. Stanley was named SUNY Oswego's 10th president. This historical perspective was provided to set the foundation for the College's currently in development, refreshed strategic plan and to invite the campus to become involved in the planning process that is currently underway. The work will conclude at the end of this fall semester and the refreshed plan will be launched in the spring 2021 semester.

Collaborative, Transparent Teamwork Create Renewed Institutional Priorities

As we develop our refreshed strategic plan and prepare to write our Self-Study report, SUNY Oswego's faculty, staff, and students are directly engaged in the identification of our institutional priorities. As described above, SUNY Oswego's President started the 2019-2020 academic year by providing the campus with a historical understanding of the College's last quarter of a century of strategic plans and how each built upon the other to create the latest plan: [Tomorrow: Greater Impact and Success \(2014-2020\)](#).

The "Tomorrow" plan, like all of the College's previous strategic plans, was tracked annually and the outcomes of each year's performance were documented in divisional annual reports by the division's vice president and in a college-wide annual report that is shared with the campus community, the SUNY Oswego College Council, the SUNY Chancellor, the SUNY Board of Trustees, and the public. The annual assessment of our goals, aligned with our performance, has contributed to continuous understanding of the College's strengths and opportunities for improvement.

In addition to this rich repository of annual performance data, in summer and fall 2019, the SUNY Oswego President collected 86 "moonshot" submissions from over 60 faculty, staff, and administrators after she asked the campus to share ideas on how we can increase student success and institutional effectiveness and impact in the years ahead. These "moonshots" were then shared with the 44-member Strategic Planning Advisory Board at their November 2019 kick-off meeting and used as content to inspire the development of updated institutional priorities.

At the Strategic Planning Advisory Board kick-off meeting, the President also discussed eight focus areas (strategic enrollment management, curriculum and course development, innovation in skills development, centers of thought for research, factors affecting student success and institutional responsiveness, faculty and staff recruitment, institutional recognition and identify, and stakeholder support and increased resources through Grand Challenge endeavors). She charged her Chief of Staff to examine those

eight areas with the campus in the months ahead through strategic planning focus groups. In total, 18 focus groups were held over January and February 2020 for 184 students, faculty, staff and alumni attendees.

In March 2020, after the feedback was collected and compiled from each focus group, the President held a second Strategic Planning Advisory Board meeting to review and discuss the data, information and ideas. This also included insights and ideas shared with the President from College community members in her one-on-one drop-in hours, town hall meetings and working group sessions, which are held multiple times per semester for any students, faculty and staff who want to attend. At the Strategic Planning Advisory Board meeting, five institutional priorities, derived from the eight focus areas and all of the inputs described above, were reviewed and discussed. These institutional priorities included: *Student Success*, *Academic and Creative Excellence*, *Inclusive Community*, a *Sustainable Institution*, and *Partnerships*. In late August 2020, the Strategic Planning Advisory Board convened for their third meeting to further examine and define the institutional priorities.

Each of these institutional priorities are described below. These priorities will serve as the five pillars of the College's new strategic plan and as the institutional priorities of the College's Self-Study.

Mission-Aligned, Learner-Centered Institutional Priorities for 2020 and Beyond

Student Success is at the heart of SUNY Oswego's learner-centered approach. The College is focused on all aspects of Student Success and on addressing factors that influence students' ability to succeed. The College acts to promote and ensure Student Success through the allocation of resources to support students' intellectual, mental, social, financial and physical well-being. Applied learning experiences, in all forms (internships, co-ops, service learning, student teaching, civic engagement, undergraduate research, and study abroad) are developed, implemented, and assessed to prepare students for continued success as professionals and/or scholars after they graduate from SUNY Oswego. Study abroad and international student exchange programs are also cultivated and maintained to enable students to develop the awareness, understanding, and respect of others necessary to contribute and succeed in today's global society. Interwoven through all of these efforts are advising and mentoring services provided by trained professional advisors and faculty at critical transition points to help students adjust to their first and following years at the College. These relationships help students reduce their time to degree and access their desired career field and/or admission to an advanced degree program.

Academic and Creative Excellence fuels SUNY Oswego's learner-centered approach. We believe a diverse, accomplished, caring, inquisitive, committed, earnest and learner-centered faculty and staff best create the environment needed for Student Success. Academic and Creative Excellence is achieved through the translation of thought into

action, then action into practice, and finally practice into culture. Academic and Creative Excellence is cultivated and expanded through a culture of effective and ongoing professional development that enables faculty to share and learn best practices with each other. Academic and Creative Excellence is also achieved through increased collaboration and relationships among faculty that lead to greater connections between them – sparking faculty research and creative activity among each other, and partnerships with the external community. Faculty’s research becomes more relevant and accessible to existing and potential external partners – allowing the College to maximize our assets for the benefit of student learning and fostering deep learning. Deep learning is the type of learning that infiltrates all senses and carries the student forward with greater understanding. Deep learning occurs in all modalities, across all disciplines, and through the intentional collaborations between faculty and students, faculty and staff, and students and staff. This form of transformational learning is achieved through instruction that maximizes the College’s academic programs and facilities which were developed to complete the acquisition of both discrete and broad knowledge. We recognize and reward creative and scholarly excellence, and we promote best teaching practices, research, mentoring, and advising. To remain vital, effective and transformative, we will continue to pursue and invest in academic programs, research opportunities, and interdisciplinary campus centers of thought and collaboration that will secure our thriving and sustainable institution for the future.

A relationship-rich *Inclusive Community* is the ethos of SUNY Oswego’s learner-centered approach. Student Success and Academic and Creative Excellence can only be achieved with the campus community working together, across divisions and differences, to form mentoring and professional relationships that value, inspire, elevate, and advance all students, faculty, and staff. An Inclusive Community embraces and celebrates all aspects of diversity. We know that by including our diverse viewpoints and experiences, we will make the institution stronger. An Inclusive Community is born from each of us reaching out to one another to form meaningful and appropriate relationships that attract and retain new talent to the College each year -- made evident by achieving annual full-time enrollment goals, hiring needed and highly-qualified faculty and staff, and increasing the College’s retention and graduation rates. SUNY Oswego’s campus community includes high-impact faculty mentoring practices; the development of curriculum that encourages and/or requires deep learning relationships to develop between faculty, staff and students; and cultural awareness building and learning experiences on and off campus to develop greater understanding and knowledge within our campus members and the partners we engage. To achieve an Inclusive Community, our campus community will continue to engage in professional development around teaching and learning; mentoring and advising; and equity and inclusivity.

A thriving, *Sustainable Institution* is the byproduct of effectively managing, positioning, and cultivating SUNY Oswego’s learner-centered approach. SUNY Oswego prioritizes *Student Success, Academic and Creative Excellence*, and an *Inclusive Community* to secure a stable annual student enrollment of diverse and talented students who persist at the

College, leading to increased graduation rates for all populations of students and acclaimed excellence of our graduates, faculty and staff, resulting in a thriving, Sustainable Institution recognized beyond our state's and nation's borders. For SUNY Oswego to remain a *Sustainable Institution*, both fiscally and environmentally, we must protect and manage our reserves well; cultivate and obtain new substantial development activities and partners; and continue to invest in campus-based actions that reduce our carbon footprint and other impacts on the natural environment. With deliberate pace, we will move forward all capital plan projects and advance planned sustainability/conversation goals. We shall complete our new need-based scholarship campaign, *The Path Forward*, and raise resources in conjunction with entrepreneurial initiatives and public/private partnerships; and we shall formally study greater efficiencies and effectiveness to build additional financial strength and foster resiliency. To further sustain ourselves, we will also consider valuable year-round use of campus assets; effective and innovative modalities of course and program delivery including continued growth in online and hybrid environments; new business and corporate partnerships that enhance and illuminate our faculty research and program curriculum; and enhanced prospective enrollment from new geographic locations.

Mutually beneficial *Partnerships* are what underscore and elevate SUNY Oswego's learner-centered approach. SUNY Oswego will continue to maintain and seek *Partnerships* near and far that underscore and elevate Student Success, Academic and Creative Excellence, an Inclusive Community, and a Sustainable Institution. In doing so, we will continue to reach out to and serve our regional community and New York State, and we will work with all educational partners. We will maintain and build *Partnerships* with industry, higher education, non-profits, the College's Grand Challenges theme aligned advocacy groups, and many others to leverage, replenish, and grow our knowledge bank. The reciprocal sharing of knowledge and resources will allow the College and our partners to become individually and collectively stronger. Our *Partnerships* will carry forward Impact Three of our 2014-2020 strategic plan, "Tomorrow: Greater Impact and Success" and strive to ensure that "the communities we touch will experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment." Together, with our partners, SUNY Oswego's faculty, staff and students will inspire and advance grant-funded research, service-learning, community service and economic development in ways that will lead to greater collective prosperity, diversity, equity, inclusion and understanding of our world's Grand Challenges. Our *Partnerships* will include enhanced seamless transfer programs with SUNY community colleges and faculty partnerships with colleagues at other higher education institutions across the state and globe; and this will help us increase the number of diverse faculty and staff employed by the College.

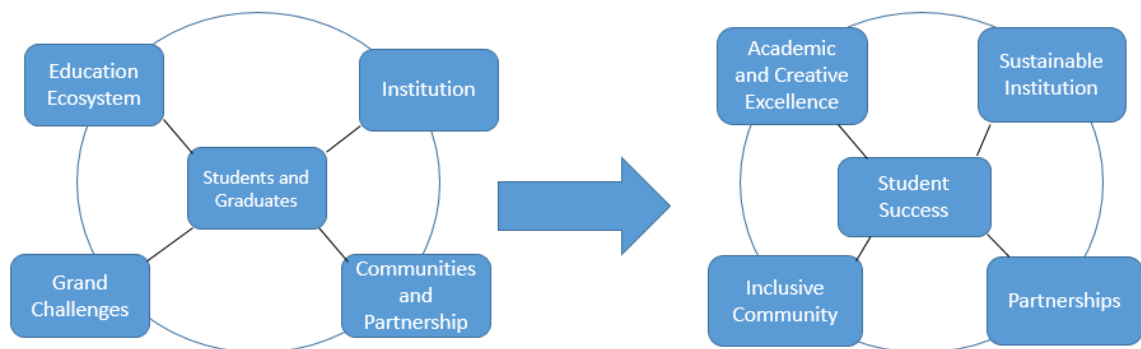
Institutional Priorities Aligned with Our Mission and Strategic Plan Impacts

SUNY Oswego's current strategic plan, Tomorrow: Greater Impact and Success focuses on five Impact areas which are defined below:

- 1) *Our Students and Graduates: Students and graduates thrive through knowledge, experience, perspective and discovery gained here that animate and inform their work, their communities and their personal lives;*
- 2) *Our Education Ecosystem: Our academic quality is demonstrated, extended, recognized, sought-after and heralded;*
- 3) *Our Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment;*
- 4) *Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success; and*
- 5) *Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time*

These five Impacts directly and completely interrelate with SUNY Oswego’s new five Institutional Priorities: Student Success, Academic and Creative Excellence, an Inclusive Community, a Sustainable Institution, and Partnerships. Student Success builds off of Impact One: Our Students and Graduates; Academic and Creative Excellence further expands and reinforces Impact Two: Our Education Ecosystem; Partnerships carries forward Impact Three: Our Communities and Partnerships; a Sustainable Institution remains a critical priority and focal area, extending the importance of Impact Four: Our Institution; and an Inclusive Community feeds into all five Impacts and all of the other four Institutional Priorities. The Impacts and now the College’s newly accepted Institutional Priorities are intertwined in support of SUNY Oswego’s mission and developed to advance the College’s goals.

See **Figure 1** below for the relationship and evolution of our 2014 – 2020 strategic plan Impacts (first graphic on left) into our current Institutional Priorities (second graphic on right).



Institutional Priorities Aligned with the Standards for Accreditation

SUNY Oswego's Institutional Priorities are recognized prominently in the seven MSCHE Standards for Accreditation. In particular:

- *Student Success* and *Academic and Creative Excellence* align with all seven Standards for Accreditation because striving to achieve new levels of student, academic and creative achievement infiltrate all of the college's plans, assessment practices, resulting actions, and resource allocation decisions.
- An *Inclusive Community* aligns with all Standards including Standard V -- Educational Effectiveness Assessment because we believe equity and inclusion gaps are not only identified by how data are used to examine and address equity concerns but also in the context of the process of assessment.
- A *Sustainable Institution* aligns with all Standards including Standard III -- Design and Delivery of the Student Learning Experience because the Design and Delivery of the Student Learning experience can be influenced by the College's fiscal health and access to financial resources that support faculty lines, software and technology used in the delivery of instruction, or other personnel and/or tools that aid in student learning. A *Sustainable Institution* also aligns with Standard V -- Educational Effectiveness Assessment because we will always continue to prioritize allocating resources needed to sustain our annual institutional-wide processes of assessing Educational Effectiveness.
- *Partnerships* aligns with all Standards including Standard VII Governance, Leadership and Administration because our external *Partnerships* are agreed to after extensive vetting for alignment and resource allocation with the College's mission and goals.

III. Intended Outcomes of the Self-Study

A Review Process that is Open, Inclusive, Self-Reflective and Thorough

SUNY Oswego's Self-Study process will be open, inclusive, and self-reflective and a valuable and thorough endeavor. The Steering and Subcommittee members will lead the institutional-wide self-analysis and cross-divisional discussions that will then be the substance of the subcommittees' interim reports. To complete the Self-Study report, a careful review of institutional documents aligned with the Standards for Accreditation and Requirements of Affiliation, and SUNY Oswego's Institutional Priorities and related evidence will serve as a valuable undertaking for all involved. The College's Self-Study process will include self-examination, analysis, collection and documentation of practices, policies, procedures and evidence and the sharing of information with the full campus community to confirm accuracy, understanding and completeness. The Self-Study will help us identify and celebrate our strengths and the effectiveness of our academic programs, student services, financial stability, and external partnerships – all conducted

to promote greater student success, academic and creative excellence, partnerships, and a more inclusive and sustainable campus community and institution.

Opportunities to Identify Gaps and Take Action on Areas of Improvement

As our SUNY Oswego campus community members go through the implementation of our refreshed strategic plan and through an open, inclusive and thorough analysis of all of our college's policies, procedures, and practices, we will discover areas of excellence and uncover new means to reach our desired outcomes. We are eager to celebrate our already known strengths and glean new understandings as well as increase our focus and commitment where necessary to best achieve our institutional mission and goals.

Opportunities to Increase Awareness and Pursue Continuous Improvement

All in alignment with SUNY Oswego's Institutional Priorities of Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships, this reaccreditation process will offer the College an opportunity to showcase its achievements and best practices, document areas of growth and reflect on its policies, procedures and practices in line with our constant culture of continuous improvement.

Throughout this process, much of the information and evidence we gather will be organized and tracked according to its related Institutional Priority, Standard and Criteria and shared in Google Team Drives and in the Self-Study Solution in AEFIS where the documents can be accessed by all steering and subcommittee members. In addition, related reports will be posted on the College's Self-Study website as a record of evidence of the College's planning, actions, results and outcomes that we hope will increase the awareness of the College's operations for all who read them. Drafts of the Self-Study will also be shared with the campus for critical review and full campus engagement that will propel us toward greater achievement.

Overall Effectiveness Enhanced

Our Self-Study will also help all members of the SUNY Oswego community identify and better understand the multiple, interrelated factors, processes, and best practices that contribute to our past progress and current strength. The Self-Study will depict the College's careful and effective institutional management of internal and external forces that have impacted SUNY Oswego since our 2017 Periodic Review Report, and it will shine light on the opportunities we have to pursue new excellence and effectiveness. Our Self-Study will depict the ways we have successfully met all Standards and Criteria while also showing our commitment to self-reflection, self-improvement, and continuous renewal in our service to our mission of contributing to the common good.

Better Positioned for a More Sustainable Future

SUNY Oswego's Self-Study comes at a pivotal time in higher education, where it will be necessary to focus and prioritize the College's resources in ways that best serve our students while continuing to uphold our mission and Institutional Priorities and support all that we value. Our Self-Study findings will be crucial to increasing our understanding of the actions we must take to build upon our past successes and to harness new talents and ideas from across the institution. To remain a thriving, sustainable institution, we will protect our strengths and examine ourselves with new eyes so we can identify innovative ways to operate and to meet the challenges ahead. Specifically, we will closely examine how our immediate increase in online and hybrid instruction, sparked by the unexpected arrival of the COVID-19 pandemic in March 2020, has affected our enrollment, our retention and time to degree rates, and our overall student experience and satisfaction levels.

IV. Self-Study Approach

SUNY Oswego will use the Standards-Based Approach to organize and write our Self-Study because we believe this approach will allow us to best present and communicate the ways the College meets the Standards for Accreditation. We will weave our identified institutional priorities, introduced and explained above, through each relevant Standard to show how our planning, actions, and assessment practices align with and reinforce our mission and annual goals. Our Self-Study subcommittees (work groups) all focus on at least one Standard; the information, analysis and evidence they are gathering will be reviewed and organized by the co-chairs and steering committee members in chapters assigned to each Standard. These chapters will then be reviewed by the subcommittee members again and by the campus community to ensure the information captured is comprehensive, accurate and inclusive.

V. Organizational Structure of the Steering Committee and Subcommittees

Shared Responsibility and Cross-Institutional Collaboration

The Steering Committee carefully considered how to promote synergy among the Subcommittee charged with each of the Standards and respective Criteria. As we considered the MSCHE Standards from our Mission and Institutional Priorities, it became clear that we wanted to combine Standards I and II into one subcommittee. Standards III

and V were also combined into their own subcommittee. Further, we believe that the composition of the Steering Committee is naturally aligned with Standard VII so many Steering Committee members also serve on the Standard VII subcommittee. Specific rationale follows, but this approach has already led to natural collaboration across the Standards and has reduced duplication of effort.

Dual Representation to Increase Communication and Avoid Duplication

Our strategy for collaboration among the subcommittees was to draw each subcommittee chair from the Steering Committee. Further, we have purposefully placed certain individuals on multiple subcommittees to add their expertise and foster cross-fertilization. We feel this will also allow the Steering Committee and each Subcommittee chair to keep the process focused and on target. Altogether, we have 84 individuals working on the committees, with 11 serving on two committees, and three serving on three committees.

Steering Committee Subcommittee Members

The Steering Committee is composed of senior officers and administration of the College and key directors of offices instrumental to addressing the Standards (e.g. Director of Institutional Research and Assessment, Chief Diversity and Inclusion Officer, Chair of Faculty Assembly, Executive Director of Enrollment Management, etc.) There is also a member from each of the two largest unions on our campus: United University Professions (UUP) and Civil Service Employees Association (CSEA). The Steering Committee Co-Chairs are the SUNY Oswego President's Chief of Staff (and MSCHE accreditation liaison officer) and a tenured Associate Professor of Biological Sciences. The Steering Committee members are shown in Table 1.

Table 1. Members of the Steering Committee

Deborah Stanley	President, SUNY Oswego
Scott Furlong	Provost and Vice President, Academic Affairs
Richard Back	Associate Professor, Biological Sciences and Co-Chair MSCHE Self Study
Amy Bartell	Coordinator, Community Art Exhibitions
Nichole Brown	Director, Field Placement Office, School of Education
Mary Canale	Vice President, Alumni and Development
William Canning	Associate for Educational Communications, Oswego Chapter President United University Professions (UUP)
Dean Crawford	Professor, Accounting, Finance and Law
Sharon Cromie	Civil Service Employee Association (CSEA) Treasurer, Oswego Chapter
Ebony Dixon	Executive Director of Enrollment Management
Kristi Eck	Chief of Staff, President's Office and Co-Chair MSCHE Self Study
Deborah Furlong	Director, Institutional Research and Assessment
Victoria Furlong	Associate Vice-President for Finance and Budget
Lisa Glidden	Professor, Political Science and Chair, Faculty Assembly (2016 – 2020)
Mark Hardy	Professor, Technology
Jerri Howland	Vice President for Student Affairs and Dean of Students
Kate Jones	Senior Assistant Librarian, Penfield Library and Evidence Inventory Curator

Rodmon King	Chief Diversity Officer
Nicholas Lyons	Vice President, Administration and Finance
Jill Pippin	Dean, Division of Extended Learning
Elizabeth Dunne Schmitt	Professor, Economics and Chair, Faculty Assembly (2020 – 2022)
Mary Toale	Executive Assistant to President, President's Office

Considering the natural connection between steering committee responsibilities and Standard VII, we largely combined membership for these two committees. The 2020-2021 Chair of the Subcommittee for Standard VII is a Professor of Economics and the current Chair of the Faculty Assembly. We added six additional faculty members: three to represent the three schools which were not included initially on the Steering Committee, the current Faculty Assembly Chair (added in Fall 2020), the new Executive Director of Enrollment Management (position started in September 2020), and a member of the Library Faculty, who is serving as our Evidence Inventory Curator (see Table 1 above).

Subcommittee Interaction and Charge

To date, the Steering Committee Co-Chairs have convened each subcommittee four times. At the first meeting, the Co-Chairs provided an overview of the Self-Study process and the subcommittee's assigned Standard(s) and Criteria.

At the second meeting, the Co-Chairs shared the subcommittee charge (see below) with each subcommittee, asked them to analyze their assigned Standard(s) and Criteria, and encouraged them to inform and collaborate with other members of the campus community as they prepared a report that was submitted to the Co-Chairs on February 14, 2020. The report provided narrative and evidence of how the College currently meets each criterion.

Subcommittee Charge:

Subcommittee members were selected to represent a broad range of constituencies within the institution and to serve as a comprehensive fact-finding body throughout the Self-Study process, concluding in 2022;

Subcommittee members are encouraged to reach out to colleagues across the institution to gather information and encourage their engagement throughout the process of Self-Study;

Subcommittee members must understand their assigned Standard(s) and Criteria and how institutional priorities are addressed within each;

Subcommittee Co-Chairs keep each subcommittee on task and on schedule and report progress regularly to the Self-Study Co-Chairs who then report to the Self-Study Steering Committee;

The third round of subcommittee meetings focused on the May 15 interim report. This report requested each subcommittee to submit to the Co-Chairs narrative that provided analysis and evidence around the assigned Lines of Inquiry for each Standard. It is important to note that prior to the third round of subcommittee meeting, members of the steering committee, including the President, Provost and Vice President for Academic Affairs, all subcommittee chairs, and the 2012 Self-Study Co-Chairs all worked together to draft the initial Lines of Inquiry. The draft Lines of Inquiry were then reviewed, discussed, edited and finalized by the current Self-Study Co-Chairs and the subcommittee members for each Standard during each of the third subcommittee meetings. Subcommittee members were then encouraged to work with other subcommittee members and with any colleagues within the college community to examine their assigned Lines of Inquiry and to gather the information and evidence requested in the interim report that was due to the Steering Committee on May 15.

The fourth subcommittee meeting round included discussion and review all of the Standards' related evidence and narrative still needed and a discussion regarding the preparations for our November 2, 2020 Self-Study Preparation Visit.

Steering Committee Members' Oversight of Subcommittees

As mentioned above, each subcommittee is chaired by a member of the steering committee. This enables all of the subcommittees to remain well informed of the Self-Study process, timeline and progress to date, as well receive appropriate support for evaluation and assessment of the Standards and the aligned Institutional Priorities that will be fully examined in the Self-Study process. The subcommittee chairs represent the three largest divisions of the college (Student Affairs, Academic Affairs, and Administration and Finance), the Office of Diversity and Inclusion, and also the faculty governance body. Therefore, the chairs are well positioned to understand the operations of the College and the planning and decision-making that leads to the College's operations. The subcommittee chairs are sharing their knowledge of institutional policies, procedures, processes and assessment practices with the members of their subcommittees to ensure that all involved advance together in their understanding. The chairs also facilitate the cross-collaboration of the various subcommittees, steering committee, and other members and offices of the College, as needed, to gather the information and evidence presented in the subcommittees' reports.

Analysis of Mission, Institutional Priorities and Standards

Together the Steering Committee members, five of whom also serve as the subcommittee chairs, are working to ensure that the College's mission; five Institutional Priorities of Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships; and the seven MSCHE Standards will be analyzed in the Self-Study report using the College's existing evaluation and assessment information.

The Steering Committee members are managing this process in the following ways:

- Steering Committee members serve on the College's Strategic Planning Advisory Board⁴, which last year led SUNY Oswego faculty, staff and students through the information gathering and analysis processes needed to identify the five Institutional Priorities;
- Steering Committee members serve on the College's Priorities and Planning Council⁵, which oversees the long-range academic program planning, associated budgets, enrollment and infrastructure as they relate to the College's strategic planning;
- Steering Committee members serve on the College's Campus Concept Committee⁶, which provides leadership and coordination for long-range (via a 10 year timeline) space and facilities planning to best serve academic functions while assessing needs and proposing priorities to the appropriate campus governance bodies; and
- Steering Committee members serve on the President's Budget Advisory Board, which exists to "...advance and protect the long-term viability and quality of the institution; give priority to educational benefits and positive outcomes for students; advance and protect initiatives set forth in our mission and the strategic plan; examine cost saving and revenue-gathering options when appropriate; foster a climate of budget transparency."⁷

Through this diverse and interconnected representation among bodies that are directly responsible for the strategic planning and assessment of the College, the Steering Committee members will be able to imbed the analysis of the MSCHE Standards and Institutional Priorities in all aspects of operations. As described in Section II, the Institutional Priorities that will be examined in our Self-Study are the same Institutional Priorities that comprise our strategic plan that will launch in the spring 2021 semester; therefore, they will be used to drive the goal-setting of all institutional divisions and they will be reported on through the annual evaluation and assessment processes conducted across the institution to advance the College's strategic plan.

Institutional Priorities, Lines of Inquiry and Subcommittee Membership by Standard

The Institutional Priorities, Lines of Inquiry and subcommittee members assigned to each MSCHE Standard are listed below. As described above, the Self-Study Co-Chairs and Steering Committee members charged the subcommittees to prepare the reports that were due February 14 and May 15, 2020 and to document and provide evidence on how

⁴ <https://www.oswego.edu/strategic-planning-2020>

⁵ <https://www.oswego.edu/faculty-assembly/priorities-and-planning-council-0>

⁶ <https://www.oswego.edu/campus-concept/home>

⁷ <https://www.oswego.edu/budget-advisory-group/home>

the College meets all MSCHE Standards, Criteria and associated Lines of Inquiry, all in the context of the aligned Institutional Priorities.

Subcommittee for Standards I and II

As the Steering Committee considered the MSCHE Standards, we found strong connections on our campus between Standards I and II, focused on our Mission, Vision and Strategic Planning process and assessment and the Ethics and Integrity woven throughout those endeavors at the College.

Institutional Priorities for Standard I and II

Student Success

Academic and Creative Excellence

Inclusive Community

Sustainable Institution

Partnerships

Specific Lines of Inquiry to be addressed for Standard I

1. In what ways does the College successfully implement its mission?
2. How does each division contribute to the learner-centered culture of the campus? Provide at least three examples from each division.
3. In what ways does SUNY Oswego's mission and vision set a clear and compelling direction for the college's future?
4. How do divisions and departments align their goals with the College's strategic plan?

Specific Lines of Inquiry to be addressed for Standard II

1. In what ways have the review and assessment of our institutional practices surrounding ethics and integrity strengthened our policies and procedures?
2. In what ways do our institution's policies and procedures clearly communicate high ethical standards to students, faculty, staff, and community partners?
3. How does the College demonstrate its commitment to, and responsible practice of, academic freedom and freedom of expression and speech? E.g. What mechanisms ensure intellectual freedom and property rights?
4. In what ways does the College promote a climate of transparency and accountability in its practices and procedures? Provide at least two examples from each division: Academic Affairs, Student Affairs and Enrollment Management, Administration and Finance, and Alumni and Development.
5. How do guidelines for hiring, retention and promotion of faculty align with and advance the college's goals of diversity, equity and inclusion?

Table 2. Members of the Subcommittee for Standards I and II

William Bowers	Associate Provost, Office of Research and Sponsored Programs
Mary Canale	Vice President, Alumni and Development
William Canning	Associate for Educational Communications, Oswego Chapter President United University Professions (UUP)
Nancy Concadoro	Associate, Human Resources
Sharon Cromie	Civil Service Employee Association (CSEA) Treasurer, Oswego Chapter
Mitch Fields	Associate Vice President, Facilities
Deborah Furlong	Director, Institutional Research and Assessment
Rodmon King, Chair	Chief Diversity Officer
Amy Plotner	Vice President, Human Resources
Ritu Radhakrishnan	Assistant Professor, Curriculum & Instruction
Mary Toale	Executive Assistant to President, President's Office
Wayne Westervelt	Chief Communication Officer, Communications and Marketing

Subcommittee for Standards III and V

As we considered the Standards, the Steering Committee also found a natural connection and synergy between Standard III (design and delivery of student learning) and Standard V (assessment of student learning). While this makes for a large Subcommittee, it naturally brings together many people who operate in both domains. Half of the committee members are faculty, the remaining members equally represent staff and administration.

Institutional Priorities for Standard III

Student Success

Academic and Creative Excellence

Inclusive Community

Sustainable Institution

Partnerships

Specific Lines of Inquiry to be addressed for Standard III

1. How do our faculty professional development initiatives support our College's values of inclusivity, learner-centered instruction and engagement?
2. How do the size, mix, and diversity of the faculty at SUNY Oswego address the needs of students and the institution?
3. How does the mix of our undergraduate and graduate programs position us for future success and reflect our mission and goals?
4. As the college continues to offer a broad range of instructional modalities and locations, how do we ensure quality instruction, effective use of resources and meeting workplace needs?

5. What innovative practices has the College deployed to promote and provide access to co-curricular and extracurricular experiences that engage and enrich students?
6. Recognizing the integral part technology plays in delivering quality learning experiences, in what ways have CTS, Extended Learning, and CELT initiatives advanced the College's commitment to a learner-centered culture?
7. How does our general education program advance the mission of the College?
8. How has assessment resulted in program improvements which enhance student learning opportunities? Provide at least two examples from each college/school and at least two examples from the Division of Student Affairs and Enrollment Management.

Institutional Priorities for Standard V

Student Success

Academic and Creative Excellence

Inclusive Community

Sustainable Institution

Partnerships

Specific Lines of Inquiry to be addressed for Standard V

1. What are the systems for gathering, analyzing and reporting assessment information?
2. How is assessment information acted upon in divisions across campus? Provide at least three examples per division: 1) Academic Affairs and 2) Student Affairs and Enrollment Management.
3. To what extent has institutional assessment resulted in better meeting our mission and goals? Provide at least three examples per division: 1) Academic Affairs and 2) Student Affairs and Enrollment Management.
4. What resources are available for continuous improvement and how are outstanding examples recognized and rewarded? Provide at least three examples per division: 1) Academic Affairs and 2) Student Affairs and Enrollment Management.
5. How does the College ensure its assessment activities evolve to reflect institutional priorities and best practices?

Table 3. Members of the Subcommittee for Standards III and V

Michelle Bandla	Director, EXCEL: Experiential Courses and Engaged Learning
Nichole Brown, Chair	Director, Field Placement Office, School of Education
Patricia Clark	Associate Dean, College of Liberal Arts and Sciences
Karol Cooper	Associate Professor, English
Kristin Croyle	Dean, College of Liberal Arts and Sciences

Kristen Eichhorn	Dean, Graduate Studies
Kathy Evans	Assistant Vice President for Student Development, Student Affairs
Candis Haak	Assistant Professor, History
Marianne Hromalik	Associate Professor, Electrical and Computer Engineering
Roberta Hurtado	Assistant Professor, English
Trevor Jorgensen	Assistant Professor, Music
John Kane	Professor, Economics
Greg Ketcham	Assistant Dean, Extended Learning
Raihan Khan	Associate Dean, School of Business
Prabaker Kothandaraman	Dean, School of Business
Chris LaLonde	Professor, English and Director, General Education
Josh McKeown	Director, Office of International Education
Pam Michel	Dean, School of Education
Rameen Mohammadi	Associate Provost
Joanne O'Toole	Associate Professor, Curriculum and Instruction
Jill Pippin	Dean, Division of Extended Learning
Mary Ann Preston	Senior Staff Assistant, Institutional Research and Assessment
Julie Pretzat	Dean, School of Communication Media and the Arts
Michelle Thornton	Assistant Professor, Marketing and Management
Mary Tone Rodgers	Professor, Accounting Finance and Law
Sarah Weisman	Director, Penfield Library

Subcommittee for Standard IV

It should come as no surprise, considering our Mission and Vision, that the Subcommittee assembled for Standard IV: Support of the Student Experience, is our largest group. The 33 members show equal representation from Student Affairs and Academic Affairs (14 and 15 individuals each, respectively), with the two members from the President's Office, and one member each from the Office of Development and the Division of Finance (see Table 4).

Institutional Priorities for Standard IV

Student Success

Academic and Creative Excellence

Inclusive Community

Sustainable Institution

Partnerships

Specific Lines of Inquiry to be addressed for Standard IV

1. By recruiting students in the population centers of New York State, we have enrolled an increasingly diverse student body with unique financial, social and transportation needs. How have the College's academic and student support programs evolved to meet these needs? E.g. The President's Town Hall meetings, drop-in hours and working group meetings with students have changed the way students are heard and supported on our campus.

2. How does our college-wide redesign of advising ensure that our first-year and transfer students receive timely and accurate advising?
3. How do our support programs and services address the needs of students across campus locations and instructional modalities?
4. How has the College transformed its orientation, advisement and counseling services and/or programs to enhance student success?
5. In what ways does the enhanced cooperation between the Division of Academic Affairs and the Division of Student Affairs support our goals for student persistence and time to degree? Ex. DegreeWorks, Starfish, Excelsior Scholarship eligibility outreach, targeted communication to students regarding registration.

Table 4. Members of the Subcommittee for Standard IV

Lizette Alvarado	Associate Director, Office of International Education
Rodrick Andrews	Director, Financial Aid
Michelle Bandler	Director, EXCEL: Experiential Courses and Engaged Learning
Mallory Bower	First Year Experience Coordinator
Reginald Braggs	Director, Syracuse Campus
Shaun Crisler	Assistant Vice President, Residential Life and Housing
Liz Droz	Dean, Student Affairs
Lisa Evaneski	Coordinator, Title IX
Kelsey Gillett	Education Abroad Specialist, Office of International Education
Tiphonie Gonzalez	Assistant Professor, Counseling and Psychological Services
Ed Gosek	Head Coach, Athletics
Craig Green	Associate Director, Admissions
Alla Gul	Senior Staff Assistant, Institutional Research and Assessment
Jennie Hoffman	Interim Director of Financial Aid, Student Affairs
Jerri Howland, Chair IV	Vice President for Student Affairs and Dean of Students
Christy Huynh	Undeclared Advisement Coordinator, Career Services
Laura Kelly	Director of Alumni Relations, University Development - Staff
Jennifer Knapp	Associate Dean, School of Communication Media and the Arts
Corie Kohlback	Adjunct Professor, Advisement Center
Jerret LeMay	Registrar
Gary Morris	Director, Career Services
Michael Paestella	Director, Student Involvement
Alexis Pinero-Benson	Director of Student Conduct, Student Affairs
Jill Pippin	Dean, Division of Extended Learning
Daniel Roberts	Director of Campus Life, Student Affairs
Laura Spenceley	Assistant Professor, Counseling and Psychological Services
Francisco Suarez	Assistant Professor, Communication Studies
Eric Summers	Interim Director, Athletics
Casey Towne	Coordinator, Math & Science Learning Center
Joey Tse	Director, EOP Office
Mihoko Tsutsumi	Associate Professor, Music
Lisa Vinciguerra	Interim Director, Student Accounts
Katherine Wolfe-Lyga	Director, Counseling Services Center

Subcommittee for Standard VI

Our smallest Subcommittee is composed of key administrators (n=6), faculty (n=2) and staff (n=3) involved in strategic planning, resources and institutional improvement, including six members of the Steering Committee and Subcommittee VII.

Institutional Priorities for Standard VI

Student Success

Academic and Creative Excellence

Inclusive Community

Sustainable Institution

Partnerships

Specific Lines of Inquiry to be addressed for Standard VI

1. How are resources allocated in alignment with the mission and strategic institutional priorities? Ex. Faculty lines
2. How are diversified resource streams sought and obtained to fulfill our mission and goals and ensure SUNY Oswego's future as a thriving and sustainable institution? Ex. The Path Forward, capital campaigns, Summer Scholars, etc.
3. How do our advisory groups, committees and councils promote communication and consultation among faculty, staff and administration about resource allocation?
4. How do assessment and institutional improvement tie to planning and resource allocation decisions?

Table 5. Members of the Subcommittee for Standard VI

Sarah Bonzo	Assistant Professor, Marketing & Management
Pam Caraccioli	Deputy to the President for External Partnerships and Economic Development
Mitch Fields	Associate Vice President, Facilities
Deborah Furlong	Director, Institutional Research and Assessment
Victoria Furlong, Chair	Associate Vice-President for Finance and Budget
Lisa Glidden	Professor, Political Science and former Chair, Faculty Assembly
Jennifer Hill	Director, Corporate and Foundation Relations
Jerri Howland	Vice President for Student Affairs and Dean of Students
Nicholas Lyons	Vice President, Administration and Finance
Sean Moriarty	Chief Technology Officer, Campus Technology Services
Mark Slayton	Director of Finance, Alumni & Development

Subcommittee for Standard VII

The Standard VII subcommittee is comprised of senior leadership from all divisions including the chair of Faculty Assembly and representation from the UUP and CSEA unions on campus. All of these individuals also serve on the Steering Committee because their

responsibilities to the College are widespread and encompass all overarching aspects of governance, leadership and administration.

Institutional Priorities for Standard VII

Student Success

Academic and Creative Excellence

Inclusive Community

Sustainable Institution

Partnerships

Specific Lines of Inquiry to be addressed by Subcommittee VII

1. In what ways do current governance structures facilitate participation in decision-making by faculty, staff and students to advance the mission and goals of SUNY Oswego?
2. How do administrative structures effectively support the mission, goals, and opportunities of the College?
3. How will current approaches to recruitment, retention, and professional development of faculty and staff provide talented leadership for SUNY Oswego in the future?
4. How do the College's overall communication strategies inform the faculty, staff and students to increase knowledge and understanding?
5. What opportunities exist for faculty, staff and students to communicate and engage in governance, planning and/or leadership with the administration?

Table 6. Members of the Subcommittee for Standard VII

Deborah Stanley	President, SUNY Oswego
Richard Back	Associate Professor, Biological Sciences and Co-Chair MSCHE Self Study
Nichole Brown	Director, Field Placement Office, School of Education
Mary Canale	Vice President, Alumni and Development
William Canning	Associate for Educational Communications, Oswego Chapter President United University Professions (UUP)
Sharon Cromie	Civil Service Employee Association (CSEA) Treasurer, Oswego Chapter
Kristi Eck	Chief of Staff, President's Office and Co-Chair MSCHE Self Study
Deborah Furlong	Director, Institutional Research and Assessment
Scott Furlong	Provost and Vice President, Academic Affairs
Victoria Furlong	Associate Vice-President for Finance and Budget
Lisa Glidden, Chair (2019-20)	Professor, Political Science and Chair, Faculty Assembly (2016-2020)
Jerri Howland	Vice President for Student Affairs and Dean of Students
Rodmon King	Chief Diversity Officer
Nicholas Lyons	Vice President, Administration and Finance
Jill Pippin	Dean, Division of Extended Learning
Elizabeth Dunne Schmitt, Chair (2020-21)	Professor, Economics and Chair, Faculty Assembly (2020-2022)
Mary Toale	Executive Assistant to President, President's Office

VI. Guidelines for Reporting

The Steering Committee Process

As each Subcommittee Chair is also a member of the Steering Committee, there is built-in communication from the Steering Committee and each Subcommittee. The Steering Committee meets before each round of Subcommittee meetings to ensure the Subcommittees remain on task. The Self-Study Co-Chairs provide the Steering Committee periodic updates of the Co-Chairs' activities as well as the Subcommittees' progress. The Co-Chairs also shared the May 15, 2020 report with the Steering Committee members for their review, comment and guidance on next steps.

Description of All Products to be Completed along with Deadlines

Each subcommittee completed a preliminary report by Friday, February 14, 2020 that was submitted to the Self-Study Co-Chairs. The report identified the strengths of the assigned Standard(s) and Criteria, provided Evidence Inventory of meeting Standard(s) and their Criteria and included a comprehensive analysis of current opportunities for improvement or innovation.

Each subcommittee prepared an interim report that was submitted by the May 15, 2020 deadline to the Self-Study Co-Chairs. The report responded to each assigned Standard(s), related Criteria, and Lines of Inquiry and provided evidence and examples of best practices, as described in the Report Guidelines document.

Template for Subcommittee Interim Reports

- Introduction to the Lines of Inquiry as they relate to the assigned Standard(s) and Criteria, the Mission, and Institutional Priorities
- Overview of the subcommittee's approach to the Lines of Inquiry, including connections and collaboration with other subcommittees
- Evidence used to examine Lines of Inquiry
- Analysis of the evidence in narrative form and conclusions
- Areas of strength and opportunities pursued
- Appendices if necessary

Editorial Style and Format of All Reports

Software

Microsoft Word 2017 for text

Microsoft Excel 2017 for data, spreadsheets, and graphs

Fonts

Calibri 12 pt. for body text and headings. Please do not otherwise emphasize text. Arial or Arial Narrow 9 pt. for tables. Calibri 9 pt. bold italic for figure captions

Margins and Paragraphs

" left margin, others 1". Single space text throughout. Align left Do not indent paragraphs; leave one blank space between paragraphs

Headings

Chapter Title: Standard #, centered, followed by one blank space, title in bold all capitals, centered, followed by two blank spaces.

Subhead 1: Bold, upper and lower case, aligned left, one blank space above and below Subhead 2: Bold italic, upper case first letter only, aligned left, one blank space above Subhead 3: Italic, upper case first letter only, aligned left, one blank space above

Page Numbers

Number each page, bottom right-hand side, use MS Word default

Numbers in the text

Write out numbers <10, use numerals for numbers ≥ 10. Use the same convention for percentages (and write out percent if <10, and use % sign if ≥ 10). Use decimal places judiciously when necessary. Otherwise round up to nearest whole number. Decimal points should be preceded by a numeral, even if "0" (e.g. 0.25). Write monetary amounts as numerals preceded by the \$ sign.

Tables, graphs, illustrations and other figures

All tables, graphs, illustrations and other figures will be considered as figures, and numbered sequentially in order of their appearance in each chapter (e.g. Fig. 1, Fig. 2, etc.). They will be provided as separate files, identified by chapter and figure number (e.g. Chapter 2 Figure 4.pdf). All figures must have an accompanying, self-explanatory caption as a separate file (Chapter 2 Figure 4 Caption.docx).

Additional Guidelines to Insure Uniformity Among Reports

Spell out an acronym at its first use, followed by the acronym in parentheses. Subsequently, use the acronym only. Capitalize acronyms (e.g. MSCHE)

Refer to the college as State University of New York at Oswego upon its first use, and SUNY Oswego or "the College" thereafter. Capitalize College in this context

Pronouns for the college and campus community: we, us, our

Document sources in text narrative or parentheses following APA Guidelines. Provide a full list of references cited at the end of the chapter (also APA)

Use titles or positions rather than names of individuals

Do not use the space bar to align text. Use tabs

Do not use contractions

Double space after a period

Use an Oxford Comma. (E.g. "The faculty, staff, and students ...")

Capitalize Committee (if an official body), names of institutional documents

Refer to Standards by Roman numeral, prefaced by STND (e.g. "STND V"). Refer to criteria by Arabic number, prefaced by the standard (e.g. "STND V-2"). Sub- criteria should be referred to using lower case letters (e.g. "STND V-2b").

Editing Process

The content of each subcommittee's interim report will be combined and edited by the self-study Co-Chairs into the Draft Self-Study Report, which will be approximately 100 pages long. After subsequent review by the Steering Committee and campus community, a single editor will be charged with producing the final text, in a single voice.

Interim Report Sections

Section One: Overview of the subcommittee's approach to Lines of Inquiry, including connections and collaboration with other subcommittees

[Describe the process by which the subcommittee approached the Lines of Inquiry and any collaboration among Subcommittees working on related questions.]

Section Two: Narrative (with evidence) for each assigned Line of Inquiry and examples provided where asked

[Narrative paired with evidence to support answers to each Line of Inquiry (as they relate to their assigned Standard and Institutional Priorities).]

Section Three: Three to four overarching examples of best practices that describe how we meet the assigned Standard(s)

Best practice 1:

[Text here.]

Best practice 2:

[Text here.]

Best practice 3:

[Text here.]

Section Four: Narrative describing how the College is prepared to pursue identified opportunities that relate to assigned Standard(s), Institutional Priorities, and Lines of Inquiry.

[Narrative here.]

Appendices (when necessary)

[Provide a list of Appendices here. (Attach appendices as separate files following the naming convention for figures, e.g. Chapter VI Appendix 2.pdf).]

VII. Organization of the Final Self-Study Report

Executive Summary and Eligibility Certification Statement

The Self-Study report will begin with an overview of SUNY Oswego including a description of its mission, institutional priorities, academic programs, student population, and current rankings. An Eligibility Certification Statement will also be provided from the SUNY Board of Trustees.

Introduction

The Introduction will expand upon the institutional information provided in the Executive Summary while also providing both historical and present-day captures of the College's mission-aligned goals and operations. This section will also explain how the Self-Study was produced in a highly collaborative, engaged and transparent process with college-wide representation and the positive impact the Self-Study process had upon the College's operations.

Mission and Vision Statements

SUNY Oswego's mission and vision statements will be presented here and their relevance will be explained in terms of the College's founding, evolution over the last nearly 160 years, and present day status. The College's Institutional Priorities, refreshed strategic plan, and the MSCHE Standards will also be introduced according to their interconnectedness and alignment with SUNY Oswego's mission and annual operations.

Standard I – Mission and Goals

This chapter on Standard I – Mission and Goals will begin with narrative explaining why and how all five of SUNY Oswego's Institutional Priorities are associated with Standard I and its criteria. Lines of Inquiry that examine how the College successfully implements its

mission; how each division contributes to the learner-centered culture of the campus; the ways SUNY Oswego's mission and vision set a clear and compelling direction for the college's future; and how divisions and departments align their goals with the College's strategic plan will also be answered in narrative form with associated evidence provided for all relevant areas.

Standard II – Ethics and Integrity

This chapter will examine Standard II – Ethics and Integrity and its criteria. Details explaining the subcommittee's focus on both Standards I and II will be provided including the ways the subcommittee members worked with each other and other key members of the College to gather information and analysis of how the SUNY Oswego operates in support of its mission with ethical and accepted practices. This section will also include narrative explaining the reasons and ways all five Institutional Priorities align with Standard II. The following Lines of Inquiry areas will also be analyzed with supporting evidence provided to illuminate the ways the review and assessment of SUNY Oswego's institutional practices surrounding ethics and integrity strengthened the College's policies and procedures; the ways the College's policies and procedures clearly communicate high ethical standards to students, faculty, staff, and community partners; how the College demonstrates its commitment to, and responsible practice of, academic freedom and freedom of expression and speech; and the ways the College promotes a climate of transparency and accountability in its practices and procedures; as well as how guidelines for hiring, retention and promotion of faculty align with and advance the college's goals of diversity, equity and inclusion.

Standard III – Design and Delivery of the Student Learning Experience

Chapter three: Standard III – Design and Delivery of the Student Learning Experience aligns with all five of the Institutional Priorities: Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution and Partnerships. These Institutional Priorities will each be explained in the context of both Standards III and V because, as described in previous sections of this Self-Study Design, the Co-Chairs and Steering Committee members charged the subcommittee members and campus community to examine Standards III and V together. The Lines of Inquiry assigned to Standard III will be thoroughly analyzed with relevant evidence provided for each. These Lines of Inquiry will address how our faculty professional development initiatives support our College's values of inclusivity, learner-centered instruction and engagement; how the size, mix, and diversity of the faculty at SUNY Oswego address the needs of students and the institution; how the mix of our undergraduate and graduate programs position us for future success and reflect our mission and goals; how the College ensures quality instruction, effective use of resources and meeting workplace needs as it continues to offer a broad range of instructional modalities and locations; the innovative practices the College has deployed to promote and provide access to co-curricular and extracurricular

experiences that engage and enrich students; and the ways Campus Technology Services, the Division of Extended Learning, and the Center for Excellence in Learning and Teaching play an integral part in delivering quality learning experiences to advance the College's commitment to a learner-centered culture; how our general education program advances the mission of the College; and how assessment has resulted in program improvements which enhance student learning opportunities.

Standard IV – Support of the Student Experience

The chapter on Standard IV – Support of the Student Experience aligns with all five Institutional Priorities because SUNY Oswego is a learner-centered, student-centered institution in all of its operations and policies. Narrative and evidence will be presented and examined in this chapter to explain the ways the College meets Standard III, its criteria, and the assigned Lines of Inquiry. These Lines of Inquiry will include analysis on how by recruiting students in the population centers of New York State, we have enrolled an increasingly diverse student body with unique financial, social and transportation needs; how the College's academic and student support programs have evolved to meet the needs of its student body; how our college-wide redesign of advising ensures that our first-year and transfer students receive timely and accurate advising; how our support programs and services address the needs of students across campus locations and instructional modalities; how the College transformed its orientation, advisement and counseling services and/or programs to enhance student success; and the ways the enhanced cooperation between the Division of Academic Affairs and the Division of Student Affairs support our goals for student persistence and time to degree.

Standard V – Educational Effectiveness Assessment

The chapter on Standard V – Educational Effectiveness Assessment also includes all five of the Institutional Priorities: Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships. The interrelationships between these priorities and Standard V will be described and supported. Standard V's Lines of Inquiry will also be presented with narrative analysis and associated evidence to describe SUNY Oswego's systems for gathering, analyzing and reporting assessment information; the ways assessment information is acted upon in divisions across campus; the extent institutional assessment has resulted in better meeting our mission and goals; the resources available for continuous improvement and how outstanding examples are recognized and rewarded; as well as how the College ensures its assessment activities evolve to reflect institutional priorities and best practices.

This chapter will also explain and document the institution-wide assessment practices that lead to continuous and sustainable improvement. As was the case a decade ago when we prepared our last Self-Study, ongoing assessment of program outcomes occurs across all divisions of the college and is an integral part of SUNY Oswego's governance

and administrative structure. The college employs a full-time director for the Office of Institutional Research and Assessment and, until fall 2020, also employed a half-time faculty coordinator for assessment of student learning outcomes. This year, the associate deans in each School or College will expand upon their current responsibility of managing the assessment of student learning outcomes in their majors to also provide the support the half-time faculty coordinator provided to the faculty within their respective School or College. Also this year, a task force on assessment, that was formed under the guidance of the Provost and the Faculty Assembly Chair, will continue to examine our assessment of student learning practices to ensure our policies and procedures remain appropriate for our campus.

In addition, our Student Affairs division continues to regularly assess program effectiveness and solicit student feedback through national and campus-created survey instruments. Also, all four divisions of the college continue to produce annual goals, documents and reports that explain their plans and progress towards all the goals outlined in our college-wide strategic plan.

All academic programs at SUNY Oswego continue to follow the assessment plan for regular program reviews that include assessment of student learning outcomes. In addition to SUNY assessment guidelines, assessment is done for accreditation from national and international accrediting bodies. Lastly, as part of the SUNY system-wide assessment, all general education courses continue to be assessed on a rolling three-year cycle.

Standard VI – Planning, Resources, and Institutional Improvement

The chapter on Standard VI – Planning, Resources, and Institutional Improvement also aligns with all five Institutional Priorities. This alignment will be explained and supported. Standard VI's Lines of Inquiry will also be examined and documented with evidence. This Lines Inquiry will include how resources are allocated in alignment with the mission and strategic institutional priorities; how diversified resource streams are sought and obtained to fulfill our mission and goals and ensure SUNY Oswego's future as a thriving and sustainable institution; how our advisory groups, committees and councils promote communication and consultation among faculty, staff and administration about resource allocation; and how assessment and institutional improvements are tied into planning and resource allocation decisions.

Standard VII – Governance, Leadership and Administration

This chapter on Standard VII – Governance, Leadership, and Administration demonstrates the alignment of the five Institutional Priorities: Student Success, Academic and Creative Excellence, Inclusive Community, a Sustainable Institution, and Partnerships. These Institutional Priorities, like in the previous chapters, will be explained in terms of how they each relate to and support this Standard. The following Lines of Inquiry will also be

presented through analysis and reinforcing evidence: the ways in which the College's current governance structures facilitate participation in decision-making by faculty, staff and students to advance the mission and goals of SUNY Oswego; how administrative structures effectively support the mission, goals, and opportunities of the College; how current approaches to recruitment, retention, and professional development of faculty and staff will provide talented leadership for SUNY Oswego in the future; how the College's overall communication strategies inform the faculty, staff and students to increase knowledge and understanding; and a description and analysis of the effectiveness of opportunities that exist for faculty, staff and students to communicate and engage in governance, planning and/or leadership with the administration.

Conclusion

The conclusion will include a reflection on the college-wide effort that led to the creation of the comprehensive Self-Study report and how that effort will help advance the College. The conclusion will also include the areas and ways the College pursued new opportunities to further advance its Institutional Priorities and to increase its effectiveness in educating and advancing its students, retaining and empowering its faculty and staff, and contributing to and enriching its community partners.

Appendices

The Self-Study will conclude with a listing of all appendices, all of which will be available as PDF documents uploaded to our Self-Study folder in our MSCHE Institutional Portal.

VIII. Verification of Compliance Strategy

Strategy

To complete the Verification of Compliance report, the Self-Study Co-Chairs convened a working group in October 2020 with the offices and individuals represented listed below. This working group will share and document the College's applicable policies, practices, and procedures to provide all the information requested in the Verification of Compliance report. The working group members' sound understanding of the College's operations will enable this report to be well prepared and to again demonstrate SUNY Oswego's good standing and full compliance with the federal requirements. The working group will be charged to provide a draft of the Verification of Compliance report to the Co-Chairs by February 1, 2021. This draft will be reviewed by the Self-Study Steering Committee members and finalized in spring 2021. The Verification of Compliance working group members who serve on the Self-Study steering committee are noted by a double asterisk following their name and those serving on a MSCHE Self-study subcommittee are noted

by a single asterisk in the list below. This overlap of individuals serving on the working group as well as on the steering committee and/or a subcommittee will ensure the vetting of the report prepared.

Offices Responsible

The offices represented on the Verification of Compliance Strategy working group include the office of (the): President, Provost and Vice President for Academic Affairs, Student Affairs, Institutional Research and Assessment, Financial Aid, Advisement Center, Registrar, Campus Technology Services, Extended Learning, Communications and Marketing, Admissions, and Administration and Finance.

Verification of Compliance Working Group Members

Rodrick Andrews*	Director, Financial Aid
Kristi Eck**	Chief of Staff and MSCHE Accreditation Liaison Officer, Self-Study Co-Chair
Deborah Furlong**	Director, Institutional Research and Assessment
Victoria Furlong**	Associate Vice President for Finance and Budget
Craig Green*	Associate Director, Admissions
Jerri Howland**	Vice President for Student Affairs and Dean of Students
Gregory Ketcham*	Assistant Dean, Extended Learning
Corie Kholbach*	Director, Advisement Center
Jerret LeMay*	Registrar
Nicholas Lyons**	Vice President of Administration and Finance
Rameen Mohammadi*	Associate Provost
Sean Moriarty*	Chief Technology Officer
Jill Pippin**	Dean, Extended Learning
Mary Toale**	Executive Assistant to the President and Title IX Officer
Lisa Vinciguerra*	Interim Director, Student Accounts
Wayne Westervelt*	Chief Communication Officer

IX. Self-Study Timetable

Steering Committee and Subcommittee Meetings

The steering committee has met five times to date, and the Self-Study Co-Chairs have met with each Subcommittee four times to date. The timeline for major steps in the self-study is shown in Figure 2. We are requesting a Spring 2022 visit by the Evaluation Team.

Major Milestones

Our first major milestone was the formation of the Subcommittees during the fall 2019 semester, and their preliminary reporting of evidence inventory (2/14/20).

Subcommittees followed up with an Interim Report (5/15/20) which addressed the specific Lines of Inquiry assigned to each Standard.

The Self-Study Co-Chairs will summarize key findings of the Subcommittees' reports, and work with Evidence Inventory Curator during summer 2020 to populate the Evidence Inventory by the start of the fall 2020 semester. The reconvening of Subcommittees and sharing this document will be our second major milestone.

Incorporating feedback from the Steering and Subcommittees, as well as the larger campus community, and producing a first draft of the Self-Study report early in the Spring 2021 semester will be our third major milestone.

Our fourth major milestone will be sharing the first draft with the campus community in spring 2021 and then completing a final draft late in summer 2021 and a final report in fall 2021.

The Evaluation Team visit during the Spring 2022 semester, our response to the team's report, and MSCHE action, will be our fifth major milestone.

Figure 2. Timeline for major steps in the Self-Study process.

Self-Study Co-Chairs selected	Summer 2019
Steering and Subcommittee members identified and invited to Serve	August - September 2019
Steering Committee meeting #1	September 19, 2019
Subcommittee kick-off meetings	October 2019
Co-Chairs and Director of Institutional Research and Assessment attend MSCHE Self-Study Institute	October 28-29, 2019
Steering Committee meeting #2	November 8, 2019
Subcommittee 2nd meetings	November, 2019
Strategic Planning Advisory Board Meeting #1	November 13, 2019
Strategic Planning Focus Groups review and discuss Institutional Priorities	January - February 2020
Co-Chairs Self-Study Institute follow-up call with MSCHE VP	January 30, 2020
Steering Committee meeting #3	February 4, 2020
Launch online Input Form on Institutional Priorities/Strategic Focus Areas	February 7, 2020
Subcommittees submit Preliminary Reports	February 14, 2020
Co-Chairs present on Self-Study process to Faculty Assembly	February 17 2020
Strategic Planning Advisory Board Meeting #2 – Institutional Priorities Confirmed	March 3, 2020
Subcommittee Meetings Round 3. Review and discuss initial reports, discuss draft lines of inquiry, and reporting guidelines	March 2020
Co-Chairs present on Self-Study process to Student Association	March 10, 2020
Submit initial Self-Study Design draft to President and Provost	March 25, 2020

Subcommittees submit Interim Reports to Steering Committee	May 15, 2020
Co-Chairs review, edit and organize Interim Reports and create initial version of Evidence Bank	May – September 2020
Strategic Planning Advisory Board Meeting #3 – Institutional Priorities Reaffirmed	August 31, 2020
Submit final draft of Self-Study Design to President and Provost	September 25, 2020
Steering Committee Meeting #4, share Self Study Design final draft for review and edits	September 29, 2020
Submit Self Study Design to MSCHE	October 12, 2020
Subcommittee Meetings #4	October 13 - 27, 2020
Co-Chairs provide update on Self-Study Process to Student Association	October 20, 2020
Co-Chairs provide update on Self-Study Process to Faculty Assembly	October 26, 2020
Virtual Self-Study Preparation Visit by MSCHE VP Liaison	November 2, 2020
Steering Committee and Co-Chairs share key findings with Campus	November 2020
Reconvene Subcommittees Meetings #5 to finalize work group reports	November 2020
Steering Committee review and provide feedback on final work group reports	November 2020 – January 2021
Final Draft of Subcommittee reports	February 2021
First Draft of Self-Study	February - March 2021
Open Forums with Campus	April 2021
Middle States Evaluation Team Chair Preliminary Visit	Oct. 2021
Final Editing of Self-Study	September – October 2021
Final Draft Self-Study sent to Commission and Visiting Team	January 2022
Middle States Evaluation Team visit	Spring 2022
Initial Response to Evaluation Team Report	Spring 2022
MSCHE Action	Spring-Summer 2022

X. Communication Plan

Our overarching communications plan to keep all our campus constituencies informed relies on practices we currently use on campus. Specific information regarding our Middle States Self-Study process and progress will be posted to our public, SUNY Oswego Middle States website as we complete each milestone of our timeline. This has been ongoing since the 2019 fall semester.

Several established outlets also allow for constituencies to both be informed and provide input into the process. These include drop-in hours with the President for faculty,

students, and staff. Each semester, the President will also periodically continue to email the campus community specifically about the purpose and progress of the Middle States Self-Study. This was initiated in the fall semester of 2019.

We also consider the structure of our Steering and Subcommittee to be vital avenues for both the dissemination of information and the collection of input from campus constituencies. Having faculty, administration and staff distributed as we do among the committees, and by recurrently reminding them of this purpose, facilitates the overall communication to campus. In a similar manner, alumnae and community members who serve on various Advisory Boards on campus will receive updates during their annual meetings on campus.

Table 8. Targeted communication mechanism to be employed

Purpose To	Audiences	Methods	Timing
share documents and data and to communicate in a secure manner	Steering Committee and Sub-committees	SUNY Oswego Google Team Drive folders for each committee	Ongoing, since the start of the fall 2019 semester
To update campus constituencies on the Self-Study	Faculty	Faculty Assembly, President's opening breakfast	Faculty Assembly each semester, and breakfast at the start of each semester (2019 through 2022)
	Administration and Staff	Updates provided by President, VP for Student Affairs and/or Chief of Staff at staff meetings, President's Council and President's Council with Deans	At least once per semester, and via periodic campus-wide emails (2019 through 2022)
	Students	SUNY Oswego Middle States website (public), open forums, President's 1:1 Drop-In Hours, updates provided by President at Student Association meetings, President's email updates to the campus community	Since the start of the fall 2019 semester, continuous updates provided on the college's Middle States website, updates share with students at Student Association meetings at least once per semester, and via periodic campus-wide emails
	College Council	Updates provided by President at College Council meetings, President's email updates	At each College Council meeting: fall 2019 - onwards
	Alumni and community members	Updates in alumni magazine and emails, various Advisory Committee reports	Ongoing since spring 2019

To gather feedback about the subcommittee (working group) reports	Faculty	Feedback from faculty serving on the steering and subcommittees after sharing relevant subcommittee reports, feedback after sharing updates at Faculty Assembly meetings, feedback received from President's emails to the campus	Through subcommittee meetings: October 2019 – present and ongoing through 2020-2021
	Administration and Staff	Feedback from staff serving on the steering and subcommittees after sharing relevant subcommittee reports, feedback after sharing updates at staff meetings, President's emails to the campus community	Through subcommittee meetings: October 2019 – present and ongoing through 2020-2021
	Students	Feedback from students after sharing Self-Study overview at Student Association meeting, feedback from students after sharing initial working draft of the Self-Study with the campus community, feedback from open forums, President's emails to the campus	Spring 2020 – present and ongoing through 2020-2021
	College Council	Feedback from College Council members after periodic reports	Fall 2020
	Alumni and community members	Feedback from alumni and community representatives on the steering and subcommittees, updates in alumni magazine and emails, feedback from alumni serving on college advisory committees	Spring 2020 - forward

XI. Evaluation Team Profile

Team Chair

For a Team Chair, SUNY Oswego requests a public college president from an institution with business, communication, education (including health and wellness and also career and technical education programs) and science programs (especially in engineering and computer science). The Team Chair's home institution should have a student population size and composition of undergraduate and graduate students similar to SUNY Oswego with a mix of traditional, hybrid, and online education program delivery options as well as a breadth of international education programs and exchange partnerships.

Peer Evaluators

Like the Team Chair, we request that Peer Evaluators have some experience at schools with business, communication, education and science programs; a demonstrated commitment to diversity, equity and inclusion; and a rich culture of program and student learning outcome assessment practices.

Peer and Aspirational Peer Institutions

To select our Peer and Aspirational Peer Institutions, we used institutional information available from the IPEDS Data Center at U.S. Department of Education's National Center for Education Statistics. This system allows selection of institutions based on a set of common characteristics. To create the lists below, we first generated a master list including all U.S Title IV participating, public degree granting institutions with highest degree being master's, but primarily baccalaureate. The list was further refined by the Carnegie Classification: Master's (large programs) and total enrollment of 6,000 to 12,000 students.

With a master list established, the IPEDS Data Center allowed us to collect application, admission, enrollment as well as student characteristics (gender, ethnicity, age, etc.) data for comparison with the State University of New York at Oswego. The list of potential peers was refined by excluding the institutions that are very different from SUNY Oswego (e.g. institutions that were not residential). The list was further refined by excluding the institutions that have fewer than five common characteristics with SUNY Oswego.

To then identify aspirational peers, additional criteria such as first-year retention rates, graduation rates, student /faculty ratio, percent of small classes, percent of alumni giving, etc. were used. An institution selected as aspirant may have only one or two certain qualities that SUNY Oswego wants to achieve (e.g. graduation rate, alumni giving).

Peer Institutions

The College's list of comparable peers contains the following institutions: **Bloomsburg University of Pennsylvania (PA), Bridgewater State University (MA), Millersville University of Pennsylvania (PA), Pennsylvania State University – Harrisburg (PA) and Salisbury University (MD)**. These schools share SUNY-Oswego's commitment as comprehensive public institutions serving diverse student needs across the northeast, and have similar overall student outcomes.

Aspirational Peer Institutions

The list of schools that SUNY-Oswego considers aspirational peer institutions include **Stockton University (NJ), The College of New Jersey (NJ), Truman State University (MO) and the University of Wisconsin – La Crosse (WI)**.

Primary Competitors

SUNY Oswego's competitors within the public sector include the following other SUNY institutions: **Albany, Binghamton, Cortland, New Paltz and Oneonta**. Private institutions which are competitors include: **Hobart and William Smith Colleges, Ithaca College, Le Moyne College, Nazareth College and Syracuse University**.

Conflicts of Interest

SUNY Oswego has no conflicts of interest identified at this time.

Top Programs by Enrollment Fall 2020⁸

Undergraduate Programs with over 250 majors:

Business Administration (651)

Psychology (440)

Criminal Justice (402)

Broadcasting and Mass Communication (364)

Adolescence Education (283)

Childhood Education (280)

Wellness Management (279)

Zoology (275)

Graduate Programs with over 50 students:

MBA programs (258)

School Psychology/Mental Health Counseling (121)

Educational Leadership (90)

Career and Technical Education (78)

Biomedical and Health Informatics (63)

XII. Evidence Inventory

⁸ *8 Fall 2020 enrollment figures reflect major declarations as of October 8, 2020.*

Strategies for Managing Evidence

We have a wealth of evidence aligned with the MSCHE Standards generated through our systematic and transparent processes, procedures, and assessments. We also acknowledge that distilling that information down to the most significant information will rely on an iterative system and critical evaluation throughout the Self-Study process. Our Preliminary Reports from the Subcommittees (February 14 and May 15, 2020) identified the institutional evidence associated with each Standard's individual Criterion. As the Subcommittees move to address the Lines of Inquiry specific to their Standards, the most significant evidence will be selected.

Evidence Inventory Curator

Realizing the importance of the many tasks associated with managing the evidence inventory, we recruited a member of the library faculty to serve as Evidence Inventory Curator, and appointed her to the Steering Committee. She will assist the Self-Study Co-Chairs with populating the Evidence Inventory in a uniform manner. As a member of the Steering Committee, she will be able to directly assist members of that committee and, because of our committee structure, Chairs of each of the Subcommittees. The Evidence Inventory Curator will also attend all Subcommittee meetings throughout 2020-2021 to help gather, review and organize the evidence needed to support each Standard, Criterion, and Line of Inquiry.

Self-Study Data Management System

The College has invested in a data management system that will streamline the cataloging of our evidence and allow our Strategic Planning and Assessment activities to be connected directly to all relevant MSCHE Standards and Criteria by specific evidence. We have been working directly with the firm to specialize the software to our specific needs.

Types of Data Points to be Analyzed by Each Standard

The documents listed below will be referenced and included in the Self-Study Report. These documents will include data points aligned with each Standard.

Standard I

- Academic Affairs Annual Reports
- Application guidelines for the Early Start Program
- Campus Technology Advisory Board
- Example of calendar of SUNY Oswego president's one-on-one drop-in hours with employees and also with students
- Grants vs. Gifts Policy

- Human Subjects Committee
- Indirect Cost Policy
- Indirect Cost Rates
- Institutional Animal Care and Use Committee
- Office of the President webpage
- Office of Research and Sponsored Programs (ORSP) Awarded Internal Grants
- ORSP Excellence and Scholarly Activity Award Recipients
- ORSP Policies and “How-to” Guides
- ORSP Recognition Opportunities and Awards
- Oswego News webpage
- Oswego Today email communication sample
- President Communication to Campus (emails) webpage
- President Email Campus Update on the Tomorrow Plan and the refreshed (to launch in 2021) strategic plan -- January 31, 2020
- Principal Investigator Eligibility Policy
- Proposal Submission Policy
- Sabbatical Form
- Scholarly and Creative Activity Committee
- Strategic Planning Documents
- Technology Strategic Plan 2012-2018
- Technology Initiative Project (TIP) Grants
- Tomorrow: Greater Impact and Success strategic plan

Standard II

- About Oswego webpage
- Academic Programs webpage
- Admissions webpage
- Annual Security and Fire Safety Report
- Branding Initiative webpage
- Campus Bulletin that highlights NY-Alert, campus notifications, messages from the President
- Career Services webpage
- Civil Service Employee Association (CSEA) Collective Bargaining Agreement
- Complaint Procedure for the Review of Allegations of Unlawful Discrimination
- Consumer Information: Student Right to Know
- Criteria for Personnel Decisions
- CTS Computer and Network Acceptable Use Policy
- Digital Millennium Copyright Act (DMCA)
- Events Calendar
- Faculty and Staff Handbook
- Faculty Assembly Bylaws
- Free Speech, Civil Discourse and Peaceful Assembly Policy
- Human Resources Search Resources Guide

- Human Resources Landing Page: Ethics
- Human Resources webpage
- Human Subjects Committee
- Institutional Animal Care and Use Committee
- Intellectual Integrity Policy
- Notice of SUNY Oswego's Non-Discrimination Policy
- Notice on Title IX, Sexual and Interpersonal Violence Prevention, Education and Response
- NYS Public Officers Law
- Office of Diversity and Inclusion webpage
- Office of Research Integrity Public Health Service Policy
- Oswego Fast Facts webpage
- Oswego News
- Oswego Today
- Oswego's Diversity Policies
- Penfield Library's copyright libguide
- President's Letter about Commitment to Free Speech
- Public Health Service (PHS) COI Policy
- Research Foundation Conflict of Interest (COI) Policy
- Research Foundation COI Training (CITI)
- Research Foundation for SUNY Code of Conduct
- Research Foundation for SUNY Employee Handbook
- Research Foundation for SUNY Principal Investigator's Handbook
- Research/Scholarly/Creative Activities Misconduct Policy
- School of Education Faculty Council and Standing Committees
- Sexual and Interpersonal Violence Response Policy
- Sexual Harassment Prevention Policy
- Strategic Diversity and Inclusion Plan 2017 - 2022
- Student Handbook
- SUNY Diversity, Equity and Inclusion Policy
- SUNY New York State Ethics: A Plain Language Version
- SUNY Oswego Conflict of Interest and Professional Ethics
- SUNY Policies of the Board of Trustees (Article XI: Patents, Inventions and Copyright Policy and Article XII: Evaluation and Promotion of Academic and Professional Employees)
- SUNY's Copyright and Faculty Ownership of Intellectual Property
- Undergraduate Tuitions Fees and Costs
- United University Professions (UUP) Collective Bargaining Agreement

Standard III

- Academic Assignment Template
- ACUE Summary Report Concept from Cohort A
- Advisement Center Annual Reports

- Alumni Surveys - 2017 and 2018
- CELT Annual Assessment Report 2013-2020
- CELT Assessment Report and Goals 2018-2020
- CELT Fall Reading Group Schedule
- CELT Race Talk Reading Schedule
- Center for Excellence in Learning and Teaching (CELT)
- Center for Research and Strategy Degree Completion Feasibility Study (UPCEA)
- Chart of the Self-Study Deadlines by Department/Program
- Divisional Assessment Process Alternative Break Programs
- Divisional Assessment Process Opening Weekend
- Example of Technology Initiative Project (TIP) proposal
- Faculty Survey of Student Engagement (FSSE)
- Faculty Ten Year Summary
- First Year Signature Evaluation
- General Education Annual Report
- Junior Portfolio Review
- KidsTech programs for STEM 4 Kids and Young Inventors Information
- Learning objective worksheet
- National Survey of Student Engagement (NSSE)
- Online Footprint report 2018-2019
- Office of Research and Sponsored Programs Internal Grants
- OSCQR Course Design Review
- Oswego Children's Project (OCP) Recruitment Flyer
- Oswego Middle School Focus Forward data report
- Penfield Library's ACRL report for 2018-2019
- Penfield Library's list of services for distance and online students
- Periodic Review Report for MSCHE (May 2017)
- Re-Classification: The Carnegie Community Engagement Classification
- School of Education Assessment and Quality Assurance System
- School of Education CAEP Completer Study
- School of Education Individual Program National Recognitions List
- Skillsurvey Career Readiness Report Sample
- Student and Faculty headcount
- Student Opinion Survey (SOS)
- SUNY Oswego Curriculum and Instruction Department residency program for student teaching
- SUNY Oswego Field Placements 2016-2019
- SUNY Oswego School of Education Residency Enrollment 2012-20
- SUNY PRODiG Fellowship Consortia
- SUNY Student:Faculty FTE Ratio 2018
- Teacher Opportunity Corps Proposal for 2016-2021 from August 22, 2016 Teaching

- University Faculty Senate Guide for the Evaluation of Undergraduate Academic Programs from January 2012

Standard IV

- Break Transportation
- Career Services' First Destination Survey Report 2018 – 2020 graduates
- Council for Advancement of Standards (CAS) "Cross-Functional Framework for the First-Year Experience"
- Counseling Services Center Group Schedules
- Data from EXCEL's SkillsSurvey
- First Year Experience
- Freshman cohort Diversity Applications and Scholarships Fall 2015 as of Fall 2020
- I Am Oz Diversity Speaker Series
- New York City (NYC) Career Connections surveys of alumni attendees
- NYC Freshman and Transfer Cohort of F2013-F2020
- Oswego Transfer Course Guide
- Registrar Degree Completion
- Registrar Readmission Process
- Registrar Registration and Related Information
- SUNY Oswego Guarantee and Graduation Return on Investment (ROI)
- Survey data for First-Year Signature Courses

Standard V

- Academic Affairs Annual Highlights 2018-2020
- Assessment Fellows Program 2019
- Assessment Retreat Agenda 2019
- Assessment Showcase Agenda 2019
- Core Institute Alcohol and Drug Survey Long Form
- Division of Academic Affairs Reporting Guidelines for Annual Submission of Assessment Reports
- Divisional Assessment Process Assessment Project Report Part III 2018-2019
- Guide for the Evaluation of Undergraduate Programs
- List of departmental personnel responsible for assessment
- Major Assessment Report and Plan 2018-2019
- Memo on Draft Task Force on Evaluating Assessment Practices
- Memo to Campus Community from the Provost about the Establishment of an Advising Center
- NASPA Consortium: Career and Professional Aspirations 2018
- Points of Pride Annual Report 2018-2019
- Program Review Guidelines
- Resources for School of Business Assessment
- Resources for School of Education Assessment
- Resources for SCMA Assessment

- Student Learning Outcome Annual Assessment Report 2017-2020
- Summary of Graduate Assistantship Survey Data as of March 2020
- SUNY Oswego Division of Academic Affairs Reporting Guidelines for Annual Submission of Assessment Reports
- Survey of Graduate Admissions as of March 2020
- Tomorrow: SUNY Oswego's strategic plan

Standard VI

- Campus Concept Committee
- Campus Technology Advisory Board
- Grand Challenges Mini Grants Guidelines
- Grand Challenges Project: Fresh Water for All Summary and Activities
- President's Budget Advisory Group
- Priorities and Planning Council
- Student Learning Outcomes
- The Path Forward

Standard VII

- Faculty Assembly Bylaws
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