SUNY Oneonta
SELF-STUDY
2023

Prepared for

The Middle States Commission on Higher Education

2023

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Listing of Acronyms Used

ACE......................Access to College Excellence
ACT......................Association of Council Members and College Trustees, SUNY
AOP......................Access and Opportunities Programs
AP ....Advanced Placement
BAC ....Budget Advisory Committee
BART..................Bias Action Response Team
BCSSE ....Beginning College Survey of Student Engagement
BI.........................Business Intelligence
CAMP ....College Assistance Migrant Program
CBC.....................College Budget Committee
CDC ....Career Development Center
CFO.....................Chief Financial Officer
CIO......................Chief Information Officer
CITI.....................Collaborative Institutional Training Initiative
CoA ....Cost of Attendance
COIL ....Collaborative Online International Learning
CLEP...................College Level Examination Program
CRJIE..................Center for Racial Justice and Inclusive Excellence
CRM....................Customer Relationship Management
DEISJ ....Diversity, Equity, Inclusion, and Social Justice
ELC ....Experiential Learning Center
EOP ....Educational Opportunity Program
ETC.....................Educational Technology Committee
FMP.....................Facilities Master Plan
FTE ....Full Time Equivalent
GDO....................Grants Development Office
GPA.....................Grade Point Average
GSRC ....Gender and Sexuality Resource Center
HEDS ....Higher Education Data Sharing Consortium
HEPI....................Higher Education Price Index
IB.........................International Baccalaureate
IFTE ....Full Time Instructional Positions
IRB......................Institutional Review Board
ITS.......................Information Technology Services
JCOPE.................Joint Commission on Public Ethics, NYS
LEED ....Leadership in Energy and Environmental Design
LGBTQIA+..........Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, etc.
MFA.....................Multi-Factor Authentication
MSCHE...............Middle States Commission on Higher Education
NSSE...................National Survey of Student Satisfaction
NYSED ....New York State Education Department
OAS.....................Oneonta Auxiliary Services
OCM ....Office of Communication and Marketing
OER.....................Open Educational Resources
OGE ....Office of Global Education
OKRs...................Objectives and Key Results

PACIC.................President's Advisory Council on Internal Communication
PCOD.................President's Advisory Council on Diversity
PEC ....Presidents Executive Council
PRODiG...............Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth
RCR....................Responsible Conduct of Research
RF.......................Research Foundation for SUNY
SA ....Student Association
SLC ....Student Learning Center
SRCA ....Student Research and Creative Activity
StAR...................Strategic Allocation of Resources
SUCF..................State University Construction Fund
SUNY..................State University of New York
SUNYAC ....State University of New York Athletic Conference
SUNY Oneonta ....State University of New York at Oneonta
TEAL ....Technology Enabled Active Learning
TLTC...................Teaching, Learning and Technology Center
URM ....Underrepresented Minorities
UUP.....................United University Professions
WSTEM ....Women in STEM

Executive Summary

The State University of New York at Oneonta (SUNY Oneonta) is a regional comprehensive university in the SUNY system that enrolls approximately 6,200 students (on average in the past five years) in a wide variety of bachelor's degree programs and a select set of graduate certificates and degrees. We have completed a self-study to assess our strengths, weaknesses, opportunities, and challenges and to demonstrate that we comply with the *Standards for Accreditation* and *Requirements of Affiliation* of the Middle States Commission on Higher Education (MSCHE). The multiyear process has been organized, documented, open, and productive.

Chapter 1 (Standards I, VI)

The University's mission statement has undergone significant review and revision during this accreditation cycle. The mission statement has been refined to express the relationships between SUNY Oneonta's commitments to values and student-centered learning. The revised mission shapes the strategic plans and institutional goals that have strengthened the vital components of student learning, student academic engagement, persistence, and degree attainment. The mission and strategic plans have guided both the work of administration, faculty, and staff, and resource allocation decisions.

Prudent budgetary practices, strategic procurement of external funding, and campus-wide stewardship over resources have enabled us to accomplish our mission while safeguarding financial stability and institutional sustainability. Facilities master planning has allowed for new construction, renovation, and regular maintenance. We have the lowest structural deficit within our sector of the SUNY system. We have the faculty, staff, facilities, and resources to accomplish our mission. In the short term, we have financial savings to manage our current budget gap and are aware that longer-term planning is necessary to ensure a balanced budget.

Chapter 2 (Standards VII, II)

SUNY Oneonta has a well-articulated governance structure on multiple levels. The institution is governed by the SUNY Board of Trustees and the SUNY Oneonta College Council. The roles of the Trustees, College Council, President, faculty, and others are documented. Organizational charts are maintained to reflect reporting relationships throughout the institution. Faculty have a vigorous governance structure and all committees have charges.

Ethics and integrity are central to our mission and operation; thus, SUNY Oneonta has well-documented policies, procedures, and structures. The institution strives to offer and continuously improve a climate of respect that supports diversity and diversity education. The University is an equal opportunity employer and complies with all state and federal laws. We have policies and procedures for the hiring, evaluation, promotion, and separation of faculty, and a system of evaluation for both faculty and staff. University administrative offices ensure that publicly disseminated information and data are accurate and comply with applicable reporting policies, regulations, and requirements.

Chapter 3 (Standards III, V)

SUNY Oneonta offers undergraduate and graduate programs delivered by qualified faculty who have made continuous improvement in curriculum and pedagogy their priorities. The graduate programs provide opportunities for research, scholarship, and independent thinking, as well as completion of professional credentials. Since the last self-study, all undergraduate and graduate

programs have been assessed annually as well as by external reviewers and/or accrediting bodies. Support for faculty assessment of courses and programs was consciously strengthened with the creation of an Institutional Assessment Specialist position and subsequent hiring, in 2019, of an assessment expert whose chief responsibility has been to lead improvements in assessment methods and to further evolve the culture of continuous improvement.

The general education program has also been assessed on an established cycle, the results of which have led to improvements in course design and delivery and have informed the design of an emergent successor program scheduled for implementation in fall 2023. Moreover, nearly all undergraduate and graduate programs have been re-registered with the New York State Education Department (NYSED), a process that entails rigorous review at successive levels, starting with campus governance and including SUNY academic program review prior to NYSED's scrutiny.

Attesting further that review of academic programs and, more generally, curriculum management have been major priorities during this accreditation cycle, the University's faculty renumbered all courses in our curriculum, enacting a shift from courses numbered in hundreds (i.e., 100, 200, 300) to thousands (i.e., 1000, 2000, 3000, 4000). This renumbering project was performed to better structure our degree programs, to increase the transparency of our program structures for students, and to represent more clearly the rigor level of our courses. SUNY Oneonta has added select new academic programs, including one undergraduate program, Exercise Science B.S., that enables future program growth in the health professions. In short, the University has offered a coherent, systematic, and rigorous education.

Chapter 4 (Standard IV)
The University admits a student body whose interests and goals match our mission as a comprehensive university in the state of New York. The institution is committed to student diversity, retention, persistence, degree completion, and success post-graduation. This commitment is evident in the care we use to provide students information about their financial aid and scholarship support, as well as in our assessment of their readiness to begin college-level study. SUNY Oneonta provides opportunities for both on- and off-campus extracurricular enrichment and leadership development to all students. Student service units have documented assessment plans and submit annual reports on their successes and challenges.

Conclusion
Through the self-study process, the SUNY Oneonta community has examined its achievement of mission and compliance with reaccreditation requirements. In doing so, the University has found ample evidence that it is making progress in advancing its institutional priorities. We have nevertheless identified areas for further improvement, including disparities in student educational attainment across race/ethnicity, socioeconomic status, and gender. We commit to working further to redress these equity gaps to ensure all SUNY Oneonta students are effectively supported in pursuing their educational goals.

Preface
SUNY Oneonta

The State University of New York at Oneonta (SUNY Oneonta) is a regional comprehensive university in the SUNY system that enrolls approximately 6,200 students (on average in the past five years) in a wide variety of bachelor's degree programs and a number of graduate certificates and degrees. The student populations served by the institution currently are indicated in some key data points from fall 2022:

- Undergraduate enrollment: 4869 students
  - Acceptance rate: 73% for first-year students; 57% for transfer students
  - In-state students: 97.5%
  - Students of color: 25.4%
  - First-generation students: 33.8% (total student population); 41.3 % first-year students
  - Transfer students: 18% (total student population)
  - Retention rate, first to second year: 72%
  - Six-year graduation rate: 76.8%
- Graduate enrollment: 574 students
  - Full-time 165 students; Part-time 409 students
  - Graduation rate: 81.4% completion within two years

The University's 250-acre main campus overlooks the scenic Susquehanna River Valley in the central southern tier of New York State. The University also maintains a complex on Otsego Lake in nearby Cooperstown, housing its Cooperstown Graduate Program in Museum Studies and its Biological Field Station.

SUNY Oneonta, one of 13 comprehensive colleges and universities in the SUNY system of sixty-four campuses, began as a teacher training institution, the Oneonta Normal School, in September 1889. Approximately 200 students enrolled that year in both the Normal Department and the Training School. The early SUNY Oneonta curriculum provided two years of training following the attainment of a college entrance high school diploma. In 1923, the three-year curriculum was established, and in 1938, the four-year program began. The first Bachelor of Education degrees were awarded in June 1942, at which time the school became the Oneonta State Teachers College.

In 1948, the Oneonta State Teachers College became a charter member of SUNY and was renamed the State University Teachers College at Oneonta. The University began to develop into a multipurpose institution of higher learning with the introduction of a graduate program in elementary education and an undergraduate program in home economics education. In 1949, a specialization in early childhood education began and received accreditation from the MSCHE. The University became the State University College of Education in 1951, and programs in early secondary education and secondary education were introduced in 1955 and 1958, respectively.

The modern campus began to develop in the 1960s with land acquisition and a new name and focus. In 1962, the State University College at Oneonta became a multipurpose institution with the addition of the Liberal Arts Division and the introduction of programs in the arts and sciences. The first non-teaching bachelor's degrees were awarded in 1964. In the same year, the University and the New York State Historical Association created the Cooperstown Graduate Program in History Museum Studies. With enrollment growth in the 1960s came rapid

development of the modern campus. In 1967, the first study abroad programs were introduced. In 1968, the University acquired property on Otsego Lake in Cooperstown, New York, which would serve as home to the new Biological Field Station and the Cooperstown Graduate Program. In 2022, 11 of the 13 comprehensive colleges were granted university status by the SUNY Board of Trustees, including SUNY Oneonta, and in January 2023, the institution became the State University of New York at Oneonta.

SUNY Oneonta has had nine presidents, with three serving since its last reaccreditation in 2013. In July 2008, Dr. Nancy Kleniewski began her tenure as SUNY Oneonta's first female president. She led the effort to develop a comprehensive strategic plan for the institution to identify and effectuate targeted improvements. Dr. Kleniewski retired in 2018 and was succeeded by Dr. Barbara Morris who led the campus through review of its mission, vision, and values, resulting in a recommitment to holistic student-centered learning and progressive community values that continue to focus campus planning.

Mission: SUNY Oneonta seeks to nurture a community where students grow intellectually, thrive socially and live purposefully.

Vision: To be an exemplar residential community that provides relevant educational experiences based on our values of inclusivity, service, and sustainability.

Values: Inclusivity, Service, Sustainability

Dr. Morris transitioned out of her leadership role in fall 2020. Before doing so, she increased the transparency of campus approval processes, particularly around budget allocations, and made corresponding strides in improving shared governance.

From fall 2020 to fall 2021, Acting President Dennis Craig led SUNY Oneonta. He directed significant attention and resources to addressing and improving institutional communication. This focus was a direct result of the University's difficult pandemic experiences and responses, specifically a high infection rate among students and communication challenges between the campus and community during the apex of the outbreak, as well as negative media coverage of the ordeal.

In September 2021, President Alberto Cardelle began his tenure as SUNY Oneonta's ninth president and its first of Latinx heritage. In his first year, President Cardelle quickly rebuilt relationships between the University and its surrounding local communities and institutions, including strengthening partnerships with regional community colleges.

At present, SUNY Oneonta's academic programs are housed in three schools: the School of Education, Human Ecology and Sports Studies; the School of Liberal Arts and Business; and the School of Sciences. The University offers over 50 undergraduate and 14 graduate programs and certificates, and instruction is delivered in classes with an average 16:1 student-to-faculty ratio and an average class size of 20 students.

The University's reputation for offering quality learning experiences is most clearly signaled through strong enrollments in several academic programs, including education (elementary, adolescence, and graduate), business administration, psychology, biology, music industry, and

criminal justice. Our most recently added programs, sport management and exercise science, have exceeded campus expectations for student demand and enrollment.

SUNY Oneonta consistently ranks among the top public colleges and universities nationally, sitting at #75 on the 2022 list of "Best Regional Universities North," #19 in "Top Public Universities in the North," and #19 in "Best Undergraduate Teaching Programs" by U.S. News & World Report, and #172 in the Northeast on the 2022 Forbes magazine list of "America's Top Colleges." The University received INSIGHT magazine's Higher Education Excellence in Diversity Award in 2017 and 2014 and accepted an invitation to join the Colleges of Distinction in 2015. In 2020 (as in 2011), the College earned the highly selective Carnegie Community Engagement Classification for its commitment to community service and service learning.

Self-Study Priorities
SUNY Oneonta has pursued the following institutional priorities for this self-study:
- Strengthen a student-centered teaching and learning environment
- Create an integrated institutional communication strategy with a clear and consistent message
- Infuse sustainability into the core functions of the university including academics, co-curricular, financial, and institutional planning
- Integrate goals for diversity and inclusion into all campus planning efforts

Goals for the Self-Study
Our goals in this self-study have been to demonstrate that we meet the standards for reaccreditation, assess our strengths and weaknesses, identify our opportunities and our challenges, and lay the groundwork for future strategic planning that enable future work in service to our mission. To this end, we have utilized assessment data and provided opportunities for the campus community to participate in this process.

Overview of Self-Study Process
The Steering Committee
- Eileen Morgan-Zayachek, Acting Vice President for Academic Affairs, Steering Committee Co-Chair, Standard III Co-Chair
- Theresa Russo, Professor and Acting Associate Vice President for Academic Affairs, Steering Committee Co-Chair
- Andrew Kahl, Professor of Theatre, Steering Committee Co-Chair, Standard III Co-Chair
- Cynthia Falk, Professor, Cooperstown Graduate Program, Standard I Co-Chair
- Audrey Porsche, Associate Director of Scholarly Activities, Standard I Co-Chair
- Amanda Finch, Associate Vice President for Student Affairs, Standard II Co-Chair
- Darren Chase, Director of Milne Library, Standard II Co-Chair
- Maurice Odago, Associate Professor of Chemistry & Biochemistry, Standard IV Co-Chair
- Monica Grau Director, Office of Student Success, Standard IV Co-Chair (left campus September 2022)
- Julie Licata, Associate Professor of Music, Standard V Co-Chair (left campus June 2022)
- Joshua Nelson, Institutional Assessment Specialist, Standard V Co-Chair
- Rebecca O'Donnell, Associate Vice President for Administration and Finance/Controller, Standard VI Co-Chair
- William Vining, Professor of Chemistry & Biochemistry, Standard VI Co-Chair

- Brendan Aucoin, Head of Access Services & Library Technology, Standard VII Co-Chair
- Gretchen Sorin, Cooperstown Graduate Program Director & Distinguished Service Professor, Standard VII Co-Chair
- Laura Lincoln, Director of Alumni Engagement, Communication and Design Chair
- Caitlin Hornbeck, Director of Institutional Research, Verification of Compliance Co-Chair
- Denise Straut, Director of Sponsored Programs, Verification of Compliance Co-Chair
- Danielle Baker, Research Analyst, Project Facilitator
- Mary Lynn Bensen, Librarian, Evidence Inventory Manager

Working Groups

Standard I Membership
- Cynthia Falk (Co-Chair), Professor, Cooperstown Graduate Program
- Audrey Porsche (Co-Chair), Associate Director of Scholarly Activities
- Karen Brown, Senior Enrollment Officer and Executive Director of Admissions
- Christine Edwards, Associate Director of Residential and Community Life
- Rachel Kornhauser, Sustainability Coordinator
- Florian Reyda, Professor of Biology
- Sean Shannon, Assistant Professor of Business
- James Zians, Associate Professor of Psychology
- Aolat Salami, Student Association member

Standard II Membership
- Amanda Finch (Co-Chair), Associate Vice President for Student Affairs
- Darren Chase (Co-Chair), Director of Milne Library
- Dia Carleton, Personnel Director
- Bill Harcleroad, Director of Campus Activities and Leadership
- Katherine Lau, Associate Professor of Psychology
- Diane Van Buren, Director of Foundation Investment Management
- Elyse Purcell, Associate Professor of Philosophy
- Emily Riddle, Assistant Professor of Human Ecology
- Andrew Stammel, Affirmative Action /Title IX Coordinator/Assistant to the Chief Diversity Officer
- Molly Miller, Student Association member

Standard III Membership
- Eileen Morgan-Zayachek (Co-Chair), Acting Vice President for Academic Affairs
- Andrew Kahl (Co-Chair), Professor of Theater
- Howard Ashford, Assistant Professor of Africana & Latinx Studies
- Ed Beck, Instructional Designer
- Robbielynn Maney, Lecturer of Elementary Education & Reading, Mohawk-Valley Community College
- Diana Moller, Assistant Director of College Assistance Migrant Program
- JoAnne Murphy, Associate Director of Academic Advisement
- Sarah Portway, Assistant Professor of Human Ecology
- Michelle Thibault, Senior Director, Career and Academic Planning
- Daniel Stich, Associate Professor of Biology
- Emma Sutkin, Student Association member

Standard IV Membership

- Maurice Odago (Co-Chair), Associate Professor of Chemistry & Biochemistry
- Monica Grau (Co-Chair), Director of Office of Student Success (left campus September 2022)
- Jenny Bagby, Associate Director of Accessibility Resources
- Amy Crouse-Powers, Assistant Director of Tutoring Services
- Katie Griffes, Assistant Professor of Sport and Exercise Sciences
- Anna Legname, Academic Advisor
- Rhea Nowak, Professor of Art and Faculty Center Director
- Barbara Pledger, Associate Director of Financial Aid and Scholarships
- Theresa Russo, Acting Associate Vice President for Academic Affairs
- Robb Thibault, Director of Student Life and Leadership
- Lena Schorr, Student Association member

Standard V Membership
- Julie Licata (Co-Chair), Associate Professor of Music (left campus June 2022)
- Joshua Nelson (Co-Chair), Institutional Assessment Specialist
- Mary Lynn Bensen, Librarian
- Maureen Cashman, Business Analyst, Registrar's Office
- Alison Fugit, Director of Student Learning Center
- Tim Hayes, Senior Advancement Officer
- Leslie Hasbargen, Associate Professor of Earth & Atmospheric Sciences
- Pathy Leiva, Director of Access and Opportunity Programs
- John McCaslin-Doyle, Professor of Theatre
- Katherine McMichael, Interim Director of Office of Student Success
- Angeliki Kazas-Pontisakos, Associate Professor of Mathematics, Computer Science & Statistics
- Ursula Sanborn-Overby, Assistant Professor of Psychology
- Brenda Seery, Assistant Professor of Human Ecology
- Katie Murphy, Student Association member

Standard VI Membership
- Rebecca O'Donnell (Co-Chair), Associate Vice President for Finance and Administration/Controller
- William Vining (Co-Chair), Professor of Chemistry & Biochemistry
- Reece Allen, Assistant Professor of Human Ecology
- Scott Barton, Facilities Program Coordinator
- Michael Koch, Associate Professor of Philosophy
- Michael McAvoy, Associate Professor of Business
- Napoleon Tiapo, Financial Analyst, Academic Affairs
- John Villanti, Financial Analyst, Facilities Planning
- Maddie Nedell, Student Association member

Standard VII Membership
- Brendan Aucoin (Co-Chair), Head of Access Services & Library Technology
- Gretchen Sorin (Co-Chair), Cooperstown Graduate Program Director & Distinguished Service Professor
- Beth Small, Associate Professor & Chair of Foreign Languages & Literature
- Keith Jones, Associate Professor of Mathematics, Computer Science & Statistics, and Presiding Officer of the Faculty & Chair of the College Senate

- Joseph Pignato, Professor of Music
- Steve Maniscalco, Chief Information Officer
- Isabella Bollman, Student Association member
- Caroline Brown, Cooperstown Graduate Program graduate student

Communication and Design Work Group
- Laura Lincoln (Chair), Director of Alumni Engagement
- Kathy Spitzhoff, Associate Professor & Chair of Art
- Kjersti VanSlyke-Briggs, Professor of Secondary Education & Educational Technology
- Jennifer Smith, Associate Director Digital Strategy, Communications & Marketing
- Ben Wendrow, Director of Development, University Advancement

Verification of Compliance Work Group
- Denise Straut (Co-Chair), Director of Sponsored Programs
- Caitlin Hornbeck (Co-Chair), Director of Institutional Research
- Maureen Artale, College Registrar
- Jennifer Bueche, Distinguished Service Professor, Human Ecology
- Carolyn Chryst, Assistant Professor of Educational Psychology, Counseling & Special Education
- Danielle Baker, Research Analyst, Institutional Research

Self-Study Report: Evolution from Standards Reports
Co-Chairs of the working groups submitted Standard Reports in spring 2022. The following summer a smaller team re-organized the reports into chapters of the self-study, eliminating redundant assessments, optimizing the yield of each reports' findings, and achieving a unified institutional voice. This summer review and collation effort led to the decision to pair some of the standards reports based on the working groups' emphases; for example, the report on Standard I clearly paired with Standard VI so these were combined into the first chapter of the draft. The same occurred with the reports on Standards VII and II, and Standards III and V. The report on Standard IV was developed into a stand-alone chapter. The evolving draft of the self-study was shared in fall 2022 with the working group leaders as well as the wider campus community (in multiple open forums). Questions and feedback led to additional revisions, per the iterative process described in our Self-Study Process Design.

Campus Feedback
Opportunities to engage and contribute to the self-study have been significant and ongoing. Campus constituents have been regularly invited to read the drafts of the self-study posted on the University's MSCHE website. Brief updates in *Notes from Netzer*, the electronic newsletter issued by the President's Office, and updates at College Senate meetings have reminded and encouraged faculty, staff, and students to engage in this vital work. The most productive channel for engaging the campus community has been open forums held every few months as planned in the Self-Study Process Design. During those sessions, useful feedback was contributed on a range of matters, including learning gains from the University's tumultuous COVID-19 experience, efforts to improve internal communication, and the need to assess facets of the shared governance system.

Outcomes from Self-Study Process
By engaging in this self-study, SUNY Oneonta intends to demonstrate how it has approached and met the MSCHE's *Standards for Accreditation and Requirements of Affiliation*, focused on continuous improvement to further the institution's mission and priorities, and engaged in self-evaluation and reflection in an inclusive, constructive process. The primary additional outcome of engaging in this self-study is to identify areas for improvement vis-à-vis our mission and values that will influence our next institutional strategic plan.

Chapter 1: Endurance of Mission (Standard I), Institutional Planning and Improvements (Standard VI)

Standard I

> *The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

Mission Statement

The University's mission statement has undergone significant review and revision during this accreditation cycle. Through the first half of the cycle, SUNY Oneonta's mission expressed the constitutive relationship between its commitments and values, and student-centered learning:

> 2008-2019 Mission Statement:
> *SUNY Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community.*

The strategic planning undertaken to advance this mission endeavored to strengthen these vital components of student learning and augment, in particular, student academic engagement as an essential component of student persistence, learning achievement, and degree attainment.

SUNY Oneonta remains focused on sustaining excellent student-centered learning opportunities resulting from effective teaching, scholarship and creativity activity, and civic engagement and stewardship (now "service and sustainability"). However, the language used to express our mission and the goals that operationalize that mission were revised in 2019 to focus even more explicitly on students and to emphasize active cultivation of a community where all individuals can engage, learn, and prosper: [S1.C1b_MissionValuesVision; S1.C1f_New Mission Statement Announcement_May 2019]

> 2019-Present Mission Statement:
> *We nurture a community where students grow intellectually, thrive socially and live purposefully.*

This shift in emphasis aligns with the current, holistic perspective on student learning and success within the SUNY system and the national discourse on higher education, and responds to social justice analyses seeking inclusivity and equitable learning conditions for students enrolled in institutions of higher education.

Values Statement

Three core values support our mission:

- Inclusivity –making sure that everyone feels welcome here
- Service – committing to making a difference in the lives of others
- Sustainability – not only financial and environmental responsibility, but a force that keeps each of us moving toward our individual calling, whatever that may be

These three values have been woven throughout the fabric of the institution. They have defined who we are and what sets us apart, and they have given us purpose.

Vision

Together with the mission and values the University has had a clear vision:

> *To become the exemplar residential community, providing relevant educational experiences in and outside of the classroom.*

This vision has accentuated the undergraduate residential opportunities offered to students. SUNY Oneonta's recent request for designation as a university and corresponding institutional name – from State University of New York College at Oneonta to State University of New York at Oneonta – has been approved by the SUNY Chancellor and Board of Trustees, and NYSED, effective January 2023. This status change provides an opportunity to revisit and expand the vision statement so that it acknowledges and prioritizes graduate-level education in diverse modalities as well as support for research and grant-seeking [S1.C1c_University Status].

Mission- and Goal-Driven Work

SUNY Oneonta's vision and strategic goals are linked to its mission and are reflective of how the institution fulfills that mission. The work is affected through the current curriculum and attendant systems. The curriculum – with both required and elective courses – imparts "a community where students grow intellectually." The supporting systems (academic and administrative units) purposefully align with the University's mission, so they all work towards the same end: the education and development of our students.

Orienting Students Toward Institutional Mission

First-year students are introduced to the University and its mission through recruitment materials and orientation programs [S1.C1f_Enrollment Booklet Fall 2023; S1.C1f_Admission Email; S1.C1f_Fall 2023 Deposit Letter; S1.C1f_Orientation Presentation]. Under the leadership of President Cardelle, the University added Academic Convocation in fall 2022 in order to better orient new students toward the University's mission and their academic journey. A reading of the mission statement is central to the Academic Convocation [S1.C1f_Convocation Program]. Mid-year first-year and transfer students are oriented to SUNY Oneonta's mission through advising, orientation, and workshops. These efforts complement their years of study at the University to help make the mission meaningful for students. The mission is also a focus at Commencement, providing a bracketing experience for our students.

The Beginning College Survey of Student Engagement (BCSSE) is administered to incoming students just before their first term to help assess their expectations about college as well as their relevant experience in high school. We were particularly interested in how students' responses

aligned with the mission and values of SUNY Oneonta. In the 2022 survey, 40% of students indicated that they expected discussions with diverse others in terms of race, economic backgrounds, religious beliefs, political view, sexual orientation, etc. In addition, almost half of students indicated that it is important that the institution provide challenging academic experiences, academic support, diverse interaction, non-academic support, social environment, campus activities, and learning support services [S1.C1b_BCSSE Report_Mission]. In the 2022 Higher Education Data Sharing Consortium (HEDS) climate survey, 67% of students indicated they were very satisfied or satisfied with the campus climate and, similarly, 60% indicated their satisfaction with their sense of belonging on the campus [S1.C1f_HEDS Climate Survey].

Diversity Statement

> *SUNY Oneonta is an academic community that values diversity. Diversity at the University is an inclusive value that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, sexual identity and gender expression, age, ability, socio-economic status, and other aspects of identity.*

> *As a campus community, we believe that every individual is important in a unique way and contributes to the overall quality of the institution. We are committed to recruiting and retaining diverse faculty, staff, and students, and to fostering a learning environment which draws strength from, celebrates, and honors diversity. We strive to eliminate prejudice and discrimination; to respect the dignity of all persons; and to learn from differences in people, ideas, experiences and opinions.*

Strategic Goals

Through successive strategic plans, goals in service to mission have been articulated that have trained the campus' focus and guided decisions, including resource allocations. These plans have responded to changes in economic conditions, demographic changes, students' needs, and the national discourse on higher education.

Planning across the institution has occurred in four distinct phases since last reaccreditation, aligning with four different periods of leadership. Strong continuity of focus exists between the current and former mission statements, and the corresponding goal setting, strategic planning, and continuous improvement efforts of each phase. The first of the two five-year strategic plans that spanned most of this accreditation cycle, SP 2010-2015, was recognized as being the first institutional strategic plan to use integrative planning principles. It was meticulously constructed to ensure alignment of goal setting, resource allocation, improvement efforts, and assessment [S1.C2_Strategic Plan 2010; S1.C2_Strategic Plan 2010_Fiscal Objectives Highlighted; S1.C4_SP 2010 Performance Indicators May 2012; S1.C4_SP 2010 Performance Indicators January 2013].

2010-2018

Two strategic plans (SP 2010 and SP 2015) focused on the University's improvement efforts and resource allocation, and identified concrete multi-year priorities and goals toward long-term institutional improvement. From 2010 through 2018, the mission statement *The SUNY College at Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community* guided the operation of the institution. SP 2015 was the most influential strategic plan of this reaccreditation cycle. Responsive to data such as the National Survey of Student Satisfaction (NSSE) [S1.C2_NSSE14 Engagement Indicators], SP 2015 extended and more sharply defined the goals of the SP 2010 plan, training the institution's

focus on two overarching commitments – student engagement and sustainability, construed broadly [S1.C2_Strategic Plan 2015]. Additionally, to address issues of diversity, equity and inclusion, the Strategic Diversity, Equity and Inclusion Plan was written in 2016 utilizing guidance from the SP 2015 [S1.C2_Strategic Diversity Plan 2016], the Academic Master Plan, the Office of Equity and Inclusion Assessment Plan, and the Living, Learning and Working at SUNY Oneonta climate survey results.

2018-2020
As required by SUNY, the University crafted a performance improvement plan which not only entailed evaluation of institutional achievement and creation of improvement goals but also compelled review of our local goals vis-à-vis SUNY systemwide goals, specifically the Chancellor's agenda outlined in the SUNY Excels initiative [S1.C1c_SUNY Excels PIP Narrative Oneonta_2015]. The University subsequently sought to update its approach to strategic planning and formulating institutional goals. It experimented with a method of planning, piloted by two divisions (Finance & Administration and University Advancement), from multi-year strategic plans to more nimble annual plans focused on Objectives and Key Results (OKRs) [S1.C4_OKR Advancement 2019-2020; S1.C4_OKR Advancement Work Buckets; S1.C4_OKR Finance & Administration_2019]. The short-lived Division of Strategy, Planning and Effectiveness (2019-2021) was primarily established to identify gaps in the University's readiness to undertake full-scale institutional strategic planning.

2020-2021
The intended shift to the use of OKRs was derailed by the start of the COVID-19 pandemic, and the intention to improve on earlier strategic planning efforts was temporarily postponed. The University's priority during the first waves of the pandemic was sustaining continuity of learning and supporting student engagement and well-being. An abrupt transition in leadership that led to the appointment of Acting President Dennis Craig further directed the University's focus on internal and external communication in response to perceived deficits surfaced by the pandemic [S1.C1c,f_Dennis Craig Appointment].

2022
Under new President Alberto Cardelle, the University formulated a short-term institutional agenda as a means of establishing the priority of "regaining momentum" after two years of the pandemic, identifying strategic opportunities and building on existing student success efforts. This 18-month institutional agenda coordinates planning across the divisions, strives to strengthen community partnerships with the city of Oneonta and beyond, and aligns resource allocation with the institution's efforts to advance its mission through recruitment and retention initiatives [S1.C2_Regaining Momentum Strategic Agenda]. Initiated in spring 2022, proposals to support the *Regaining Momentum Agenda* and institutional priorities have been solicited from the campus community through the Strategic Opportunity Funding Request process and evaluated for potential impact through a competitive process administered by the Budget Advisory Committee, comprised of campus leaders [S1.C1d_Strategic Opportunities Funding Request]. With three application rounds planned, the first-round of funded initiatives provided resources for initiatives that advance the institutional priorities such as *The Pedagogy of Real Talk: Engaging Teaching and Connecting with Students At-Promise* (inclusivity)*; The President's Council on Diversity Affinity Group* (inclusivity)*; The Oneonta PRISM Conference* (inclusivity), *Sustainability Faculty Fellow* (sustainability), *Digital Advertising Program to Support Enrollment* (communication) [S1.C1d_Round 1 Strategic Funding].

Alignment with SUNY System Core Goals and Values

SUNY Oneonta's strategic planning processes and the values identified as a result were designed to support the mission and strategic goals of the SUNY System. SUNY Oneonta has long recognized that its inclusion as part of the SUNY system and its diverse campus community are two of its greatest assets. As such, SUNY Oneonta's focus on the SUNY System priorities related to the goals of seamless transfer and student mobility [S1.C1c_SUNY Seamless Transfer Policy], as well as the values of diversity and inclusion [S1.C1c_SUNY Diversity; S1.C1c_SUNY 25 Point Diversity Plan], are threads throughout our institutional mission, goals, and values.

Seamless Transfer and Student Mobility

SUNY Oneonta aligned two of its institutional goals in SP 2015: Scholarship, Service, Strength to support SUNY in becoming *the most transfer friendly higher education system in the country* [S1.C1c_SUNY Transfer announcement]. Priority was placed on *broadening access to SUNY Oneonta's exceptional and affordable educational programs* and using financial resources to *strengthen enrollment and promote student success* [S1.C3_Final Goal Strategic Plan 2015].

Diversity and Inclusivity

SUNY Oneonta has sought to further the system-wide goals of diversity and inclusion throughout this accreditation cycle. The institution's efforts have included addressing, and converting into opportunities for reflection and learning, challenging moments in its own history. Growing a leadership infrastructure for this priority has been a sustained commitment. The President's Council on Diversity (PCOD) was established in 2003 to advise the President on issues of diversity and campus climate [S1.C3_Presidents Council Diversity]. SUNY Oneonta adopted its diversity statement in 2004 and the first climate survey was conducted in 2005. SUNY Oneonta also created circa 2003 the position of and hired its first Director of Equity and Inclusion. This position reports directly to the President and has, in the past year, been elevated to the Vice President for Equity, Diversity, and Inclusion and Chief Diversity Officer, signaling the mission-centrality of diversity, equity, and inclusion and the seriousness of efforts to build a thoroughly inclusive organization and campus culture [S1.C1d_Office Equity & Inclusion].

SUNY Oneonta's Mission, Vision, & Strategic Plan 2010-2015 expresses the University's commitment to diversity and inclusivity, most explicitly in two of its 'pillars' – Global Connectedness and Diversity. SUNY articulates the significance of this as twofold. Not only does this commitment make SUNY a better and more inclusive system for its students, faculty, and staff, but it also improves the global competitiveness of its students [S1.C2_Strategic Plan 2010].

The Global Connectedness goal of SP 2010 and its associated initiatives created increased opportunities, developed incentives and recognition systems, and enhanced coordination of services to promote "increased cultural understanding, inclusion and immersion with the intention to better prepare our students for greater interaction in the global arena." In 2013 a Global Connectedness plan was developed to address this SP 2010 goal [S1.C2_Global Connectedness Report 2013].

The Diversity goal of SP 2010 was intended to increase the recruitment of underrepresented students, faculty, and staff and to better support these groups on the SUNY Oneonta campus. In 2016, the Diversity Strategic Plan further addressed goals of equity and inclusion by setting four

goals: to increase the number of students from diverse backgrounds; to increase the diversity of faculty, staff, and administrators; to foster understanding of power and privilege to create a safe and inclusive environment; and to make quality learning experiences equally accessible to all students [S1.C2_Strategic Diversity Plan 2016].

Student Enrollment Profile
SUNY Oneonta serves students who matriculate from different starting points and backgrounds, and who possess different readiness levels for college work. For example, 37% of SUNY Oneonta students receive income-based Pell grants. Race and ethnicity data indicate the majority of SUNY Oneonta students are white (70%), but strides have been made in attracting students from historically underserved backgrounds: Hispanic (16%), Black (5%), Unknown (4%), Two or more races (2%), Asian (2%), and American Indian/Alaska native (1%). The University has an acceptance rate of 73% and SAT tests, although optional for the past few years, have typically ranged from 460-559 in critical reading and 452-560 in math,with ACT ranging from19-25.

In recent years the University's undergraduate enrollment includes an increasing number of first-generation students and transfer students.

Student Type	Count/Percent	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First Year	Count	571	446	573	588	363	459
	Percent	41.4%	33.7%	39.5%	39.9%	38.6%	41.5%
Undergraduate Total	Count	1682	1788	1964	2149	1852	1778
	Percent	28.4%	29.7%	32.5%	34.8%	34.4%	36.7%

Table 1.1 First-Generation Students (Source: Institutional Research Data)

Student Type	Count/Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
New First Year	Count	482	500	496	327	388
	Percent	36.4%	34.5%	33.6%	34.9%	35.1%
New Transfer	Count	224	147	145	102	98
	Percent	39.9%	37.5%	36.1%	33.7%	34.3%
UG Continuing	Count	1,295	1,324	1,364	1,268	1,104
	Percent	31.3%	31.5%	31.7%	30.7%	31.9%

Table 1.2 Pell Recipients (Source: Institutional Research Data)

The largest enrollment gains at the graduate level have been in fully online education programs that attract employed teachers in pursuit of additional credentials as part-time students. SUNY Oneonta students at both degree award levels seek an affordable education and credentials from an institution that prioritizes teaching and learning and offers a panoply of transformative learning experiences, including research opportunities.

Enrollment Management and Curricular Development

Innovation in curriculum planning cuts across several of SUNY Oneonta's planning principles, including increasing student engagement, promoting inquiry, and fostering the institution's financial stability. The 2018-2020 Enrollment Management Plan for SUNY Oneonta noted, "Since the number of high school graduates in New York State continues to decline, enrollment management is an institutional imperative to maintain the size of our university and continue to offer our high-quality programs." [S1.C1d_Enrollment Management Plan 2020]. Even before this plan was formalized, the University strove to ensure its curricular offerings could meet student demand and workforce needs. In 2012-2014, SUNY Oneonta worked with Noel Levitz, a consulting firm specializing in program demand studies and market analyses, to analyze existing programs and identify areas for growth and further development of the University's inventory of academic programs [S1.C4_Noel-Levitz Presentation]. In 2019-2022, the University enlisted Gray Associates consultants who enabled further evaluation of SUNY Oneonta's degree programs by providing instructional cost calculations and program demand data [S1.C4_Gray Associates Overview; S1.C4_Gray Data Example Scorecard; S1.C4_Gray Data Example Competitor].

In response to Noel Levitz analyses, SUNY Oneonta introduced three new programs at the undergraduate level in 2019: Exercise Science (B.S.), Art and Design (B.F.A.), and Women's and Gender Studies (B.S.) [S1.C4_Presentation of Outcomes from Noel Levitz Data]. The creation of the Exercise Science program is particularly noteworthy as it marked the addition of a new disciplinary area for the University and opened the door for future program development in the rapidly expanding "health professions" field. Adding this program required the University to secure a Master Plan Amendment from SUNY and approval of a Substantive Change Request from the MSCHE. In 2017, the University also added a Sport Management B.S. program and minors in Athletic Coaching and Sports Management.

Other representative curricular changes have included the transformation of the Computer Art B.A. degree into a Digital & Studio Art B.S. degree in 2017 [S1.C1d_Digital & Studio Art], keeping the University in tune with changes in that field. Furthermore, an applied philosophy track was added in 2017 as an option within the Philosophy B.A. program [S1.C1d_Applied Philosophy].

At the graduate level, the Nutrition and Dietetics M.S. program faculty recognized that changes in the credentialing requirements for job placement meant that students who had previously completed a post-baccalaureate dietetics internship would need additional education and a master's degree. The university re-registered this M.S. program in 2018 to allow those students to receive prior learning credit and thus avoid repeating internship work as they pursued the needed master's credential [S1.C1d_Nutrition Dietetics MS Re-reg].

Similarly, the University's Cooperstown Graduate Program identified a need to augment the History Museum Studies M.A. degree by creating a science track, as its students and graduates were increasingly pursuing job opportunities in science museums, nature centers, and similar institutions. The program was re-registered in 2015 as a museum studies program with tracks in both history and science [S1.C1d_Museum Studies Re-reg].

Results Related to University Mission and Goals

Providing Broad Access to a SUNY Oneonta Education

The University has continued working on its SP 2015 goal to broaden access to SUNY Oneonta's exceptional and affordable education programs with new initiatives and the continuation of successful existing programs. In particular, the objective to increase student financial literacy and reduce loan debt at graduation has been realized through, for example, the Excelsior Scholarship Program [S1.C1d_Excelsior Scholarship], the 200+ new scholarships and program funds established through the SUNY Oneonta Foundation [S1.C1d_SUNY Oneonta Foundation], the development of the comprehensive Making Cent$ Financial Literacy and Wellness program [S1.C3_Making Cents], the continued work of the Access and Opportunity Programs (AOP) office [S1.C3_Access & Opportunity Programs], and the College in High School partnership with area secondary schools [S1.C3_College in High School].

Governor Cuomo's announcement in May 2017 that the New York State Higher Education Services Corporation Board of Trustees voted to approve regulations governing the Excelsior Scholarship launched the first program to provide tuition-free college at New York's public universities to New York families making up to $125,000 a year. The first Excelsior scholarships were awarded at SUNY Oneonta beginning in fall 2017.

The Division of University Advancement works with alumni, donors, corporations, and foundations to raise funds to establish new endowed and annual need-based scholarships in all disciplines [S1.C3_Scholarships] as well as funds for student internship support, faculty development and student research and creative/scholarly activity, study abroad, athletics, and specific programs such as the College Assistance Migrant Program (CAMP) [S1.C3_Advancement_Funding_Priorities]. One fund in particular, the Student Emergency Fund, has helped students experiencing unexpected events that threaten their ability to continue their studies [S1.C3_Student Emergency Fund]. Started as a pilot program funded by Gerstner Philanthropies and the Heckscher Foundation for Children, a resulting study documented the positive impact of the fund on retention and graduation rates. The SUNY Oneonta Foundation included endowing the Student Emergency Fund as one of the goals of its current *Grow, Thrive, Live: The Future of SUNY Oneonta $25 Million* campaign. This goal of raising over $1 million to establish an endowed, permanent Student Emergency Fund was met in the fall 2022 [S1.C1b_Grow Thrive Live Campaign; S1.C1d_Campaign Progress Report 2022].

The University awards merit and need-based scholarships in order to support student access and success. Scholarships with a need component include the Opportunity, Promise, and Red Dragon Housing Grants. These are awarded to first-year students and account for approximately 10-12% of the total campus-based scholarship budget of $1.5-2 million allocated for new students each year. Additionally, $2.35 million in endowed and annual scholarship awards through gifts, grants, and endowment income will be provided to SUNY Oneonta students in fiscal year 2022-2023. These scholarship awards are sustainable for the foreseeable future and are part of the institution's overall planning and collaboration between the Offices of Financial Aid, Admissions, and University Advancement.

The University's Educational Opportunity Program (EOP) continued expanding access and providing support for New York State residents who demonstrate academic potential, talent, and desire to earn a college degree. EOP assists students who are both academically and financially

disadvantaged and provides additional services needed to ensure success [S1.C3_EOP Applications]. A new initiative to assist first-generation college students was launched in 2016 with the first cohort of 30 new Access to College Excellence (ACE) students arriving for a summer bridge program in July [S1.C3_EOP Summer Academy]. Also administered through the AOP office is the federally funded College Assistance Migrant Program (CAMP), which annually supports the first year of college for up to 25 students of migrant families [S1.C3_CAMP]. Established in 2001, CAMP was recently renewed by the U.S. Department of Education for another five years. Moreover, additional CAMP funds have been raised from a private donor to support students beyond the federal funding of their first year.

Promotion of Inquiry, Service, and Scholarship
The goal of promoting faculty inquiry, service, and scholarship and engaging students in scholarly activity has driven an academic culture on our campus in which there is a common pride, or *esprit de corps*, in the many academic activities that take place outside the traditional classroom venue. Embracing a 'teacher-scholar model' provides cutting-edge relevancy to teaching, joint research and creative/scholarly activity opportunities, and strong mentor relationships with faculty to students. Various divisions of the institution have supported the continued growth in this area since the last self-study, sustaining and strengthening the institutional priority of student-centered teaching and learning.

Overseen by the College Senate Committee on Research, with assistance from various administrative units and annual funding allocated by the SUNY Oneonta Foundation and Alumni Association, the Student Grant Program for Research and Creative Activity offers several options for student engagement in scholarly activity under a range of categories and throughout the disciplines, with application rounds in both fall and spring semesters [S1.C1e_Committee on Research Grant Program].

The 'Traditional' Track awards funding for independent research/creative activity projects conducted by students with faculty sponsorship, and for research teams working on a sustained research program. Since the last self-study, three additional grant program tracks were developed and implemented as a means of broadening student engagement and funding activities that faculty endeavored to achieve as part of this strategic goal. The 'Shadowing' Track supports students with little-to-no experience who are not ready to develop their own project but wish to get involved in ongoing projects by taking a supporting or observing role. The 'Course-based' Track supports activities that expose students to the breadth, depth, and application of scholarly/creative work such as class field trips to research collections or archives, travel to field sites, supplies/materials for specific course-based projects with expenses above those covered by teaching budgets, and guest expert speakers. The 'Summer Fellowship' Track supports participation in campus-based independent research with faculty mentorship, research assistantships for campus-based faculty projects, or off-campus directed field work or other research endeavors with faculty mentorship, providing students with fellowships of up to $3000, campus-based housing at no cost, and project-related expenses. One program that has thrived due to support from the Summer Fellowship Track is the SUNY Oneonta iGEM team [S1.C1e_iGEM]. The iGEM (Internationally Genetically Engineered Machine) program was launched before the pandemic but continued to thrive during the summers of 2020, 2021 and 2022 in which the group, consisting of 10-15 students with two faculty advisors and other

supporting faculty, participated in three consecutive international competitions [S1.C1e_iGEM Team Earns Silver Medal International Competition].

Many of the students funded by the Student Grant Program have the opportunity to present their work at regional, national, and international conferences [S1.C1e_Student Research Creative Activity]. Through the Student Travel for Excellence Program and the SUNY Oneonta Foundation's D'Antonio (endowed) Travel Fund, any student can apply for funding to attend and/or present at academic conferences and meetings [S1.C1e_Academic STEP; S1.C1e_Co-curricular STEP]. Further, a good number of students have co-author credits in articles in peer-reviewed journals and other publications.

Individual faculty scholarly activity is supported in a variety of ways. The Faculty/Professional Staff Research and Creative Activity Grant Program is designed to supplement support for faculty in all disciplines to begin or maintain a research agenda or to undertake creative activities [S1.C1e_Faculty Grant Guidelines]. Faculty efforts to obtain and administer external funding is supported by the Sponsored Programs Office which provides assistance with grant seeking/ submission, award administration, and research compliance. External grant-seeking is also supported by the newly created Associate Director for Scholarly Activities, housed in the Faculty Center, who also provides professional development opportunities and guidance, and support to faculty to maintain their scholarly endeavors via internal grant programs, recognition awards and events, and other initiatives [S1.C1e_Faculty Center].

Two annual events – which have become traditions – showcase the extent of inquiry, creative activity, and student learning at SUNY Oneonta. Each fall the Life of the Mind event provides a venue to spotlight the research and scholarly/creative activity, teaching, and service contributions made by faculty via poster and other presentation modalities [S1.C1e_Life of Mind]. The Student Research & Creative Activity (SRCA) Showcase, held annually in the spring, exhibits student projects through a variety of conference-style presentations and poster sessions [S1.C1e_Student Research Creative Activity Showcase]. Both events are widely attended by faculty, administrators, staff, students, and members of the community. With the growth of the Student Summer Fellowship Program, a third showcase has been added in the fall (early September) to display summer projects conducted by students with faculty mentorship. [S1.C1e_Summer 2022 Student Research Projects]. Projects related to either campus priority of sustainability and/or diversity, equity, inclusion are prominently designated as such at both the Life of the Mind and SRCA Showcases.

Faculty productivity in terms of publications and similar activities is annually compiled and celebrated at the fall Community of Scholars (held in conjunction with the Life of the Mind) [S1.C1e_Community of Scholars]. Faculty, staff, and administrators from each of the University's schools come together to celebrate the diverse forms of scholarly productivity including traditional publications of scholarly articles, books and book chapters, creative works, externally recognized music and theatre achievements, juried art exhibits, and awarded external grants and contracts. A Scholar of the Year is also chosen from each school and presents at the Community of Scholars reception. The compiled program of contributions for this event is perhaps the single strongest piece of evidence that our campus is a community of productive scholars working towards this goal [S1.C1e_Community of Scholars 2022 Program].

The development of the Faculty Center has also been guided by the strategic goal of promotion of inquiry, service, and scholarship [S1.C1e_Faculty Center]. The Faculty Center has both a physical space on campus with a director and staff, as well as a website that serves as a portal for faculty resources and activities. While the Faculty Center has served as a venue for faculty to meet and share ideas about pedagogy, it has also provided resources for department chairs, including essential trainings on topics from academic policies to external program review, administered the new faculty mentor program, and offered other programming in support of faculty development. The recent addition of Scholarly Activities to the Faculty Center rounds out efforts to support faculty in balancing the responsibilities of teaching, scholarship, and service.

Increasing Student Engagement
To optimize existing support for and increase the promotion of applied learning experiences on campus, the Experiential Learning Center (ELC) was established and opened in 2020 [S1.C3_Experiential Learning Center; S1.C3_ELC Announcement]. The ELC, located in the Hunt Student Union building, co-locates offices and staff who administer many of the most sought after applied learning experiences including internships, service learning and volunteerism, research and creative activity, international studies and global connectedness, and sustainability initiatives. The Career Development Center (CDC) is also located in the ELC, facilitating students' articulation and integration of experiential learning into their post-graduate aspirations. The co-location facilitates both student exploration of sponsored opportunities and career preparation through experiential learning articulated within their programs of study.

In 2019 the Faculty Center received an award from the SUNY Performance Improvement Fund program for its proposal "Institutionalizing Applied Learning Practices for All Majors" [S1.C3_PIF_Grant Proposal]. Before SUNY pulled funding due to pandemic spending restrictions, the Faculty Center had offered two training sessions each academic year for three years to help faculty employ best practices as they integrated applied learning activities into their courses. Several academic departments have integrated required applied learning experiences into their curricula in recent years including International Studies [S1.C3_International Studies Program Revision], Biology [S1.C3_Biology Program Revisions], and Environmental Sustainability [S1.C3_Environmental Sustainability].

Another driver of these activities has been the implementation of course designations for service learning [S1.C3_Service Learning Designation] and sustainability (a designation for diversity/equity/inclusion is in progress) [S1.C3_Sustainability Designation], and support for faculty to incorporate these campus priorities into their teaching. One example is the annual Sustainable Susquehanna Faculty Development Workshop, supported by a local waste management company, in which faculty explore how to meaningfully integrate sustainability into our classrooms. Participants receive a $1,000 honorarium upon completion of a new or revised syllabus to be taught within a targeted timeframe [S1.C3_Sustainability Courses & Sustainable Susquehanna].

SUNY Oneonta's commitment to service and service learning was recognized in 2020 when the Carnegie Foundation designated the campus as one of 119 U.S. colleges and universities to its Carnegie Community Engagement Classification [S1.C3_Community Engagement Classification].

Strengthening SUNY Oneonta's Financial Stability

The University's financial stability has been achieved through a combination of efforts. The SUNY Oneonta Foundation is a non-profit organization created in 1982 that, along with other organizations including the SUNY Oneonta Alumni Association, offers philanthropic support through scholarships, research opportunities, and academic program initiatives [S1.C1d _SUNY Oneonta Foundation].

SP 2010 implicitly prioritized financial stability throughout the plan's implementation process, that is, through objectives developed, processes created to request funding, and programming initiatives [S1.C2_Strategic Plan 2010_Fiscal Objectives Highlighted].

The institutional Strategic Allocation of Resources (StAR) program, developed in 2012, was intended as a model for the alignment of strategic planning, assessment, and resource allocation [S1.C1d_StAR Procedures 2017-18]. The StAR process engaged the campus community in decisions to allocate resources to meet strategic priorities. Faculty, staff, and students were invited to submit proposals intended to advance the goals and objectives of the University's strategic plan through investments that would lead to transformative change. Funding requests were required to include "supporting data from an assessment process or other evidence about conditions at SUNY Oneonta" that contributed to justification for the proposal. Applications were reviewed and ranked by the Presidents Executive Council (PEC), comprised of the President's Cabinet, chairs of the Strategic Planning Committee and Budget Advisory Committee (BAC), deans, Presiding Officer of the Senate, Student Association (SA) President, and others as designated by the President [S1.C1d_StAR Application Guidelines & Evaluation Rubric]. The PEC made recommendations for funding to the President and President's Cabinet. The BAC separately considered and recommended a total amount of funding to be released to fund the new initiatives. Using these recommendations, the President and Cabinet made final decisions to fund selected proposals. The first round of StAR awards from proposals submitted in 2012-2013 were funded in 2013-2014. The StAR funding program ended in 2018 after having funded a total of 62 proposals over a six-year period and releasing $3.1 million in funds to support strategic initiatives [S1.C1d_StAR 2012-13 Funded Awards; S1.C1d_StAR 2013-14 Funded Awards; S1.C1d_StAR Funded Awards 2014-2018].

Financial sustainability was directly mentioned as the fourth and final goal of the SP 2015 as an acknowledgement of the changing economic landscape and a college-wide determination to navigate it [S1.C3_Final Goal Strategic Plan 2015]. An increase in the number of scholarships offered during this period also supported minimizing student debt. One action item in the strategic plan was to develop and launch a multi-faceted financial literacy campaign to educate students and parents about debt reduction, budgeting, and personal financial skills. From 2016-2020, StAR monies were allocated to the program for a year with additional grant support awarded. The program has since been institutionalized and embedded into regular programming and committee work for the college [S1.C3_Making Cents; S1.C3_Making Cents Report].

Evaluating Success

The SP 2010 that guided campus improvement efforts through the first two years of this accreditation cycle (until 2015) was a bellwether effort that set a high bar, exemplifying best practices in coordinating planning with resource allocation and assessment methods. Perhaps most successfully, SP 2010 made improvement of the infrastructure for student learning a top priority and a subject of everyday conversation and efforts. SP 2010 also demonstrated, however,

the potential of strategic plans to engender action items and proliferate work at a rate likely to cause initiative and planning fatigue and lead to assessment practices that are focused on task completion rather than improvement outcomes [S1.C4_SP 2010 Performance Indicators May 2012; S1.C4_SP 2010 Performance Indicators January 2013]. SUNY Oneonta's more recent planning efforts have sought to redress that tendency, in part by limiting the scope and duration of the plans and thus ensuring focus on outcomes and enabling agility in responding to changing conditions within higher education.

The SP 2015 begun under the leadership of President Kleniewski was actively evaluated through the plan's sunsetting in 2018 [S1.C2_President Announcement of 2015 Strategic Plan]. The plan included four goals with a total of 18 objectives divided among them. At the conclusion of the period covered by the plan, six objectives were achieved; progress had been made toward 10 additional objectives; and two objectives had been strategically reevaluated and redefined.

The University's approach to measuring the success of SP 2015 included continued evaluation of priority actions as well as outright completion of objectives [S1.C1g_Strategic Plan 2015]. The process was largely undertaken by the Strategic Planning Council and its subcommittees. It was tracked using spreadsheets identifying responsible parties, necessary financial resources, and timetables. The evaluation process focused on identifying measurable key performance indicators at the start of the review period and the charting of actual outcomes as time passed [S1.C1g_Strategic Plan 2015 Status Update_2018].

Objectives and Key Results
The Strategic Planning Council that served as a clearinghouse for the goals and objectives of SP 2010 and SP 2015 was not reconstituted when the University shifted, in 2019, to use of an OKRs model. The OKRs model was itself a planned improvement effort that sought to redress some of the limitations of earlier planning methodologies, in particular the drift from outcomes toward achievement of objectives. The OKRs model also offered a top-down and bottom-up approach to strategic planning designed to be a shorter, more nimble response to the rapidly shifting environment of higher education. Cabinet members were directed to lead divisional and unit-level conversations that produced the OKRs. These would be building blocks, the significant steps to take in support of SUNY Oneonta's mission, and they would provide a way to measure progress. Divisions presented their first OKRs in 2019, and these were adopted following review by the newly created Division of Strategy, Planning and Effectiveness. The OKRs exercise revealed the need for additional information to frame a true strategic plan and, by early 2020, efforts shifted to gathering data and assessing several fundamental areas of the institution. This "housekeeping" activity would inform thinking about resources, structure, and initiatives [S1.C4_OKR Finance and Administration_2019; S1.C4_OKR Advancement 2019-2020; S1.C4_OKR Advancement Work Buckets].

With changes in operation as a result of the COVID-19 pandemic and changes in leadership stemming from a presidential resignation, additional planning was placed on hold. Success for the university in the 2020-2022 period was instead measured by the continuity of learning and assistance provided to students throughout the pandemic, and the support provided to faculty during the pivot to online delivery and transition to interim leadership. The strategic planning process with intended use of OKRs was deferred [S1.C2_Timeline for 2020 Strategic Planning_President Morris; S1.C1g_President Morris Strategic Plan Update]. Campus divisions continued evaluating progress on their OKRs, revising and developing new ones in the interim.

Presidential Dialogues and Identification of Strategic Opportunities
President Alberto Cardelle's arrival as the ninth president of SUNY Oneonta has provided another opportunity to revisit the strategic planning process. During the spring 2022 semester, a total of 14 institutional dialogue sessions were held with faculty, staff, and administrators to assess the opportunities and challenges facing the university [S1.C1a_2022 Cardelle Strategic Opportunity Planning Invitation]. These virtual and in-person meetings were well-attended and engendered lively and frank discussions. The thoughts and ideas shared facilitated creation of an agenda for institutional renewal after COVID-19. Entitled "Regaining Momentum," the University's new agenda identified strategic opportunities for recruiting and retaining students and increasing community engagement for the next 18-24 months as a prelude to a subsequent, more in-depth strategic planning process. After the draft agenda was circulated to Cabinet, shared governance and the SA, the final document entitled *Regaining Momentum: An Agenda for SUNY Oneonta May 2022-December 2023* was shared in April with the entire campus community, including the College Council, and further discussed during a campus-wide forum in May [S1.C1a_Announcement Regaining Momentum Agenda]. The announcement described the document as outlining "the integrated approach and cross cutting principles that will steer our actions over the next 18 months." During the forum, information was presented about campus funding to support the efforts related to the Agenda's strategic opportunities. Framed as opportunities related to recruitment and retention and community engagement, these strategic opportunities connect directly and strongly to the institution's priorities of providing student-centered teaching and learning; promoting diversity, equity, and inclusion; practicing and valuing sustainability; and strengthening institutional communication [S1.C2_Regaining Momentum Strategic Agenda].

The *Regaining Momentum Agenda* and its areas of strategic opportunity initiated a new funding process that will occur in three rounds, with a call for proposals in spring 2022, fall 2022 and spring 2023 [S1.C1d_Strategic Opportunities Funding Request]. Similar in many ways to the previous StAR and College Budget Committee (CBC) processes, the Strategic Opportunities Funding program allows for campus personnel to request funding for up to three years for initiatives that align with the opportunities and ideas put forward in the Agenda. Strategic Opportunities Funding Requests must be forwarded through the chain of next-level supervisor/ leadership up through the Vice President or executive level officer, and the application requires explanation of alignment with the Agenda, and how the effort will help the institution. The application requires a discussion of tactical approach, expected outcomes and how they will be measured, and supporting data for the proposal (e.g., assessment data, trends, SWOT analysis). Initial funding for successful proposals is one-time in nature and, in order to obtain ongoing, permanent funding for the initiative, assessment of project outcomes and demonstration of ongoing alignment with institutional goals will be required. The CBC reviews all requests and makes funding recommendations to the President. The first round of proposals resulted in seven funded requests totaling $286,800 [S1.C1d_Round 1 Strategic Funding]. The second round of proposals (21 submissions from across campus) were evaluated and announced in January 2023 [S1.C1d_Round 2 Strategic Funding].

Findings
The University's key performance metrics – its comparatively good retention and time to degree statistics – during this accreditation cycle are the strongest testimony that SUNY Oneonta has

succeeded in advancing and keeping current its institutional mission and achieving associated strategic goals.

Strategic goal setting and planning have ensured mission-focus during this accreditation cycle and calibration of efforts and resource expenditures across the University's divisions. One consequence of the collective, steadfast commitment to advancing mission through strategic planning has been a proliferation of planning efforts and corresponding institutional improvement efforts. At times the engendered work related to planning has been less outcomes-oriented than it has been focused on completion of objectives and initiatives.

The University has also earnestly explored planning methodologies. As our students and the higher education landscape have changed, so too have our strategic goals and processes. Again, in earlier strategic plans, institutional goals were not always sufficiently outcomes oriented. This limited the comprehensiveness of the assessment of initiatives, programming, and other perceived improvements. Simply put, the focus often defaulted to completion of proposed work rather than yield assessments of greater institutional value.

Periodic Assessment of Mission and Goals

In 2018, a listening tour conducted by then new President Barbara Morris revealed campus consensus in a few areas, one of which stood out above all others – the campus had and valued an ethic of care. Three values woven into the fabric of SUNY Oneonta expressed the essence of this ethic – inclusivity, service, and sustainability. These values informed the mission statement review that followed. As President Morris summarized the findings of her listening tour, "We care deeply about inclusion and want to make sure that everyone feels welcome here. We are committed to serving others and seeking ways to make a difference in their lives. We have a passion for sustainability that shapes our approach to financial and environmental issues and guides us toward personal meaning." [S1.C1f_New Mission Statement Announcement May 2019].

Beginning in late January through April 2019, ten "hackathons" were held during which different internal and external stakeholder groups, including students, faculty, and staff, as well as members of the College Council, the Alumni Association, and the SUNY Oneonta Foundation, reviewed and began to reframe the University's mission [S1.C1a_Hack-a-thon Schedule]. Each hackathon produced potential mission statements that were put before Cabinet for evaluation and refinement. The viable options were presented to the College Senate for input. The President's Executive Council subsequently selected three of the mission statements for the campus community to consider and cast ballots for the statement that best fit SUNY Oneonta.

The mission statement with the most campus support, SUNY Oneonta's emergent mission statement, was brought to the College Council in April 2019 for their endorsement [S1.C1c_College Council Minutes April 18 2019]. In May 2019 the College Council officially announced the institution's new mission statement: "We nurture a community where students grow intellectually, thrive socially and live purposefully" [S1.C1f_New Mission Statement Announcement May 2019].

The process used to create a new mission statement allowed the University community to reflect on and affirm our institutional values, and to influence the language used to convey those values. The three core values that surfaced during President Morris's listening tour were affirmed

through the mission review/revision process and were, thus, identified as linchpins undergirding the new mission statement.

Observations on Standard I

SUNY Oneonta meets Standard I and Requirements of Affiliation 7 and 10. It has a clearly defined educational mission that informs all work and study at SUNY Oneonta. The mission is publicized and disseminated among students, and the University's goals are appropriate. Its mission and goals are regularly assessed and adjusted to remain current. We work steadily to achieve the institution's goals through curriculum and the work of academic departments and administrative offices.

Strengths and Suggestions, Standard I

Strengths

- The University has a well-defined mission to which its vision and strategic goals are calibrated.
- The mission statement is assessed periodically.
- The faculty deliver academic programs that advance the University's mission and offer skills and experiences that prepare students to be engaged and discerning citizens, learners, and employees after graduation.
- Retention rates have historically been strong.
- Academic and administrative units frame and perform their work in alignment with the University's mission.

Suggestions

- Increase opportunities between Convocation and Commencement to reinforce student understanding of the University's mission.
- Continue to evolve strategic planning processes that are outcomes-oriented.
- Focus the University's improvement efforts on equity gaps, completion rates, and learning and completion support.

Standard VI

> *The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

Overall Finances

Financial resources enable SUNY Oneonta to accomplish its mission and, over the years, they have been sufficient to secure the necessary faculty, staff, buildings, and other needs. Over the last ten years, SUNY Oneonta's operating budget has grown from about $108 million, reaching up to $125 million prior to the COVID-19 pandemic, and now standing at $112 million.

The operating budget is reliant on enrollment, with about 80% being driven by tuition and fee revenue streams (dining, room rent, and other fees). State tax operating support provides for about 13%, and funds provided for designated activity through the SUNY Oneonta Foundation and Research Foundation for SUNY (RF) make up the remaining 8%. As a comprehensive

regional institution, this distribution of revenue streams has been relatively consistent in the operating budget over the last ten years. Our present financial position is stable.
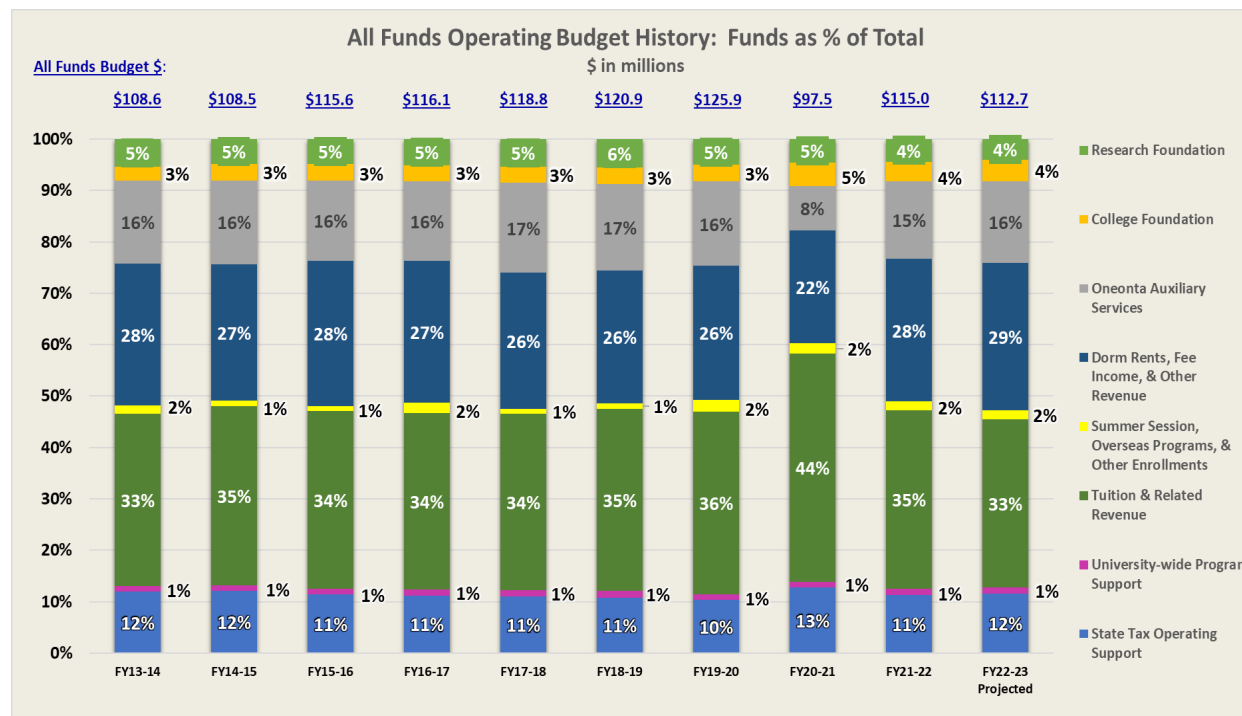
Figure 1.1 All Funds Operating Budget History (Source: Finance & Administration)

The institution relies on multiple sources of funding to meet its operating budget needs. About 75% of the all-funds operating budget is appropriated through the NYS budget process, and the other 25% comes from affiliated entities that support the institution. Student fees, room rents, tuition, and state tax support are the primary sources for the various funds appropriated through the state budget. Support from external sources include grants and contracts revenue (indirect costs) generated through the RF, philanthropic revenue generated through the SUNY Oneonta Foundation, and revenue from auxiliary services such as dining, bookstore, vending, and retail operations generated through Oneonta Auxiliary Services (OAS).

As an institution in the SUNY System, tuition rates and student fees are not controlled locally by the University. Tuition rates are set by the state of New York and SUNY Board of Trustees [S6.C3_Tuition Schedule Policy]. Broad-based student fees require SUNY Board of Trustees approval through the SUNY Chancellor. Room rates are set by the institution with some scrutiny by SUNY System administration, and dining plan rates are set by the OAS Board of Directors [S6.C3_Housing Rates]. Not having institutional control over the larger revenue streams (tuition and fees) presents budget challenges in meeting ongoing expenses. However, the University is committed to controlling students' billed costs of attendance to the degree possible. Year-over-year increases are typically measured against the Higher Education Price Index (HEPI) five-year average with the goal of keeping cost increases at or below that index. Budget development processes reinforce efforts to maintain affordability as an institution of public access. Increases in billed costs of attendance in recent years have been maintained at annual increases consistent with the HEPI.

Billed Cost of Attendance: Fall 2022 FINAL (Per Semester)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	$ Change v. Prior Yr	% Change v. Prior Yr
In-State Undergraduate Tuition	$3,435.00	$3,535.00	$3,535.00	$3,535.00	$3,535.00	$0.00	-
Dorm Room (NEW STUDENTS ONLY; Double room)	$4,427.00	$4,605.00	$4,790.00	$4,790.00	$4,935.00	$145.00	3.0%
Dining Plan (Unlimited)	$2,175.00	$2,215.00	$2,270.00	$2,500.00	$2,600.00	$100.00	4.0%
Tuition, Room & Board Subtotal	$10,037.00	$10,355.00	$10,595.00	$10,825.00	$11,070.00	$245.00	2.3%
Annual Cost	**$20,074.00**	**$20,710.00**	**$21,190.00**	**$21,650.00**	**$22,140.00**	**$490.00**	**2.3%**
Athletic Fee	$225.50	$234.00	$234.00	$234.00	$234.00	$0.00	-
Technology Fee	$232.00	$235.50	$235.50	$235.50	$235.50	$0.00	-
Health Fee	$177.50	$187.50	$196.50	$196.50	$196.50	$0.00	-
College Fee	$12.50	$25.00	$25.00	$25.00	$25.00	$0.00	-
Transcript Fee	$5.00	$5.00	$5.00	$5.00	$5.00	$0.00	-
Transportation Fee	$7.50	$7.50	$7.50	$7.50	$7.50	$0.00	-
Student Life Fee	$0.00	$24.00	$24.00	$24.00	$24.00	$0.00	-
Student Activity Fee	$115.50	$116.50	$117.75	$117.75	$125.00	$7.25	6.2%
Comprehensive Fee Subtotal	$775.50	$835.00	$845.25	$845.25	$852.50	$7.25	0.9%
Annual Cost	**$1,551.00**	**$1,670.00**	**$1,691.00**	**$1,691.00**	**$1,705.00**	**$15.00**	0.9%
SEMESTER TOTAL	**$10,812.50**	**$11,190.00**	**$11,440.25**	**$11,670.25**	**$11,922.50**	$252.25	2.2%
Annual COST	**$21,625.00**	**$22,380.00**	**$22,881.00**	**$23,341.00**	**$23,845.00**	**$505.00**	**2.2%**
% change v. prior year	**3.0%**	**3.5%**	**2.2%**	**2.0%**	**2.2%**		

Figure 1.2 Billed Cost of Attendance - Fall 2022 (Source: Finance and Administration)

Core Operating Budget

Over the last several years, the University has had sufficient resources, across all operating funds, to cover expenses. This has supported and sustained the university's strong campus reserves position. In the core operating budget, as the fiscal year wraps up, an annual budget sweep process is performed to capture final fiscal year savings in that fund for addition to reserves. This is an intentional strategy in the campus financial plan to help ensure the viability of our reserves. The table below shows the core operating budget results for the last several years, excluding planned inter-fund budget transfers and fiscal year close out transactions.

Core Operations Budget Results: FY18-FY22 (Includes academic year tuition, college fee, interest, NYS tax support)	2017-18	2018-19	2019-20	2020-21	2021-22
Revenue:					
Tuition & related	$41,185,460.00	$43,615,590.00	$43,810,615.00	$45,036,324.00	$38,917,740.00
NYS Tas Support	$13,119,308.00	$14,791,639.00	$11,346,922.00	$14,156,050.00	$13,308,041.00
Total Revenue	**$54,304,768.00**	**$58,407,229.00**	**$55,157,537.00**	**$59,192,374.00**	**$52,225,781.00**
Expenses:					
Salaries	$44,552,060.00	$47,317,860.00	$47,825,772.00	$47,422,320.00	$46,102,071.00
General non-salary expenses	$2,907,900.00	$3,848,788.00	$3,095,305.00	$2,043,979.00	$2,755,897.00
Scholarship/Student Aid	$3,812,934.00	$2,315,016.00	$2,736,899.00	$5,374,702.00	$1,569,158.00
Utilities	$1,632,156.00	$1,798,067.00	$1,445,963.00	$1,258,602.00	$1,035,953.00
Total Expenses	**$52,905,050.00**	**$55,279,731.00**	**$55,103,939.00**	**$56,099,603.00**	**$51,463,079.00**
Operating Surplus/(Deficit)	**$1,399,718.00**	**$3,127,498.00**	**$53,598.00**	**$3,092,771.00**	**$762,702.00**

Figure 1.3 Operating Budget (Source: Finance and Administration)

Similar year-end processes are utilized in our fee and other income budgets, although results are often captured at a program level to sustain program reserves. Any growing cash balances at the program level that are consistently in excess of 25% of annual program expenses are subject to review and transfer to support objectives such as fee mitigation, equipment reserves, addition to campus reserves, or other needs as determined by the university's priorities.

Mid-year financial monitoring and projections are also used to measure and assess overall budget adequacy for the given year. Tuition and fee revenue in relation to enrollment is reviewed regularly and compared to initial fiscal year revenue projections. This on-going assessment helps to determine if we are on track to meet our financial plan revenue targets and where adjustments to the budget might be needed in order to adequately support remaining fiscal year needs and/or to determine a surplus that can be allocated for new initiatives [S6.C3_Core Operating Cost Financial Plan 2019-2025].

Reserves and Liquidity
The University has historically worked to maintain an annual structural surplus in its operating budget (a "recurring reserve") to provide financial strength with the ability to withstand revenue shortfalls and unforeseen expenditures as well as providing resources for new or increasing program needs. Additionally, the University has historically captured annual operating savings at fiscal year-end to sustain cash reserves, meeting also SUNY's Policy for Reserves [S6.C3_SUNY Reserve Policy Operating Funds].

In 2013-2014 our projected recurring reserves had fallen well below our minimum reserve target of 10% of state tax support. The 2014-2015 budget outlook projected a recurring reserve of just $0.3 million, about $1.0 million short of our $1.3 million minimum target [S6.C3_Cash Reserves Budget Update 2014]. Restoration of campus reserves was incorporated into the 2015 Strategic Plan (goal 4c), establishing an increased target of $2.0 million, at 15% of state tax support [S6.C3_College Senate Presentation SP 2015 Objective C_2017]. Working to achieve that target, in 2015-2016 and again in 2017-2018, all areas/divisions of the university were asked to find recurring savings in their budgets totaling $500K and $400K respectively [S6.C3_Memo on Budget Reductions 2017; S6.C3_Oneonta Financial Statements & Ratios 6.30.18]. Through these savings along with other conservative measures, we went into the COVID-19 pandemic with an annual operating surplus (or "recurring reserve") of nearly $2 million [S6.C3_Cash Reserves 2019-20 Budget]. The impact of the pandemic on enrollment, combined with no tuition increases, and minimal fee increases over the last 3 years, has eroded the annual operating budget condition. For 2021-2022, the University implemented a permanent $3 million budget reduction. All divisions were required to identify recurring budget reductions to meet a share of the $3 million target. These budget reductions did not fully restore an operating surplus but have helped maintain some ground in the overall budget condition.

The University currently faces a projected structural deficit of about $2 million in its core operating budget (about 2.3% relative to our $86 million annual state-appropriated operating budget) [S6.C3_CBC Cash Reserves Update October 2022]. While the University's structural surplus (or "recurring reserve") has been erased, our one-time cash reserve position remains strong, in large part due to the strategy to capture year-end fiscal year savings, rolling them into

the University's cash reserves. As of October 2022, the University's centralized one-time cash reserve was projected at about $22 million, or 26% of our $86 million annual state-appropriated operating budget [S6.C3_CBC Campus Reserves Update 10.28.22].

In the short-term, fiscal year savings will help offset the structural deficit to a large degree, and use of cash reserves will ensure that the budget gap is covered. Longer-term planning is necessary to ensure that the operational budget achieves balance between revenue and expenses. In the short- to mid-term, the University's cash reserves provide some stability in the operational budget as we move forward under the *Regaining Momentum Agenda*. [S6.C3_Budget Update 11.14.22].

Endowment
The SUNY Oneonta Foundation has aligned their priorities to support student access and engagement through the availability of scholarships and awards. As a result, a total of 3,829 individuals, foundations, corporations, and businesses made charitable gifts totaling $4,695,264 to the SUNY Oneonta Foundation in 2021-2022. This was the highest fiscal-year total on record and included the establishment of 30 new endowed and expendable funds which increased our endowed and expendable funds to 571 from 401 in 2015. [S6.C3_2021-22 College Advancement Annual Report].

The SUNY Oneonta Foundation has surpassed its fundraising goal for its current *Grow. Thrive. Live. The Future of SUNY Oneonta $25 Million* campaign, raising $28+ million as of June 30, 2022, with a year remaining in the campaign.

A current goal of the SUNY Oneonta Foundation is to provide a $100 million endowment supporting affordable access to high-quality academic experiences for students at SUNY Oneonta. As of June 30, 2022, its endowment funds and net assets stood at over $71.4 million, the largest in the SUNY comprehensive college/university sector [S6.C2_Campaign Progress Report 2022].

Budgeting

Multi-Year Budget Planning
The University uses a multi-year financial plan, developed under the leadership of the University's chief financial officer (CFO) [S6.C3_Core Operating Cost Financial Plan 2019-2025; S6.C3_Financial Management Strategies 2022-23].

Enrollment Projections
A team including the University's CFO, enrollment management leadership, and the Institutional Research Director has developed a five-year headcount and revenue projection model that uses comprehensive calculations of fall-to-fall, and fall-to-spring retention rates by cohort and student type [S6.C8_Complete Prediction Models 1.16.2023]. This model is used to project future enrollment headcounts and uses several different variables to then project revenue [S6.C3_Enrollment Projections 2022 through 2025; S6.C3_Enrollment Targets 2019]. The projections allow the campus to better understand trends in historical data, make decisions that will improve strategic planning, and take steps toward growth and, alternatively, steps to slow and/or divert expansion when necessary.

The COVID-19 pandemic made it difficult to predict student enrollment and persistence behavior. Consequently, it has greatly shaped our current enrollment strategy. We saw a dramatic increase in attrition between fall 2021 and spring 2022. This loss of students, combined with national data surrounding declining high school class sizes, has shifted our former plan of growth to one focused on maintenance and improved retention rates.

College Budget Committee
The CBC was convened in 2018, replacing the former Budget Advisory Committee (BAC). The responsibilities of this committee remained the same; however, the membership was expanded to broaden representation. The CBC plays a role in the overall strategic and financial planning for the institution under the following charge [S6.C5_Budget Committee]:

> *The budget committee recommends to the President an annual budget in a multi-year planning context. The Committee shall (a) maintain a highly transparent, informative, and participatory operating budgeting process; (b) integrate campus strategic planning with the budgeting process; (c) analyze the budget context (e.g., state funding) and its impact on the institution; and (d) advise the President regarding the process of constructing annual divisional operating budgets and an overall college budget.*

The budget committee's membership was intentionally revised to include members of the campus community who, by virtue of their roles, would have knowledge of and insight into the University's institutional planning, key objectives, and overarching goals, and would have opportunity for consultation and discussion with their constituencies regarding the University's budget and budget priorities. The CBC's current membership consists of administrators, faculty, staff, and students:

- Vice President for Finance and Administration (chair)
- Classified Staff Representative
- College Senate Presiding Officer (or designee)
- Student Association President (or designee)
- Student Association Vice President for Finance (or designee)
- Deans' Council Representative
- 3 members from the Committee on Academic Planning and Resource Allocation
- Vice President for Academic Affairs and Provost
- Vice President for University Advancement
- Vice President for Student Affairs
- Vice President for Diversity, Equity and Inclusion and Chief Diversity Officer
- Chief Human Resources Officer

Prior to 2018, the previous BAC would make recommendations annually for a total amount of funds to release in the campus budget to fund strategic funding requests submitted by departments via the previously discussed StAR program. The work of the BAC was to analyze financial conditions and context and recommend how much the institution could afford to invest in the proposed initiatives.

With changes made in 2018, the CBC became responsible for the review of budget requests submitted by departments for new resources in support of strategic or operational needs [S6.C5_Framework for Requests for Operational Funding Increases; S6.C9_Budget and Student Fee Request Process; S6.C9_Budget Request Application]. Serving to align overall institutional

planning, members of the CBC each brought to the review process and discussion their knowledge of and perspectives on institutional planning and key objectives, including those from departmental planning and OKRs. To further inform the committee, funding requests required narrative justification including:

- The initiative's importance for the department/division/university
- Supporting data such as assessment data, other evidence, or trends
- The alternatives considered and the analysis of existing resources

After reviewing all requests, the CBC made funding recommendations to the President for final decision-making. The pandemic disrupted this new process as funding from the state and other revenue sources became uncertain beginning in January 2020. In that cycle, many requests were withdrawn given the focus on spending only for essential purposes. Nonetheless, the process continued into the next year before sunsetting in 2021. In all, 33 funding requests totaling $2.6 million were approved through this process in support of both strategic and operational programs and needs [S6.C9_Budget Committee Requests and Results].

In 2021, still dealing with fallout from the COVID-19 pandemic and under the new leadership of President Cardelle, the focus of the CBC shifted to strategic budget requests. A new framework for addressing operational budget requests to maintain existing functions was developed whereby the President and Executive Staff would handle operational budget requests under $25,000. Within its existing charge, the CBC is now tasked with reviewing Strategic Opportunity Funding requests in support of the Strategic Opportunities outlined in the *Regaining Momentum Agenda* [S6.C1,C8_Strategic Opportunities Funding Request].

Planning Process
The process for formalizing the budget for a new fiscal year is comprehensive and transparent. Communication regarding the all-funds budget is communicated in both fall and spring semesters across various venues including the CBC, College Senate, SA, Resident Student Organization, College Council, and United University Professions (UUP) leadership [S6.C3_UUP Budget Update 2021; S6.C3_SA Budget Presentation 2022; S6.C3_College Council Budget Update 2021]. Communication through channels such as *Notes from Netzer* and *The ONEonta Bulletin* is also disseminated as needed. When necessary, communication regarding specific budget circumstances or directives (e.g., spending control processes, travel requirements) are developed in consultation with the President, Executive Staff, and Cabinet, and communicated to the campus and all account managers through email channels.

Divisional/departmental operating budgets are set at amounts that have historically remained static with only incremental changes to account for adjustments for negotiated salary increases for funded positions and plus/minus any permanent funding adjustments made over the prior fiscal year. The COVID-19 outbreak and associated decline in student enrollment, however, led to campus-wide budget reductions [S6.C3_COVID-19 Spending Controls; S6.C3_Update on COVID Impact]. Targets were set for each division and the Vice Presidents derived strategies to enable departments and offices to endure the cuts that persisted since the 2021-2022 academic year and contribute to campus stewardship during this period of uncertain enrollments [S6.C3_Essential Spending Requests_2021]. All units have the opportunity to request increases in budget allocations and student fees on a yearly basis through a process established by the CBC.

The Division of Academic Affairs has an annual resource distribution model that uses metrics such as enrollment and staffing to distribute a pool of OTPS (Other Than Personal Service) resources among the academic departments. The allocations, as determined by the model, are communicated to the provost, deans, chairs/directors, and department administrative assistants. Decisions regarding allocation of faculty lines begin in Academic Affairs within a faculty staffing planning process [S6.C4_Example Academic Affairs Vacancy Request Template]. Determining replacement or reallocation of faculty lines that have become vacant is prioritized through a request process within the division that rolls up through the schools to the divisional level. New positions might be requested using salary savings from other positions replaced at lower salaries or not replaced at all. The proposed faculty staffing plan is submitted to the President and Executive Staff for review relative to alignment with institutional goals and objectives.

The 2022-2023 Academic Department Resource Distribution Model distributes $586.8K in resources among 30 departmental accounts. The total allocated resources have stayed the same over last year for these 30 accounts. (Prior to FY 2021-2022 there was a budget reduction which decreased the total allocated resources from $722K to the current available $586.8K.)

Factors affecting the model include a three-year weighted average enrollment, departmental cost factors, total number of full-time positions (full-time equivalent, or FTE), and number of full-time instructional positions (IFTE).

Professional development funds are allocated at $650 per IFTE. Other categories in the model that have no formulaic basis for allocation, including Mail, Travel/Automotive (non-professional development), and Contractual Services, remain unchanged, except where a department or school has requested a permanent re-allocation of resources within their own area or school.

Beginning in 2022, under the leadership and direction of President Cardelle, a two-part workforce planning process has been developed that builds upon the former vacancy review process. The new workforce planning process includes a monthly review and approval of position requests (replacement or new) by the President and Executive Staff. More broadly, divisional leaders each develop an overall divisional staffing plan that considers current staffing levels, anticipated vacancies, capacity of current staffing to address current strategies and operations of the institution, and projections of staffing needs for the next one-three years to support ongoing institutional objectives and plans. These divisional plans must also consider the general higher education context and how external forces may require shifts in staffing plans in the next several years. The divisional plans are reviewed and updated at least two times per year. Staffing requests made in the monthly workforce planning reviews should align with and support the broader divisional plans. Going forward, incorporating a longer-range outlook in the staffing planning process will help align divisional-level staffing, and resource allocation supporting it, with institutional objectives.

Committees exist for the purpose of reviewing each of the largest of our broad-based fees: Intercollegiate Athletic, Technology, Student Health, Student Activity/Life. The CBC reviews fee increases, as a package of Billed Cost of Attendance (CoA) and any course fee requests. Billed CoA and associated fee increases are presented to the SA for their info and feedback [S6.C3_Broad Based Fees]. Our dormitory budget and Billed CoA are also presented to the Resident Student Organization for feedback [S6.C3_RSO Dorm Budget Update 2022]. A memo

outlining the fee increases, if any, goes out to the student body in late spring for the following year's costs.

Budget Monitoring

After the annual budget is formalized and the fiscal year begins, departmental accounts are monitored regularly. When an account nears or reaches being over-expended the department is notified and is required to adjust resources where necessary. The SUNY Business Intelligence (BI) online tool enables all account/budget managers to view budgets and obtain reports at any time. Training related to the use of the BI tool and effectively managing a budget are conducted throughout the year for all account managers. As the fiscal year wraps up, an annual budget sweep process is performed which provides information as to where annual budget allocations were not fully utilized and helps to show which areas may have needed more funding.

Fiscal Controls and Audits

SUNY Oneonta's audited financial statements are prepared and submitted by SUNY System Administration for SUNY as a whole and not by individual SUNY campuses [S6.C7_2022 Audit & SUNY Annual Financial Report].

The SUNY System is audited annually by KPMG LLP. Since the time of the last self-study the University has received unqualified (clean) opinions as to the fairness of the presentation of its financial statements, and the auditors have reported no material deficiencies in internal controls over financial reporting.

Staffing

In recent years, salary expenses make up 75% to 80% of total operating expenses across state-appropriated operating funds. Given that staffing is the University's largest area of operating expense, staffing levels are centrally managed and salary savings, whether recurring or one-time, are also centrally captured and deployed for other purposes only when approved and to meet operational needs. Close management of staffing levels in this way has allowed for stability in the number of funded positions relative to enrollment over time [S6.C3_Financial Management Strategies 2022-23]. Enrollment and staffing trends over time are tracked and communicated out in budget updates to campus leadership and through regular budget communications.
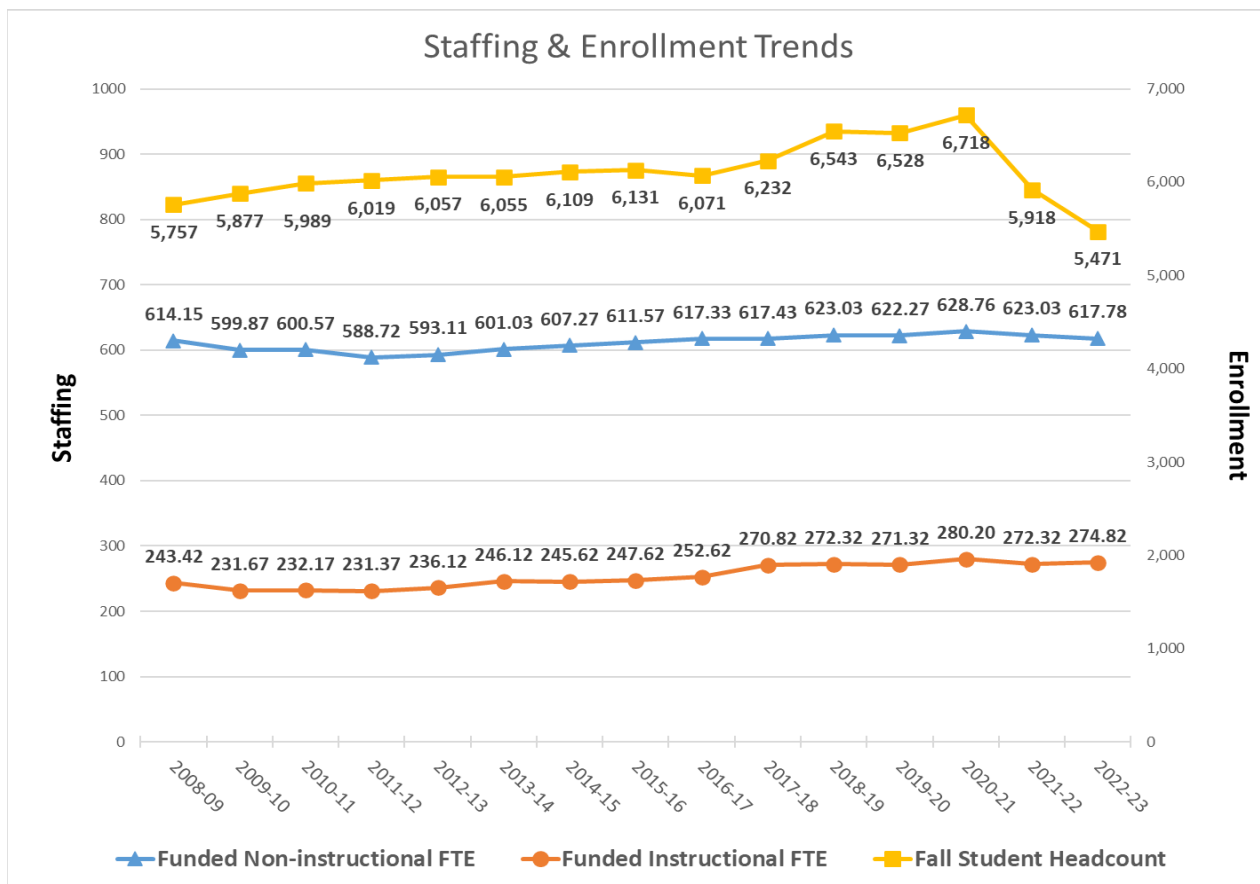
Figure 1.4 Staffing and Enrollment Trends (Source: Finance and Administration)

Buildings, Grounds, and Facilities Management

Campus facilities, site, and utilities infrastructure are maintained in good to excellent condition. Facilities assets such as building envelope, building systems, site infrastructure, and grounds assets are tracked though an asset lifecycle management system (Asset Works Aim) [S6.C6_Campus Dashboard Asset Management]. Periodic condition assessments occur, and the asset database is updated to reflect progress as well as project future renewal costs and facilities condition index [S6.C8_Facilities Immediate Need Ranked 2023]. The campus deferred maintenance backlog is favorable by comparison to peer institutions in the SUNY System [S6.C6_Deferred Maintenance Backlog 2023; S6.C6_Facilities Condition Index; S6.C6_FCI by Campus].

Work requests and repairs are managed through a computerized maintenance management system (TMA) [S6.C6_Maintenance Management System]. Space inventory and property control are managed through similar systems [S6.C6_Property Control System].

SUNY Oneonta receives substantial capital facilities support from New York State through the State University Construction Fund (SUCF) [S6.C6_Construction Fund]. Capital allocations for major building renovations or repairs and new buildings are provided through the SUCF, as are critical maintenance allocations to the campus of nearly $4 million annually. The Residence Hall budget, supported solely by students' housing fees, fully supports the residence hall capital program. New York State also provides support for fringe benefit costs for employees through its general fund, although funds supported by revenue other than tuition and state tax support, e.g.,

student fee and room rent revenues, must cover pooled fringe benefit assessments within their own revenue streams.

The campus has an aggressive capital program, guided by integrated planning, that addresses stewardship issues as well as capital needs for academic program expansion and accreditation. Outside of the facilities master planning process there is regular communication between Academic Affairs and facilities management with respect to current and future needs.

All major capital projects that involve academic units include advisory committees with representation from faculty and staff stakeholders. The Facilities Planning department undertakes numerous planning studies which are eventually integrated into the Facilities Master Plan (FMP) and the capital program. Examples include:

- Academic department program studies
- ADA accessibility study and transition plan
- Clean energy master plan
- Residence life master planning
- Landscape and horticulture master plan
- Land use studies
- Facilities condition assessments
- Infrastructure capacity studies

Facilities Master Plan 2013-2023
Beginning in 2011, SUNY Oneonta developed a comprehensive FMP to provide guidance for future campus development [S6.C6_Facilities Master Plan].

The 2013-2023 Master Plan goals included:
- Enhancing pedestrian pathways and minimizing vehicular conflicts
- Optimizing public transportation
- Concentrating on new buildings to enhance the collegiate environment
- Enhancing the landscape
- Expanding campus sculpture and art
- Creating a campus centerpiece that embodies the identity of the College

SUNY Oneonta has a culture of intentionality and integrated facilities planning. Major capital investments must satisfy multiple strategic objectives. Recent achievements from the previous master planning cycle include the following.

Renovation of Fitzelle Hall (2014). Fitzelle Hall is SUNY Oneonta's largest academic building and the first building on campus to meet the sustainability standards for Leadership in Energy and Environmental Design (LEED) Silver certification. The renovated building is 30,000 square feet larger than the original but uses 20% less energy. Ten percent of the steel, aluminum, glass, and other building materials used in the project were recycled. Home to the Professional Education Unit and departments of Africana & Latinx Studies; Mathematics, Computer Science & Statistics; Philosophy; and Psychology, the 100,000-square-foot building has 23 classrooms and specialty learning spaces, and 113 faculty and staff offices [S6.C6_Fitzelle Renovation].

Construction of the new Auxiliary Services Building (2016). This project created a new home for campus Auxiliary services by incorporating retail, offices, and the bookstore. Completion of this project facilitated renovation of the Hunt Union West [S6.C6_Red Dragon Outfitters].

Construction of the new Welcome Center Building (2017). The Welcome Center acts as an attractive gateway to the campus and a starting point for visitors and prospective students. This construction provided a new home for Admissions and paved the way for facilities renovation of Alumni Hall [S6.C6_Welcome Center Opens].

Renovation of Physical Science Building (2017). This $27.5 million renovation project created new, state-of-the-art teaching and research spaces for the college's departments of Anthropology; Chemistry & Biochemistry; and Physics & Astronomy, as well as the redesign of the Science Discovery Center. It provided the campus's first Technology Enabled Active Learning (TEAL) classroom – a high-tech space specially designed to promote hands-on, collaborative learning activities. It also became the first building to meet the sustainability standards for LEED Gold certification [S6.C6_Physical Science Renovation].

Renovation of the Milne Library (2018). This project ensured the library continued to serve as a learning center intentionally connected to academic program needs. It provided active, adaptive learning spaces that enable collaborative and other high-impact forms of learning [S6.C6_Milne Library Renovation].

Renovation of the Hunt Union West (2020). Renovation of former OAS spaces in the Hunt Union established the ELC and a renovated WONY radio station. At the same time, this renovation addressed critical maintenance issues in the building. Relocation of WONY to the Hunt Union also facilitated the renovation of Alumni Hall [S6.C6_Hunt Union Renovation].

Construction of a new Emergency Services Building (2020). This project provided an accredited University police station, space for the Otsego County Law Enforcement Academy, and space for an Emergency Operations Center. Construction of this "Net Zero" building also facilitated renovation of Alumni Hall [S6.C6_Emergency Services Building].

Renovation of Alumni Hall (2023). The final project in the 2013-2023 FMP cycle is the renovation of Alumni Hall, a former library building built in the 1960s. The project addressed deferred maintenance and will provide a home for the Economics, Business, and Political Science departments that previously had no firm sense of "place." The project also provides a home for the Division of University Advancement, as well as several state-of-the-art large classrooms that satisfy the campus's objectives of developing more spaces suitable for active learning pedagogy. The project will also be "Net Zero" with the installation of the first geothermal heating cooling array on campus and is a pivotal first step in implementation of the campus Clean Energy Masterplan and roadmap to carbon neutrality. Relocation of the academic department and University Advancement to Alumni Hall will facilitate future renovation of the Netzer Administration Building for student services [S6.C6_Alumni Renovation].

In addition, SUNY Oneonta has an ongoing residence hall capital program guided by student feedback and other planning efforts that are integrated into the larger campus FMP. Projects have included major renovations, as well as yearly summer updates (Fluff and Buffs). Other minor projects provide IT upgrades and amenities improvements, such as study lounges, kitchens, and

fitness centers. Recent declines in enrollment have required a pivot from the strategy of building capacity to improving amenities, supporting recruitment, and encouraging retention of upper classmen in residence halls.

2023 Facilities Master Plan
SUNY Oneonta is in the process of completing a FMP update (Phase V) for the 2023-2033 period. This planning effort has involved a broad cross-section of the campus community and was concluded early in January of 2023. The planning principles for the FMP update are derived from the campus vision, mission, and values, as well as the *Regaining Momentum Agenda.* These principles included transforming instructional and research space; creating a sense of place for academic department and administrative units; promoting diversity, equity, and inclusion; developing student-centered gathering spaces; developing a competitive athletic facility; integrating energy efficiency and long-term carbon reduction strategies; and strengthening community relations. Assessment of planning effectiveness will use these principles as the basis of a rubric [S6.C9_Facilities Master Plan Assessment Draft]. An emerging theme in this FMP update is the need to adapt the classroom inventory from smaller tablet arm style classrooms to larger technology rich spaces with furniture that support active learning, increase student engagement, and improve retention, especially with first generation, at-risk, and underserved student populations [S6.C6_FMP_Phase V Draft].

Technology and IT Security
Technological needs and issues demand constant attention to stay current and secure, and the staff of the Office of Information Technology Services (ITS) uses a plan to guide improvements to the infrastructure, academic support services, and network equipment. ITS is comprised of five units: Customer Support, including Learning Spaces and Service Desk; Security and Client Computing, including Desktop Support and Computer Lab Support; Networking and Telecommunications; Enterprise Application Services and Systems and Solutions, including Data Center Management; and Systems Administration [S6.C4_IT Services]. The Chief Information Officer (CIO), who reports to the VP for Finance and Administration, manages these areas.

Technology is funded from multiple sources, including a student technology fee, used solely to support the student-based technology infrastructure [S6.C3_Student Fees]. Generating over $2 million per year, the student technology fee supports instructional, computer lab, and library technology hardware and software.

The Educational Technology Committee (ETC), an advisory group to the CIO, the Vice President for Academic Affairs, and the Vice President for Finance and Administration, serves as a link concerning matters pertaining to educational technology. The ETC is the primary avenue for faculty recommendations about policies, procedures, and planning related to the use of technology for teaching and learning [S6.C6_Ed Tech Committee]. The ETC provides recommendations for the purchase and support of computer hardware, software, and other educational technology. This includes the Faculty Computer Purchase Program and additions to the Learning Management System.

Security
Cybersecurity is an important part of maintaining a stable campus infrastructure and is tightly woven through all aspects of ITS's operations. Through network segmentation, active directory

permissions, and software security applications, SUNY Oneonta monitors access and adapts to the needs of the University community. Network security is managed through perimeter firewalls, extensive routing, virtual Local Area Networks, separate file services, and network management tools [S6.C4_IT Security].

ITS implemented an IT Security Awareness Training program in 2016 for all employees [S6.C5_IT Security Program]. Completion of the training modules are required annually, and new employees receive this training when they are hired. Completion rates are consistently over 90%. In January 2022, ITS began implementing Multi-Factor Authentication (MFA) for faculty and staff. The initial roll out focuses on remote logins to University resources, providing an increase in security for services such as VPN, Microsoft 365 resources, Learning Management System, Student Information System, and Single Sign-on services. Securing remote access will greatly improve our defenses against external cybercriminals while familiarizing the campus community with the use of MFA.

ITS is currently creating a Disaster Recovery Plan. The plan will focus on the top five critical services and include documentation for ITS staff to follow to bring these services online should a disaster occur.

Hardware
Information Technology Services supports 295 learning spaces with the latest technology to enhance and support student learning. All our instructional classrooms and computer labs (66%) are fully enhanced with computing technology, projection, and audio. Thirty percent (30%) of our learning spaces were equipped with camera/speaker phone combinations during COVID-19 to enhance and support various modalities of online learning. The remainder of the learning spaces are semi-enhanced with technology that appropriately supports the function of the space (e.g., group study, dance, health, fitness, and theatre classrooms) [S6.C8_Classroom Technology_2020].

SUNY Oneonta provides a Computer Purchase Program to provide up-to-date computers for faculty and staff [S6.C5_Technology Replacement Program]. Full-time and tenure-track or tenured faculty/staff have priority in allocating new computers under this program. Faculty and staff may request a standard computer, which includes a Dell Optiplex desktop, or a Dell Latitude laptop (with docking station and screen monitor options) or Apple Mac Mini or Macbook Pro (with dock and screen monitor options). All computers are equipped with the appropriate version of MS Office, MS anti-virus, and other standard software [S6.C5_Technology Replacement Form]. Inkjet printers and personal laser printers will not be considered. The campus has moved to shared printing services within buildings. Requests for non-standard computers are vetted for approval by the ETC.

Employees who have received a new computer within the last four years are not eligible unless extraordinary needs are demonstrated. Priority is given to faculty/staff with outdated systems, whose computers are clearly no longer adequate to the tasks they are asked to perform. Former computers are surrendered after data has been transferred and are then assessed for use in the SUNY Oneonta Refurbished Technology program, which equips adjunct faculty with computers and are redistributed for work-related purposes only. Refurbished technology can be used to replace existing older equipment and is not intended for the creation of computer labs.

SUNY Oneonta Website
SUNY Oneonta's internet presence is comprised of two websites, with Athletics managing their own site. The University's public-facing website was initially built on Drupal 7 in 2012, with the primary goals of redesigning the site (including shifting the function of the homepage as primarily a recruitment tool); leveraging a content management system to support the University's decentralized editing model; building a site with standards-compliant code (both Drupal and accessibility standards); and providing a responsive design website to display content to users regardless of their device or screen size. Since moving to Drupal, the website has seen two major upgrades, to Drupal 8 in 2017 and to Drupal 9 in 2021, which supports our efforts on site security, accessibility, search engine optimization, and user experience.

Student Information System & Learning Management System
Banner is SUNY Oneonta's central information system for all student, alumni, faculty, and staff data.

SUNY Oneonta currently uses Blackboard as the hosted learning management system. The SUNY System will be transitioning to D2L Bright Space, to be piloted in spring of 2023 with full implementation in Summer of 2023. The transition to D2L Brightspace will provide the SUNY system an opportunity to unify the digital learning environment within which all SUNY campuses operate a common LMS application and create a central architecture with common data structures, templates, and a set of online tools integrated with the LMS [S6.C5_SUNY Brightspace].

Other Applications
In support of the University's strategic goals, ITS continues to participate in the selection and provision of several services that promise to transform student, faculty, and staff experiences and contribute to SUNY Oneonta's continued success. Below is a list of ways that ITS has supported the varied work of offices across campus [S6.C4_Divisional Annual Report ITS 2016-17; S6.C4_ITS Annual Report 2017-18].

- Transitioned to Office 365 to provide online storage, Teams, SharePoint sites and a host of Microsoft apps to enhance collaboration and access from anywhere
- Configured College Scheduler and integrated it with the Student Information System; the software streamlines course registration and allows students to build a schedule around work and extra-curricular commitments
- Created the first TEAL lab to support technology-enhanced, interactive group learning, with wireless BYOD (bring your own device) capacity
- Partnered with Residence and Community Life to move from an internal custom software to StarRez
- Partnered with the Teaching, Learning and Technology Center (TLTC) to deploy Ally in Blackboard services to support ADA compliance activities for course materials, as well as provide support for campus participation in Collaborative Online International Learning (COIL) and Open Educational Resources (OER)
- Assisted with the implementation of a campus emergency notification system
- Supported the Office of Student Success with implementation of a new Orientation Software

- Provided integration support for the Office of Admission's Customer Relationship Management (CRM) tool Slate.

Periodic Assessment Planning, Resources, and Availability of Resources

As the history of the College Budget Committee's formation highlights, the University's focus has been on establishing a multi-year planning process that includes stakeholders from across campus and enables the creation of a rational budget. With this planning process now in place, a priority for the coming years is to develop a more comprehensive assessment process of resource allocation.

Observations on Standard VI

SUNY Oneonta meets Standard VI and Requirements of Affiliation 8, 10, and 11. The University utilizes prudent budgetary practices, resource allocation, and planning to ensure financial stability and institutional sustainability. Our facilities planning has allowed for new construction, renovation, and regular maintenance. Self-imposed budget cuts and increased monitoring of spending have allowed us to manage shortfalls related to decreased enrollment. The institution is engaging in multi-year planning to ensure its fiscal health.

Strengths and Suggestions, Standard VI

Strengths

- Strong budgetary practices allow for overall fiscal health of the institution.
- The budget model is built on year-end personnel savings which typically resolves structural deficits and allows for focus on strategic priorities.
- The University has a facilities master plan that allows for both new construction, renovation, and regular maintenance.
- Facilities planning includes stakeholders from across campus and furthers the mission of institution.
- Resources are optimized given a majority of the institution's budget is tied up in salaries and the need to work within system parameters, notably the setting of tuition and controlling of fees.
- Within the SUNY system, the University has earned a reputation for good stewardship as well as effective management of renovation and construction projects (i.e., staying on time and on budget, and finishing proposed projects).

Suggestions

- Integrate planning and budgeting practices with institutional strategic planning.
- Establish processes for assessing the efficacy of integrated planning efforts, especially resource allocation and financial decision-making.

Chapter 2: Institutional Leadership (Standard VII) and Ethical Practices (Standard II)

Standard VII

> *The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

Governance

SUNY Oneonta is one of 64 public universities and colleges in the SUNY system, the largest comprehensive university system in the United States [S7.C2a_About SUNY]. It is therefore overseen by and interacts with a diverse collection of governance entities and constituencies [S7.C2a_SUNY Facts]. There are a wide variety of publicly available governing documents that together define the clearly articulated and transparent governance structure. This governance system includes the SUNY Board of Trustees [S7.C1_SUNY Board of Trustees], SUNY administration [S7.C1_SUNY System Administration], the SUNY Oneonta College Council [S7.C1_College Council], SUNY Oneonta administration [S7.C1,C4b_SUNY Oneonta Administration], the SUNY Oneonta University faculty [S7.C1_SUNY College Senate], and SUNY Oneonta Student Association [S7.C1_Student Association].

The New York State Education Department (NYSED) published a body of pertinent documents that explain *state level* governance [S7.C2a_About NYSED]. Those documents include the State Education Law, the Regulations of the Commissioner of Education, and the Rules of the Board of Regents which collectively regulate higher education in New York State [S7.C2a_NYSED Education Law Rules Regulations]. These establish the overarching legal framework for SUNY and each of its individual colleges and universities.

Governance Structure

The governing body of SUNY is its Board of Trustees, which maintains its own bylaws as well as the SUNY Policies of the Board of Trustees [S7.C2d_SUNY BOT Policies_January2023]. The Policies provide the administrative framework and governance structure for the SUNY system and the system's individual colleges and universities [S7.C2a_Summary of BOT Structure & Responsibilities]. Each state operated campus in the SUNY system has its own College Council appointed by the Governor. The College Councils' duties are described in the Handbook of the SUNY Association of Council Members and College Trustees (ACT) [S7.C1, C2g_SUNY ACT Handbook] and in New York State Education Law Article 8, §356 [S7.C2b_NYSED Law Article 8 Section 356] as required in the Policies of the SUNY Board of Trustees.

The SUNY Oneonta College Council, established by *Article VIII* of the Board of Trustees Policies, is represented by the ACT and follows the ACT Handbook which explains the powers and duties of College Council members and chairs, as well as other technical details and an overview of service on a College Council [S7.C2b_BOT Education Law Article 8]. The ACT

Handbook breaks service down into the three main categories of regulatory, advisory, and advocacy responsibilities.

Per the ACT Handbook, the powers and duties of the College Council include recommending candidates for the position of President, reviewing major plans of the President, and purview for final approval over a variety of items such as student Code of Conduct, student housing and safety, facilities regulations, and other broad policy items, as well as serving as a connection between the University and the SUNY Board of Trustees. The College Council does not oversee the curriculum or interfere with the educational mission of the University. Minutes of a recent College Council meeting provide evidence of a typical interaction [S7.C2i_College Council Minutes Nov_2022]. Members of the College Council receive and consult the ACT Handbook, which provides an overview of expected service on a College Council and the powers and duties of the College Council, as well as excerpts from the relevant state education law [S7.C2a,2c_College Council Responsibilities].

State Education Law §356, Chapter 16, Title 1, Article 8, Part 3 (item b) specifies that the College Council is charged with the power to review all major plans of the Chief Administrative Officer (i.e., President) and make recommendations as it deems appropriate [S7.C2d_NYSED Law Section 356, Chapter 16, Title 1, Article 8, Part 3b]. Such plans are then submitted to the SUNY Board of Trustees along with the Council's recommendations. Specifically covered by this statute are plans related to: appraisal or improvement of personnel (including faculty); expansion or restriction of student admissions; appraisal or improvement of academic programs and standards for earning degrees; and plants and facilities including student housing.

State Education Law §356, Chapter 16, Title 1, Article 8, Part 3 indicates that the College Council shall make regulations regarding the care, custody, and management of lands, grounds, buildings, and equipment [S7.C2d_NYSED Law Section 356, Chapter 16, Title 1, Article 8, Part 3c]. *Article 8, Part 3* also indicates that the College Council shall make regulations regarding conduct and behavior of students and prescribe for and exercise supervision over student housing and safety [S7.C2d_NYSED Law Section 356, Chapter 16, Title 1, Article 8, Part 3g,h]. *Article 8, Part 3* (item d) states that the College Council will review the proposed budget requests and recommend a budget to the SUNY Board of Trustees [S7.C2e_NYSED Law Section 356, Chapter 16, Title 1, Article 8, Part 3d].

Conflicts of Interest
SUNY maintains a webpage dedicated to conflicts of interest concerns, including noting the above laws and regulations, as well as collecting the SUNY policies on conflicts of interest and a list of references to best practices and other relevant material [S7.C2h_SUNY Conflict of Interest Website; S7.C2h_SUNY Policy Conflict of Interest].

Ethical Code of Conduct
The *SUNY Code of Ethical Conduct for University Officers Policy* (Document #6000, effective May 31, 2007) establishes a code of ethical conduct applicable to members of the SUNY Board of Trustees and College Council members for all state-operated campuses [S7.C2h_SUNY Code of Ethical Conduct for University Officers]. Additionally, for all SUNY employees, Public Officers Law Sections 73 [S7.C2h_New York State Public Officers Law 73], 73-a [S7.C2h_New York State Public Officers Law 73a], and 104 [S7.C2h_New York State Public Officers Law

Section 104], as well as *State Regulations 19 NYCRR Parts 932 and 933* [S7.C2h_Title 19 NYCRR Part 932; S7.C2h_Title 19 NYCRR Part 933] specifically deal with conflicts of interest.

President

For SUNY Oneonta, the Chief Executive Officer (CEO) is the Chief Administrative Officer or President. Dr. Alberto J.F. Cardelle is the current President of SUNY Oneonta. In accordance with state statute, the policies of the SUNY Board of Trustees, and the institution's bylaws, the CEO of SUNY Oneonta was appointed by the SUNY Board of Trustees and the SUNY Chancellor [S7.C3a_Alberto Cardelle Suny Oneonta]. President Cardelle was appointed at the conclusion of a national search that included participation from campus and community members, including members of the SUNY Chancellor's Office; the University's administration, faculty, professional staff, and student body; the Alumni Association; the College Council; the SUNY Oneonta Foundation, and from the Oneonta community [S7.C3a_SUNY Guidelines for Conducting Presidential Search; S7.C3a_SUNY Job Description President; S7.C3a_SUNY Oneonta Presidential Search Committee].

President Cardelle holds appropriate credentials to serve as president, including a Bachelor of Science degree in biology and Latin American studies from Tulane University, a Master of public health degree from Boston University, and a doctoral degree in international studies from the University of Miami. His professional experiences include holding academic and administrative leadership positions in public university systems comparable to the SUNY system. Prior to becoming SUNY Oneonta's ninth president, Dr. Cardelle served as Provost and Vice President of Academic Affairs at Fitchburg State University, a campus in the Massachusetts public university system. Previous to that appointment, he served as Vice-Provost and Dean of the Graduate College and Dean of the College of Health Sciences at East Stroudsburg University, a campus in the Pennsylvania public university system [S7.C3b_President Cardelle Biography].

Evaluation of President

The CEO of SUNY Oneonta is evaluated by the SUNY Board of Trustees, by the Office of the SUNY Chancellor. The President's duties are set by the SUNY Board of Trustees. The CEO of SUNY Oneonta reports to the SUNY Board of Trustees and the SUNY Chancellor [S7.C3c_SUNY BOT CAO Appointment_Article IX, p.17]. The CEO of SUNY Oneonta holds no chair role in the Board of Trustees but does serve as the institution's Chair of the Faculty as dictated by the policies of the SUNY Board of Trustees [S7.C3a_SUNY Oneonta Faculty Bylaws & Rules].

Article IX, §1 (item b) of the Policies of SUNY Board of Trustees states, "At any time during the period of appointment, the Board of Trustees and the Chancellor may evaluate the services of the chief administrative officer."

President Responsibilities

The responsibilities of the President are described in *Article IX: College Officers and Organizations* of the SUNY Board of Trustees policies [S7.C3c_SUNY BOT CAO Responsibilities_Article IX, p.17]. These responsibilities include:

> The chief administrative officer shall administer the university for which he or she serves and shall promote its development and effectiveness.

The chief administrative officer shall supervise the members of the professional and non-academic staff of such college and shall appoint or recommend to the Chancellor and the Board of Trustees persons for appointment as members of the professional staff of the college.

The chief administrative officer shall prepare and recommend the annual budget requests of the college and shall report and make recommendations to the Chancellor and the Board of Trustees and the college council concerning the operation, plans, and development of the college.

The chief administrative officer shall make all appointments of employees to positions at the college in the classified service of the civil service of the State.

The chief administrative officer of each college shall be responsible for the preparation and publication of a college handbook, subject to the approval of the Chancellor. Such handbook should include an administrative organization chart, a statement of administrative responsibilities, faculty bylaws, local policies, and such other information concerning the college as he or she may deem advisable and shall be made available to all members of the academic staff of the college.

On or before September 1 of each year, the chief administrative officer of each college shall make an annual report to the Board of Trustees, the Chancellor, the college council, and the faculty for the previous year, concerning the affairs of the college and recommendations with respect thereto.

Executive Staff
The Executive Staff is SUNY Oneonta's senior leadership team. National searches for executive positions are typically conducted by reputable, nationally recognized search firms whose directed recruiting efforts yielded large pools of superbly qualified candidates. The search firms conduct candidate reviews and initial background checks, narrowing the field to the strongest candidates who education and experiences most closely match the university's eligibility qualifications and institutional priorities. The responsibility for evaluating the effectiveness of hired Executive Staff members falls to the University President.

- Vice President for University Advancement – Paul Adamo
- Acting Vice President for Academic Affairs – Eileen Morgan Zayachek
- Chief of Staff – Danielle McMullen
- Vice President for Finance and Administration – Julie Piscitello
- Vice President for Diversity, Equity and Inclusion & Chief Diversity Officer – Bernadette Tiapo
- Vice President for Student Affairs – Tracy Johnson

Two Executive Staff members were promoted within the institution to ensure continuity of operations and leadership and to facilitate institutional stability. Three Executive Staff members were hired from national searches as was the incoming Vice President for Academic Affairs and Provost, Dr. Enrique Morales-Diaz.

The President's Cabinet advises the CEO on strategic and policy matters, and collaboratively implements the programs and initiatives of the University. Cabinet members include the following: [S7.C4a_Organizational Chart; S7.C1,C4b_SUNY Oneonta Administration]

- Vice President for University Advancement – Paul Adamo
- President of the Student Association – Aolat Salami
- Vice President for Student Advocacy and Ombudsman – Franklin Chambers
- Presiding Officer of the Senate – Keith Jones
- Acting Vice President for Academic Affairs – Eileen Morgan-Zayachek
- Chief of Staff – Danielle McMullen
- Vice President for Finance and Administration – Julie Piscitello
- Vice President for Diversity, Equity and Inclusion & Chief Diversity Officer – Bernadette Tiapo
- Vice President for Student Affairs – Tracy Johnson
- Deputy Chief of Staff & Director of Executive Communication – Karyn Wendrow
- Senior Communication and Marketing Officer – Lisa Miller
- Chief Human Resources Officer – Dia Carleton
- Senior Enrollment Officer & Executive Director of Admissions – Karen Brown
- Chief of University Police – Dirk Budd

The President's staff includes full-time University employees working in a variety of capacities; current staff includes the Chief of Staff, Deputy Chief of Staff & Director of Executive Communications, Assistant to the President, and Administrative Assistant/Events Coordinator.

Qualifications for Employment
SUNY Oneonta's Employment Opportunities department ensures that all positions list the requisite qualifications for employment in a particular role and that all hired employees meet those standards/qualifications. In addition, Human Resources confirms each employee's educational credentials by requiring official transcripts from the degree granting institution.

Administrative Assessment
All units have maintained end-of-year reporting processes, which are progressively being integrated into the University assessment process, though leadership changes have delayed implementation of some changes. An example of the administration responding to assessment findings would be the establishment of the Internal Communication Task Force (which became the President's Advisory Council on Internal Communications) [S7.C4f_Internal Communications Task Force; S7.C4f_Communication Task Force Report]. Another systematic procedure at the campus level for using assessment data to enhance operations is the vacancy review process for requests to replace or hire new faculty and staff. This process begins with departmental evaluation of need and specifically depends on the marshalling of assessment data as evidence – program review, feasibility studies, benchmarking against comparable programs, learning assessments, and/or external consultant findings [S7.C4f_Staffing & Compensation Request Form]. Comparative data shows the administration is of a typical size [S7.C3d,C4b_IPEDS 2022 FTE Comparison Data; S7.C3d,C4b_IPEDS 2021 FTE Comparison Data].

Faculty Governance
The system-level SUNY University Faculty Senate is the official agency through which the University faculty engages in the governance of the University [S7.C1_SUNY University

Faculty Senate; S7.C1_SUNY BOT Policies Faculty Senate_Article VII, p.14]. Following the 1966 American Association of University Professors (AAUP) Statement on Government of Colleges and Universities, the purpose of the University Faculty Senate is to be the vehicle through which SUNY faculty work with administration and other stakeholders to develop curriculum and policies related to education and professional matters [S7.C1_AAUP Statement on Government of Colleges & Universities]. SUNY Oneonta participates in shared governance at the campus level. The College Senate is the local representative governing body of the faculty and serves as a recommending body to the administrative on curriculum, policy and other vital institutional matters.

The SUNY Policies of the Board of Trustees [S7.C1_SUNY BOT Policies Faculty Governance_Article VI, p14], SUNY Oneonta's Faculty Bylaws [S7.C1_Organization & Bylaws SUNY Oneonta Faculty], and the UUP Collective Bargaining Agreement [S7.C1_NYS UUP Agreement 2016-2022] are the primary resources for published policies on faculty roles and responsibilities as well as its authority in academic and governance matters.

Faculty Structures
Departments and Department Chairs
Each faculty member is a member of a department, and each department is overseen by a chair who has a unique role within the governance structure, serving simultaneously as a faculty member, spokesperson, and advocate for the department, and a departmental administrator with management and oversight responsibilities [S7.C1_SUNY BOT Policies Department Chair_Title C, p.18]. These responsibilities include managing course scheduling, continuous improvement planning and assessment, departmental budgets, and resources. The department chair also plays a role in personnel actions; specifically, the chair evaluates and issues a recommendation about faculty contract renewal, tenure, and promotion applications. Department chairs within the University's schools meet on an established schedule for an exchange of information and work closely with their school deans.

Committees
Standing Faculty Committees of the College Senate are part of shared governance at SUNY Oneonta. Based on the Faculty Bylaws, these committees operate within the framework of accepted policy and have the responsibility and power to study problems within their jurisdictions, consult, recommend actions, present draft policy statements, and recommend position designations [S7.C1_College Senate Faculty Committees; S7.C1_Committees_Organization & Bylaws SUNY Oneonta Faculty].

Committees are required to meet at least once per year, hold open meetings, distribute meeting minutes to the faculty, and present a yearly report to the Senate.

Standing Faculty Committees
- Curriculum Committee
  - New Course Review Subcommittee
  - Sustainability Subcommittee
  - Service Learning Subcommittee
  - Existing Course Review Subcommittee
  - Distance Education Review Subcommittee

- Library Committee
- Committee on Student Life
- Committee on Public Events
- Faculty Business Committee
- Committee on Instruction
- Committee on Research
- Graduate Committee
- Committee on Administrative Review
- Committee on Academic Planning and Resource Allocation
- Committee on Technology
- Committee for Part-Time Faculty Concerns
- General Education Committee
- Academic Calendar Committee

Other Faculty Committees
- Opportunity Program Advisory Committee
- Oneonta Auxiliary Services
- Standing Disciplinary Board
- Subcommittee on Undergraduate Student Academic Grievances
- Academic Assessment Committee

The Senate Steering Committee sets the agenda and coordinates work of the Senate, determines problems for study, and assigns a committee(s) or creates ad hoc committees as necessary to study them and report to Senate. In addition, an hour of each biweekly Steering meeting is spent conferring with the President and Provost to discuss and coordinate on campus issues.

Student Governance
The SUNY Student Assembly (SA) is the official organization for student participation in SUNY-wide shared governance. The SUNY Student Assembly maintains a "governing documents" file that includes both a reiteration of *Article XVII* of the SUNY Policies of the Board of Trustees, establishing the SUNY Student Assembly, and its own bylaws [S7.C1_SUNY BOT Policies Student Assembly_Article XVII, p.62].

SUNY Oneonta SA involvement in campus-wide governance is widespread and multifaced, encompassing multiple campus entities [S7.C1_Student Association]. SA student leaders serve as the liaison between administration, faculty, and students. SA members sit on external committees to give voice to students on consequential campus decisions. Members of the SA leadership are required to sit on the following campus-wide councils, boards, and committees:
- President's Cabinet
- College Council
- Oneonta Auxiliary Services Board
- College Budget Committee
- Bias Acts Response Team
- Standing Disciplinary Board
- Standing Committees of the Faculty Governance Body
- Technology Committee
- Library Committee

- The SUNY System Student Assembly
- Administrative Search Committees for campus-wide leadership positions (e.g., President or Provost)

In addition, senior members of the campus administration and faculty often attend SA meetings to present, consult with, and inform the student leadership of important campus-wide decisions or policy implementations.

Documentation of Governance Structures
SUNY Oneonta has a well-articulated governance structure on multiple levels, published in the following documents:
- Organization and Bylaws of SUNY Oneonta [S7.C1_Organization & Bylaws SUNY Oneonta Faculty]
- Faculty Information Guide [S7.C1_Faculty Information Guide]
- ACT Handbook [S7.C1 SUNY ACT Handbook]

Periodic Assessment of Governance, Leadership, and Administration
The SUNY Chancellor's Office is responsible for evaluating university and college presidents. Assessment of the effectiveness of the institution's Vice Presidents is the responsibility of the University President [S7.C2f, C5_SUNY BOT Policies Evaluation of CAO_Article IX, p.17-18].

In 2016, UUP conducted a campus survey that included questions assessing the effectiveness of campus leadership and administration. The results of the survey were published in the January 2017 edition of the local UUP chapter's newsletter, *The Sentinel*, with comparison figures from the 2012 and 2014 surveys. For the administrators assessed in the 2016 survey who had been on campus during previous surveys, most 2016 responses were lower than in the previous survey years [S7.C5 Administrative Assessment Survey UUP Sentinel Jan '17]. It should be noted that very few of those administrators are currently in their positions at the University.

In spring 2022, the College Senate voted to amend their Faculty Bylaws (*Article IX, §4*) to include an annual review of the bylaws [S7.C5_Bylaws Review_Organization & Bylaws SUNY Oneonta Faculty_Article IX, p.15-16]. They do not, however, assess their governance practices.

Observations on Standard VII
SUNY Oneonta meets Standard VII and Requirements of Affiliation 12 and 13. It is governed responsibly and serves the institution, faculty, staff, and students. The SUNY Chancellor hires the President after a campus-based search and input from a campus search team and the College Council. The Chancellor also assesses the President's performance. The President oversees the work, staffing, and development of the University, assisted by qualified senior staff and other administrators. Faculty have articulated structures that allow them to fulfill their responsibilities. Students have a clearly documented shared governance process.

Strengths and Suggestions, Standard VII

Strengths
- The University has a clearly articulated governance structure and delineated roles in decision-making processes.
- The University has a highly qualified President and senior staff.

- The University has organizational charts that are regularly updated and reflect reporting relationships throughout the institution.
- The University requires each administrative unit to create an assessment plan and to submit annually a report on how assessment data is used to achieve improvements tied to mission, strategic priorities, and operations.

Suggestions
- Augment existing assessments of the effectiveness of campus leadership and administration.
- Develop a formal assessment process for faculty governance.
- Publish a living organizational chart that promotes understanding of campus roles and enables appreciation of the institution's complexity and dependence on diverse personnel.

Standard II

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Ethical Conduct and Respect for Intellectual Property Rights
All members of the University community are responsible for maintaining the highest ethical standards of excellence, integrity, honesty, and fairness and for integrating these values into their work. Ethical conduct is a fundamental expectation for every member of the community.

SUNY Oneonta is committed to intellectual property rights, as reflected in our adherence to the SUNY Board of Trustees' guidance on Copyright and Faculty Ownership of Intellectual Property [S2.C1_SUNY Copyright and Faculty Ownership] and SUNY Policies and Procedures, *Title J, Patents, Inventions, and Copyright Policy* [S2.C1_SUNY BOT_Title J Patents, Inventions and Copyright Policy]. Section 335.28 specifically defines the rules and roles for patents and inventions, while §335.29 focuses on SUNY's Copyright Policy [S2.C1_Section 328 & 329 Copyright Policy]. SUNY Oneonta's Office of Sponsored Programs maintains the Technology Transfer webpage for the University [S2.C1_Technology Transfer Website]. Technology Transfer encompasses a broad range of concerns including computer software development, copyright, patents and inventions, intellectual property, trade secrets, licensing, and other related issues. Many statements and policies on ethical conduct and respect for intellectual property guide the conduct of the University's community members.

Supporting Academic Freedom
SUNY Oneonta is committed to academic freedom. The University adheres to the guidance set forth in the SUNY Policies of the Board of Trustees (January 2022), as highlighted on page 32 *Title I, Academic Freedom* [S2.C1_SUNY BOT Policies_Academic Freedom], which is also reiterated in *Article 9* on page 13 of the UUP Agreement with the State of New York [S2.C1_UUP Agreement_Academic Freedom]. Our University commitment to these freedoms is aligned with the SUNY Rules for the Maintenance of *Public Order, Section I.E.*, which is another policy that ensures intellectual freedom and freedom of expression [S2.C1_Rules for the Maintenance of Public Order].

Responsible Curation of Materials
In alignment with SUNY Board of Trustee Policies, the University's Distance Education Policy [S2.C1_SUNY Oneonta Distance Education Policy] and Open Access Policy [S2.C1_SUNY Oneonta Open Access Policy] both affirm faculty ownership and copyright of the materials they produce. In addition, both policies detail circumstances and practices for exercising copyright for sharing between the copyright holder and the institution, faculty, or public. The Distance Education Policy describes how through mutual agreement, faculty and the institution "may enter into written agreements about such instructional materials in which both parties agree to vest copyright in either the institution or the faculty, and to provide related licenses." The Open Access Policy "ensures that SUNY Oneonta campus authors retain their copyright including the right to keep and share copies of their peer-reviewed journal articles for non-commercial use in an open access repository, allowing for wider dissemination and visibility of the work."

The University's TLTC and Milne Library co-led the SUNY Oneonta General Education Pathway Open Educational Resources Initiative [S2.C7a_SUNY Oneonta Open Educational Resources OER]. OER is a student success program that promotes the use of high-quality, low-cost materials as part of SUNY Oneonta's commitment to lowering learning barriers for students. OER makes affordable and openly licensed materials available to all students. The University's faculty and staff have been leaders in the movement in the SUNY system [S2.C7a_OER flyer].

The OER initiative has positively impacted the campus. SUNY Oneonta faculty have created original OER materials that have been shared across SUNY and nationally. An OER survey sent to a sample of undergraduate students found that in spring 2022, 52% reported taking at least one course utilizing OER/free materials. This movement to OER materials by SUNY Oneonta faculty has resulted in significant cost savings for students. Since fall 2018, 6,242 students have taken one or more courses using OER materials. This results in students collectively saving approximately $710K on course materials (calculated based on the National Association of College Stores average textbook cost recommendation of $82 per course) [S2.C7a_OER Report; S2.C7a_OER Annual Report 2021].

Responsible Scientific Research Involving Humans or Animals
Research integrity is an important value on campus. The Office of Sponsored Programs maintains a publicly accessible research compliance webpage containing official policies, procedures, and guidelines [S2.C1_Research Compliance Website]. Research review complies with state and federal practices. SUNY and the Research Foundation for SUNY (RF) maintain a guidance document outlining 16 Principles of Research Integrity [S2.C1_SUNY RF Research Integrity], and the RF also has its own Code of Conduct and Policy on the Responsible Conduct of Research and Procedures [S2.C1_SUNY RF Code of Conduct]. Locally, SUNY Oneonta has a broad range of specific policies and procedures related to research integrity covering scientific misconduct and other research compliance issues. Any faculty, staff, or student conducting research funded by internal or external grant awards are required to complete the Collaborative Institutional Training Initiative (CITI) certification [S2.C1_CITI Course Instructions] for Responsible Conduct of Research (RCR) [S2.C1_Responsible Conduct Research Policy].

SUNY Oneonta adheres to all federal requirements for the protection of human subjects. All research involving human subjects conducted at SUNY Oneonta is reviewed by the University's Institutional Review Board (IRB) [S2.C1_IRB] through the SUNY Pre-Award and Compliance System [S2.C1_SUNY Pre-award Compliance System]. Anyone involved in IRB-approved

projects must complete RCR and human subject CITI certification training. The IRB annually audits research protocols to ensure that federal, state, and local policies and procedures have been carried out in the review of research involving human subjects.

The University also maintains an Institutional Animal Care and Use Committee (IACUC) and hires, as a consultant, a professor of veterinary technology to serve on the IACUC and to monitor animal care and use [S2.C1_IACUC]. All SUNY Oneonta faculty, staff, and students who are conducting research involving animal subjects must also be certified via CITI training before the IACUC will approve their research.

Avoidance of Conflicts of Interest
Professional ethics and integrity are central to SUNY Oneonta's mission and how it administers its duties. There are several policies as well as New York State legislation that safeguard against conflicts of interest. The Associate Vice President of Finance & Administration is the Controller for our campus. The Controller, in conjunction with Human Resources personnel, oversees required annual ethics trainings, and compliance with conflict-of-interest legislation and the required annual submission of ethics data by campus community members [S2.C4_Internal Control Program].

SUNY Policy 6001 addresses conflicts of interest for faculty and staff [S2.C4_SUNY Policy 6001]. SUNY Oneonta also has local policies regarding nepotism [S2.C4_Nepotism Policy] and consensual relationships [S2.C4_Consensual Relationship Policy]. Each of these policies is intended to ensure there is a clear expectation of ethical behavior and a procedure in place to address a conflict of interest, should it arise. Additionally, as employees of New York State we are governed by New York State Executive Law §94 (joint commission on public ethics; functions, powers and duties; review of financial disclosure statements; advisory opinions; and investigation and enforcement) [S2.C4_Executive Law 94], Public Officers Law §73 and 73a (business or professional activities by state officers and employees and party officers) [S2.C4_Public Officers Law 73; S2.C4_Public Officers Law 73a], Public Officers Law §74 (code of ethics) [S2.C4_Public Officers Law 74], and Civil Service Law §107 (prohibition against certain political activities and improper influence) [S2.C4_Civil Service Law 107]. Additional information related to ethics and conflicts of interest is located on the New York State Joint Commission on Public Ethics (JCOPE) website. JCOPE also publishes a guide related to New York State ethics laws for all public employees, *Plain Language Guide to the Public Officers Law and Other Related Ethics Laws* and maintains an Ethics Laws and Regulations website [S2.C4_JCOPE Plain Language Guide to the Ethics Law; S2.C3_Ethics Laws & Regulations]. Any violation of state ethics laws is handled through JCOPE.

New employees are required to sign an acknowledgement of New York State ethics laws as part of their contract. Employee orientation is also conducted during which ethics laws and policies are reviewed and discussed. Additionally, all SUNY Oneonta employees are required to complete an annual training regarding ethical behavior as an employee of New York State [S2.C4_Internal Control Training].

A General Control Environment Review is conducted every three years by the Controller. This review shows that the executive leadership of the institution models ethical behavior. SUNY Oneonta has a robust internal control program and must annually certify that its internal control program is compliant with the New York State Internal Control Act and SUNY's Guidelines

[S2.C4_Internal Control Program]. SUNY Oneonta's Internal Control Program is one facet of a broader institutional commitment to continuous improvement, planning, and assessment. We interpret internal control broadly to include a wide spectrum of institutional measures and ethical management techniques.

Purchasing
Specific New York State laws govern issues of procurement (State Finance Law 163, for example) [S2.C4_SUNY Procurement Policy 7552]. Additionally, there are SUNY policies and procedures for purchasing to avoid conflicts of interests and the University also has its own purchasing policy and procedure [S2.C4_SUNY Oneonta Procurement]. Additionally, New York State has a program called Project Sunlight that provides the public with a view of state government processes and day-to-day interactions, making state government agencies open and transparent [S2.C4_Project Sunlight Policy]. Project Sunlight, an important component of the Public Integrity Reform Act of 2011, is an online database that provides the public with the opportunity to see which entities and individuals are influencing state government decision-makers (Chapter 399 Part A §4 of the Laws of 2011). State entities report into the database interactions regarding procurement, ratemaking, regulatory matters, judicial proceedings, and/or adoption or repeal of rule/regulation. SUNY Oneonta, as a state agency, is required to comply with Project Sunlight disclosures [S2.C4_SUNY Oneonta Project Sunlight].

Research
Specific policies also deal with research conflicts of interest. The RF has a Conflict of Interest Policy [S2.C4_SUNY SF Conflict of Interest Policy], which is also discussed on page 13 of the RF Code of Conduct [S2.C4_SUNY RF Code of Conduct, p 13]. Additionally, SUNY Oneonta adheres to its own RCR Policy. All campus constituents conducting funded research are required to complete annual conflict-of-interest disclosures, as well as regular RCR training. All research that involves human subjects requires review by the University's IRB prior to commencing the project. Members of the SUNY Oneonta faculty and staff who intend to conduct research involving human subjects, whether or not grant or contract funded, must complete and submit an IRB Review Form [S2.C1_IRB Review Form] and associated required documents in the RF Pre-award and Compliance System early in the research design phase [S2.C1_Guide to Research with Human Participants; S2.C1_SUNY Pre-award Compliance System]. These individuals must also be certified via the CITI course on use of human subjects in research before the IRB will approve their research [S2.C1_Citi Program]. Via this process, SUNY Oneonta complies with the Office of Human Research Protections Regulations for research involving human subjects [S2.C1_Office of Human Protections Regulations].

Honesty in External and Internal Communications

Recruiting and Admissions Materials
The University has developed a clear communication plan for recruiting, admitting, and supporting students. On the Office of Admissions webpage prospective students will find links to sign up to receive information, links to the SUNY Application, links to sign up for an on-campus visit, and links to meet with an Admissions Counselor [S2.C6_Admissions Website Information]. The Office of Admissions has utilized the Customer Relationship Management (CRM) system 'Slate' for over five years; this allows admissions staff to target emails, coordinate visit registration, and track applications in a centralized manner. The Office of Admissions webpage also offers information about graduate programs, admissions processes and policies,

and financial aid, as does the Graduate Catalogue [S2.C6_Admissions Graduate Programs; S2.C6_Graduate Catalogue Admissions; S2.C6_Graduate Studies Resources].

Prospective, admitted, and continuing students are provided with clear, up-to-date, and comprehensive information about costs of enrolling at the institution and opportunities for financial support during the recruitment process, as well as via a specific mailing post-acceptance that outlines any financial aid the student is receiving. Cost of attendance, including in-state and out-of-state tuition costs and fees, room and board, books and supplies, transportation, and miscellaneous costs, as well as scholarship information [S2.C7b_Tuition & Fees], how to apply for aid [S2.C7b_Applying for Financial Aid], financial aid awards [S2.C7a_Financial Aid Awards; S2.C7a_Scholarships], a net price calculator, [S2.C7b_Net Price Calculator] and federal/state school codes are all available on the Financial Aid and Student Accounts webpages. Information regarding tuition and fee charges and withdrawal proration are stated on the Student Accounts webpage and in the Undergraduate Catalogue. For graduate students, information about financial aid such as fellowships, scholarships, and graduate and teaching assistantships can be found in the Graduate Catalogue [S2.C7b_Graduate Catalogue Financial Aid].

Public Relations Announcements and Advertisements
Providing timely, relevant, and truthful communication is an institutional priority at SUNY Oneonta. The Office of Communication and Marketing (OCM) drives high-quality, targeted communications in consultation with campus partners [S2.C6_Communication & Marketing]. OCM crafts campaigns and delivers strategies, products, and solutions that meet the evolving needs of SUNY Oneonta's external audiences. The OCM oversees web and digital communications and is responsible for setting digital communication standards and best practices for the University [S2.C6_Communication & Marketing Work].

OCM also works with local, regional, and national media to identify newsworthy campus initiatives and stories about faculty, staff, and students. The OCM news and media relations team distributes news releases and pitches stories to local, regional, and national media outlets, resulting in placements in outlets across the country. Faculty experts who have been interviewed by major media outlets are highlighted on the SUNY Oneonta Faculty News Features webpage [S2.C6_Faculty News Features]. Student achievements are published on the SUNY Oneonta Merit Pages [S2.C6_Merit Pages Description; S2.C6_Oneonta Meritpages], where students develop profiles highlighting their achievements, activities, and work experience at SUNY Oneonta.

The OCM social media team oversees all social media content for SUNY Oneonta's social media channels, which aim to reach and grow a wide audience of current and prospective students, parents, alumni, faculty, staff, and community members. OCM uses data-driven strategies and collaborates with other units on campus to incorporate best practices, tools, and trends into the University's social media content. OCM also collaborates with the University's Social Media Users Group, which meets monthly. In addition to social media content, OCM uses print and digital advertising to advance the institution's brand strength and market position while supporting the mission of SUNY Oneonta. OCM collaborates with the Office of Admissions to develop content for recruitment, including emails, webpages, social media, print pieces, and a virtual campus tour. OCM uses data to understand how prospective students and families are interacting with the content they produce. This information is then used to revise and make the content more effective.

OCM also oversees brand management for SUNY Oneonta, collaborating with external-facing campus units to maintain consistency and brand as stories from SUNY Oneonta are distributed externally. The office developed the SUNY Oneonta style guide, which aims to ensure consistency across media by answering the most common questions about logos, typefaces, and colors that contribute to institutional integrity. The OCM Associate Director of Marketing and Digital Media represents the OCM on the College's Institutional Identity Group, which reviews the style guide each year and makes recommendations for updates.

Internal Communication
In emergency situations, OCM works with the Deputy Chief of Staff & Director of Executive Communications, Chief of Staff, University Police Chief, and other campus officials to provide timely, pertinent information to the campus communication. Urgent communication updates are issued to the campus community via email, voice, and text through the SUNY NY-Alert system, and are posted on the University home page [S2.C6_Internal Communication Guide].

After the campus experienced a significant COVID-19 outbreak in fall 2020, an internal communication task force was formed by Acting President Dennis Craig to examine communication on campus [S2.C6_Internal Communications Task Force]. This working group evaluated policies and practices at SUNY Oneonta as well as other campuses and submitted a report of findings and recommendations to the campus community [S2.C6_Internal Communications Task Force Completes Work]. This report was a blueprint for change after COVID-19 [S2.C6_Communication Task Force Report]. One of the action items implemented was the creation of the President's Advisory Council on Internal Communication (PACIC) [S2.C6_President Advisory Council Internal Communications]. President Cardelle charged PACIC to serve as an advisory group to provide feedback from the campus community, advise on policies and guide priorities, assist with communication tasks and initiatives, and educate the community on the role and responsibilities of students, employees, and other stakeholders to stay informed. The goal of the PACIC is to build trust among and within the SUNY Oneonta community through better internal communication. PACIC provides feedback from all internal stakeholders to the Deputy Chief of Staff & Director of Executive Communications and the President to create a communication strategy that leads to improved campus understanding and morale, employees feeling valued, a better-informed campus, and overall institutional strength in transparency [S2.C6_21-22 PACIC Year End Report].

Data Integrity for Self-Study and Process for Verification
The University maintains a system for ensuring data integrity and for verifying data. The Office of Institutional Research is responsible for compiling and calculating institution data.

Affordability and Accessibility
SUNY Oneonta has had demonstrable success in delivering affordable and accessible education, and the campus has been rated favorably in several value-themed rankings, including *U.S. News & World Report*, *Forbes,* and *Kiplinger's Personal Finance List* [S2.C7a_Rankings & Reviews]. Meaningful alignment with our educational mission requires us to be transparent and truthful about how we make a SUNY Oneonta education affordable and accessible. In 2020-2021, 84% of first-year students and 79% of all undergraduate students received financial assistance; 16% of our 2020-2021 undergraduates participated in the New York State Excelsior Scholarship Program which provides them with a tuition-free education [S2.C7a_Excelsior Scholarship]. That same

year, 36% of our students received tuition assistance through the New York State Tuition Assistance Program (TAP) [S2.C7a_NY State TAP]. In addition, the College awarded $5.7 million in merit- and need-based scholarships. On average, 2020 SUNY Oneonta graduates had $3,800 less student loan debt than the national average.

Accessibility to education is an institutional priority, and fundamental to both inclusivity and SUNY Oneonta's status as a public regional institution in SUNY's comprehensive sector [S2.C7a_Office Access and Opportunity Programs; S2.C7a_EOP Students Admission]. Consequently, the University has established practices and support for optimizing accessibility. The AOP includes three programs that focus on supporting students who face financial and academic barriers to success. At SUNY Oneonta, students admitted through EOP, ACE, or CAMP receive individualized attention and services throughout their college career as a member of AOP. The AOP Summer Academy is a tuition-free, mandatory summer program and meaningful investment in the success of incoming AOP students [S2.C7a_Summer Academy]. This four-week program is designed to provide students with academic and social foundations prior to the start of freshman year. Admission to SUNY Oneonta for students in the AOP programs is contingent upon successful completion of Summer Academy.

The University is committed to reducing education costs, including those associated with textbooks. The OER Initiative, co-led by the TLTC and Milne Library, supports students, faculty, and the institution through a no-textbook-cost general education pathway [S2.C7a_OER; S2.C7a_OER for Students; S2.C7a_OER Annual Report 2021]. Affordable learning practices and strategies are supported by the library's scholarly communications services and electronic course reserves system.

Another aspect of affordability is availing students of support in times of critical need. The University's student food pantry, the Food Shelf at Hunt Union, was established in fall of 2017 to address student food insecurity. Community members are encouraged to donate food items, and stigma around student use is mitigated by the ethos "take as you need, leave what you can." The Food Shelf is a campus partnership that includes the Office of Student Life and Leadership, Hunt Union, Center for Social Responsibility and Community, the SA, Office of Equity and Inclusion, and Office of Sustainability. During spring of 2021, the Food Shelf worked with the Division of Student Affairs to offer free meal chips, available on the shelf and redeemable for a free meal in the dining halls.

The SUNY Oneonta Foundation prioritizes and supports affordability through myriad efforts including SUNY Oneonta advancement programs and fundraising campaigns [S2.C7a_College Oneonta Foundation; S2.C7a_Foundation_Investing in Students]. The goal and intention of these campaigns is to reduce student loan debt, assist students and families with financial planning, and help students in obtaining a high-quality SUNY Oneonta education. In FY 2021-2022, the SUNY Oneonta Foundation provided ~$2.4 million to students in the form of scholarships and awards [S2.C7a_Student Emergency Fund].

Almost a third (30%) of SUNY Oneonta students begin as transfers. Making transfer admissions straightforward is a key accessibility effort. The Office of Admissions delivers engaging outreach and a set of services geared towards supporting the onboarding and success of our transfer students including the course equivalency tool and the *DegreeWorks* audit system [S2.C7a_Transfer Admissions Website]. By valuing the experiences and accomplishments

transfer students bring to our community, we are committed to keeping college affordable and supporting student success. SUNY Oneonta offers renewable academic merit scholarships to transfer students entering in the spring or fall semester [S2.C7a_Transfer Scholarships]. To be considered, students must enroll full time and transfer at least 24 credits. Unless otherwise noted, merit scholarships are applied to non-tuition-related expenses up to the total cost of attendance.

- Transfer Excellence Scholarship: offers $2,000/year, renewable for up to three years of undergraduate study, for our highest-achieving transfer students with 24 or more transferable credits and a cumulative grade point average (GPA) of 3.5 or better.
- Transfer Success Scholarship: offers $1,500/year, renewable for up to three years of undergraduate study, for transfer students who have demonstrated outstanding academic ability, with 24 or more transferable credits and a cumulative GPA between 3.0 and 3.49.

Student Financial Literacy and Informed Decision-Making
Through the offices of Financial Aid and Scholarships, Student Accounts, and the Making Cents$ Program, the University supports students in learning about financial aid options, understanding financial aid packages, and developing and practicing financial literacy. Financial Aid and Scholarships works to facilitate access to financial aid, in part through individual advisory services where staff work directly with students to navigate the many funding opportunities and financial commitments that make attendance possible. The University "Cost & Aid" webpage provides detailed information and one-stop access for students and their families with important information about programs and services, including grants and scholarships, as well as an interactive net price calculator to help them make financial decisions [S2.C7b_Cost & Aid Website]. The site also includes financial literacy tools, including SUNY Smart Track and a financial aid calculator.

The Making Cents$ Financial Wellness Program [S2.C7b_Making Cents; S2.C7b_Making Cents Report] supports student and family financial literacy through engaging programming, financial coaching, and a wide variety of workshops and events to help students enhance their knowledge and confidence in many areas of personal finance such as budgeting, money management, credit scores, savings and investing, loan borrowing, and repayment. As part of this initiative, the Office of Student Accounts began sending out refund letters to every student expecting a "refund" that resulted from loan borrowing. The refund letter encourages students to apply some of the funds back to their semester charges and reduce their amount of loan borrowing. Of the 1,967 students contacted, over 9% reduced their loan borrowing, eliminating over $292,000 of student debt. The Office of Student Accounts also sends out an annual debt letter to students who have student loans. The debt letter provides an overview of student loan borrowing to date and the anticipated monthly loan repayment amount after graduation based on total loan borrowing, and is an important communication tool that helps inform students about their loan borrowing.

Inclusive Campus Environment
SUNY Oneonta's efforts to create a welcoming and bias-free environment, one that recognizes diversity and divergence of perspectives as being integral to academic excellence, have been ongoing and adaptive throughout this accreditation cycle. Established in 2003, PCOD has underscored the value of diversity and freedom of expression as intersectional values of the institution, which PCOD codified over 15 years ago in its diversity statement [S2.C2_President Council Diversity]. PCOD also influenced the development of institutional infrastructure supporting ongoing diversity work in recommending the creation in 2006 of an Office of Diversity, Equity and Inclusion, which has served as an umbrella unit for multiple institutional

responsibilities dedicated to issues of freedom of expression and diversity in its broadest sense [S2.C2_Office Equity & Inclusion]. The first campus climate survey was conducted in 2005.

Since 2014 the Office has been led by a Chief Diversity Officer, who serves as a member of the President's Cabinet and is responsible for supervision of the Affirmative Action/Title IX office; the Center for Racial Justice and Inclusive Excellence (CRJIE); and myriad diversity, equity, and inclusion initiatives and operations [S2.C2_Office Equity & Inclusion_Staff]. The position of Chief Diversity Officer has recently been promoted to Vice President for Diversity, Equity and Inclusion & Chief Diversity Officer. A national search was conducted for this position as well as for the Director of the CRJIE [S2.C2_CRJIE]. In recognition of the meaningful work of the office and its campus partners, including PCOD and the Student Diversity, Equity and Inclusion Council, the University has twice earned (most recently in 2017) the Higher Education Excellence in Diversity award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education [S2.C2_HEED Award].

Promotion of Diversity
The University developed its first diversity plan in 2016 [S2.C2_Strategic Diversity Plan 2016] and updated it to the 2020 Diversity and Inclusion Plan [S2.C2_2020 Diversity Plan], which included four comprehensive goals and drew on the SUNY Oneonta SP 2015, the Academic Master Plan, and the Living, Learning and Working at SUNY Oneonta climate study results. In 2021 a systematic evaluation of the goals began with the intention of identifying outcomes achieved and additional areas for improvement for future efforts [S2.C9_2020 Diversity Plan Final Review].

Goal 3: "Foster an understanding of power and privilege, and the complexities of individual and social identities to create a safe and inclusive climate" was identified as yielding the most gains in attempting to create an inclusive climate. For example, the Faculty Center and the Inclusive Classroom Team began and continues to host ongoing professional development on related topics, which includes several speakers and workshops [S2.C2_Faculty Center Workshops; S2.C2_Faculty Center Teaching Institute; S2.C2_Affinity Group]. Working with the Faculty Center, the newly created role of Faculty Associate for Diversity serves as a liaison with the Office of the Chief Diversity Officer to ensure ongoing pedagogical developments related to inclusivity.

The campus Master Facilities Plan prioritized accessibility and universal design on campus [S2.C2_Facilities Master Plan 2013-2023 Executive Summary]. In addition, there are now many gender-inclusive restrooms available on campus. Awareness efforts are ongoing.

SUNY Oneonta is also committed to diversity, equity, and inclusion for student development and success outside the classroom. The University promotes multicultural student initiatives that provide diversity, inclusion, multicultural and social justice education and training, as well as advocacy and leadership development opportunities [S2.C2_Multicultural Student Clubs and Resources]. Similarly, the Gender and Sexuality Resource Center (GSRC) provides resources, education, support, and advocacy for gender and sexuality equity and inclusion for SUNY Oneonta students and employees in support of the campus' diversity goals. The GSRC takes an intersectional social justice approach to issues of privilege and oppression [S2.C2_GSRC].

Climate of Respect

The University strives to foster an overall climate of respect among all faculty, staff, and students through campus-wide initiatives and programs that promote the institutional priority of diversity, equity, and inclusion. Below are some examples of the opportunities the campus provides to support and foster a climate of respect. In addition, SUNY Oneonta regularly solicits student, faculty, and staff input on the campus culture through surveys such as the 2021 SUNY Oneonta Sexual Violence and Prevention Survey and the 2022 HEDS Diversity Survey. Results of those surveys, described below, provide evidence that SUNY Oneonta is committed to fostering a safe and welcoming campus community for all students, faculty, and staff.

Graduation Requirement and Courses

As of fall 2023, all SUNY Oneonta students will be required to take a general education course focused on diversity, equity, inclusion, and social justice [S2.C2_Dragon Academy Implementation Report, highlighted on p10]. In this course students will:

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Programs and Initiatives

Offices throughout campus foster a climate of inclusivity through programs and initiatives. The University supports multicultural students and offers workshops on topics such as race, gender, sexual orientation, and socioeconomic issues. SUNY Oneonta supports several multicultural student organizations.

Know Violence

The Know Violence Committee envisions a world where individuals and communities are empowered to create a non-violent reality of equality and engage in healthy relationships where survivors are supported, perpetrators are held accountable, and bystanders confidently intervene [S2.C2_Know Violence]. The mission of the Know Violence campaign is to prevent interpersonal violence and shift community norms for the SUNY Oneonta campus community by implementing evidence-based education and outreach strategies for violence prevention and connecting community members to additional resources.

BIAS Act Response Team

The University's creation of the Bias Action Response Team (BART) is evidence of a constructive institutional response to acts of bias on campus. BART oversees the responses to individuals and/or communities who have been affected by bias acts. Responses may include investigation and adjudication, as appropriate, by the University Police Department, Office of Student Conduct, Office of Human Resources and/or the Affirmative Action Office. Other kinds of responses (e.g., passive or active programming about bias acts, facilitated meetings among those who have perpetrated bias acts and those who have been targeted, etc.) are arranged on a case-by-case basis [S2.C2_Bias Response Team].

Safe Space Training
The SUNY Oneonta Safe Space Program builds awareness of issues affecting LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, etc.) people as well as providing training to the campus community to develop skills for allies. The program works to create more campus spaces where LGBTQIA+ people and their allies feel safe, supported, and valued as members of our university community. The program provides a multi-tier workshop series for SUNY Oneonta faculty, staff, and students, with a continuing education model [S2.C2_Safe Space Program].

Common Read
SUNY Oneonta's Common Read began in 2013 as a campus-wide initiative to promote the institution's commitment to diversity, equity, and inclusion [S2.C2_Common Read]. The Common Read advances diversity by encouraging students to examine and better understand topics such as equity, inclusion, and personal history through many lenses. It aims to further infuse cultural literacy into our academic program by asking the campus community to read a diversity-related book, which is then discussed in fall courses across several disciplines. The University hosts the author on campus for direct student and faculty engagement.

For its 2022 Common Read, SUNY Oneonta chose George Takei's New York Times best-selling graphic memoir *They Called Us Enemy*. The book details Takei's personal experiences of growing up in internment camps, as well as the larger story of Japanese internment in the United States and the policies that enabled it. In his memoir, Takei shares the joys and horrors of growing up under legalized racism, his mother's hard choices, his father's faith in democracy, and the way those experiences planted the seeds for his astonishing future.

Student Organizations
Several student clubs and other groups support diversity, equity, and inclusion on campus, including the following [S2.C2_Student Clubs].

Student Diversity, Equity, and Inclusion Council: made up of students from diverse backgrounds committed to assisting in the development of a safe, supportive, welcoming, and inclusive community that upholds and celebrates diversity, equity, and inclusion at SUNY Oneonta [S2.C2_SDEIC].

Africana and Latinx Studies Club: this club's primary effort is to promote awareness, knowledge, and critical dialogue about issues and concerns relevant to Africana and Latinx populations [S2.C2_Africana Latinx Studies Club].

Black Engaged Enlighted Feminist Club: this club's mission is to promote awareness and foster a safe space, and to discuss the diverse experiences that occurs as a response to the formation of these complex social inequalities [S2.C2_Black Engaged & Enlightened Feminist Club].

Black Student Union: the mission of this group is to support our black students in becoming leaders [S2.C2_Black Student Union].

Multicultural Student Council: the mission of this council is to create a supportive and inclusive relationship among the multicultural clubs on the campus [S2.C2_Multicultural Student Council].

Students of Color Coalition: the mission of this coalition is to educate those unaware of or lacking information vital to being an advocate or ally to people of color [S2.C2_Students of Color Coalition].

Kente Graduation
The Kente Graduation Recognition Ceremony is an annual event sponsored by the Africana & Latinx Studies department and the Office of Equity and Inclusion. This annual event symbolizes the rite of passage for multicultural student scholars who are transitioning from institutions of higher learning to the next chapter of their lives.

Lavender Graduation
The Lavender Graduation Recognition Ceremony is an annual event sponsored by the GSRC in the spring, which recognizes exceptional service, leadership, and activism on behalf of the LGBTQIA+ community. Awards honor graduating seniors and faculty and staff members for their outstanding contributions to diversity and inclusion at SUNY Oneonta [S2.C2_Lavender Graduation Recognition].

Sexual Assault Campus Climate Survey
Overall, the campus sexual violence and prevention survey indicates that SUNY Oneonta has a relatively positive environment [S2.C9_SVP Sp2021 Student Overview]. In 2021, over 75% of students knew about the campus policy and procedures for sexual assault. Students also felt that if they or a friend filed a formal complaint of sexual violence that the University would take the report seriously (54%) and would provide the student with necessary support (56%).

Higher Education Diversity Survey
In 2022, SUNY Oneonta administered the HEDS Diversity Survey (comprehensive campus assessment) to all students and employees [S2.C9_HEDS Campus DEI Survey]. Key results include the following.
- Most students (62-77%) indicated that they were comfortable interacting with someone of a different gender, sexual orientation, country of origin, disability, or non-native English speaker; however, only 40% of students are comfortable interacting with someone who has a different political view.
- Over half (52-65%) of students know whom to contact to report an incident of harassment and understand the reporting and investigation processes.
- Some students and employees indicate they have experienced harassment related to racial and/or ethnic identity, sexual orientation, gender identity, socioeconomic background, religion, and disability. Students (67%) rate the overall campus climate higher than employees (55%) of SUNY Oneonta.

SUNY Student Satisfaction Survey
In the student satisfaction surveys conducted in 2015, 2018, and 2021 students generally agreed that acts of prejudice based on race, religion, socioeconomic status, gender, and sexual orientation are rare at this campus [S2.C9_Student Satisfaction Means Comparison]. In addition,

students have indicated that they have had opportunities to develop an openness to the opinion of others and well as to appreciate cultural diversity and individual differences.

Sexual-Assault Prevention/Title IX
The Title IX Coordinator works to foster awareness, support those who report violations, and ensure compliance [S2.C8_Affirmative Action Title IX]. We also maintain a Student Bill of Rights brochure and a Title IX webpage containing essential information and resources [S2.C8_Sexual Harassment Title IX]. In compliance with federal mandates and New York State Education Law 129-B, the University conducts regular sexual violence prevention campus climate surveys and issues reports, a form of ongoing self-assessment that allows us to refine our policies [S2.C8_Title IX Policy]. In 2019, the College Senate approved a Consensual Relationship Policy [S2.C4_Consensual Relationship Policy], providing clarity regarding appropriate relationship boundaries for students, faculty, and staff. Additionally, in 2021 the campus created an ombudsperson position to aid students, faculty, and staff in navigating a chosen grievance process.

Student Diversity at SUNY Oneonta
The number of diverse students has increased from 1,380 in fall 2017 to 1,425 in fall 2021.
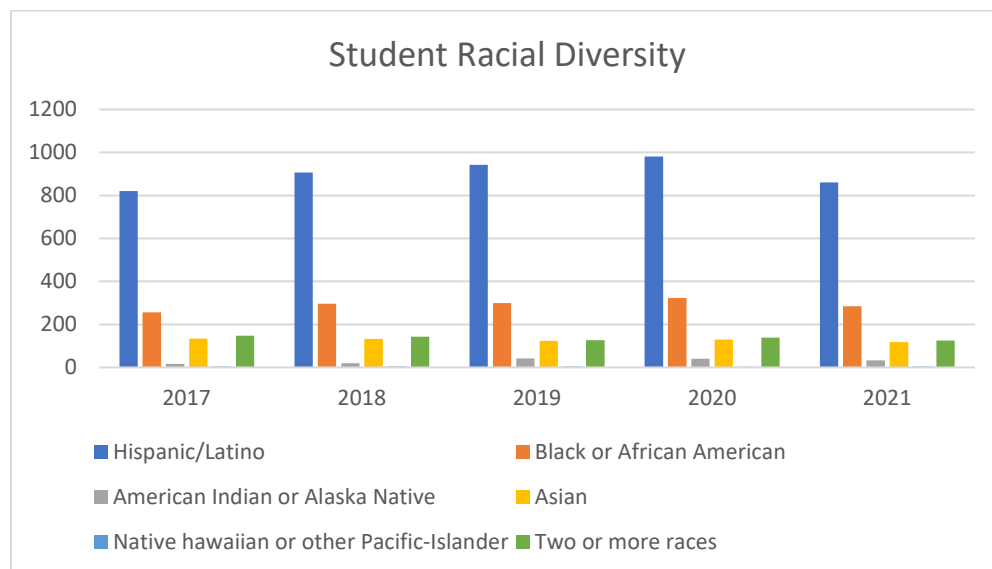
Figure 2.1 Student Racial Diversity (Source: Institutional Research)

Programs to Recruit and Support Student Diversity
The University has several programs designed to facilitate recruitment and support of students from diverse backgrounds. These programs provide financial support to students with identified resource needs, including the EOP and CAMP programs; the Excelsior Scholarship Program; the Student Emergency Fund; and OER initiatives.

Students in Access and Opportunity Programs
SUNY Oneonta's AOP is the umbrella organization for the EOP, CAMP, and ACE programs [S2.C2_AOP]. The mission of AOP is "to provide leadership, guidance, support, and services that present opportunities and options encouraging and promoting holistic, individual development for students and campus constituencies along with an ongoing commitment to program advocacy." EOP is a SUNY sponsored program that has been developed to admit and

support students who do not meet the traditional standards for admission to the University but who possess the desire, potential, and talent to earn a college degree; students must also demonstrate financial and academic disadvantages. Our federally funded CAMP program is the only such program in New York State that assists students from migrant and/or seasonal farm working backgrounds in their first-year transition to college.

During their years at the University, AOP students are not just provided with counseling, tutoring, and mentors, they are also provided with a health and wellness coordinator, a Resident Tutors program (activities), graduate coordinator, and alumni and network coordinator. In their first year, CAMP students are provided mentors, all of whom are student staff hired to provide services to our CAMP students through their college career.

All incoming AOP students attend the four-week Summer Academy bridge program held in July. Students are enrolled in three one-credit courses and are provided with workshops and programming that focuses on information needed by AOP students [S2.C2_AOP Summer Academy; S2.C2_AOP Summer Academy Schedule]. The goal of Summer Academy is to prepare the AOP students for the academic expectations of college prior to the start of the fall semester. All first year AOP students must also take an INTD 1100 course that reinforces the information provided at Summer Academy as well as assist them in making a successful transition to college [S2.C2_INTD 1100 Syllabus_CAMP; S2.C2_INTD 1100 Syllabus EOP].

Excelsior Scholarship Program
The state-funded Excelsior Scholarship Program allows students whose families earn less than $125,000 to attend a SUNY college or university tuition-free. The scholarship covers any remaining gap in tuition expenses after federal and state grants and scholarships are applied, up to $5,500 [S2.C2_Excelsior Scholarship].

Student Emergency Fund
The Student Emergency Fund was established in 2018 as a pilot program administered by SUNY with funding from the Gerstner Philanthropies and Heckscher Foundation for Children [S2.C2_Student Emergency Fund]. When that funding was exhausted, the SUNY Oneonta Foundation raised additional funds through generous donors to establish a permanent SUNY Oneonta Student Emergency Fund, which was recently endowed with over $1 million in funding raised. The Fund offers emergency assistance to help students facing an unforeseen event or an unexpected need for aid. To be eligible to apply for an emergency grant, a SUNY Oneonta student must be pursuing a bachelor's degree, enrolled in at least six credits, have a GPA of at least 2.0 and be in good standing with the University. No awards are made directly to students; rather, grants are paid directly to vendors (landlords, grocery stores, medical facilities, etc.). Expenses that may be eligible for aid through the Student Emergency Fund include rent, utilities, clothing, food, medical expenses, back-up childcare, back-up transportation, and replacement of stolen items needed for school.

In fiscal year 2021-2022, $56,424 was awarded in emergency funding to 52 students to alleviate adverse circumstances, including homelessness or threat of eviction, medical or dental emergency, natural disaster, domestic violence, theft, or loss of employment.

Diverse Faculty at SUNY Oneonta
SUNY Oneonta's efforts to recruit and retain faculty from underrepresented backgrounds has enabled the institution to maintain a consistent percentage of diverse faculty (17%–18%). However, various efforts have not resulted in significant diversification of the faculty.
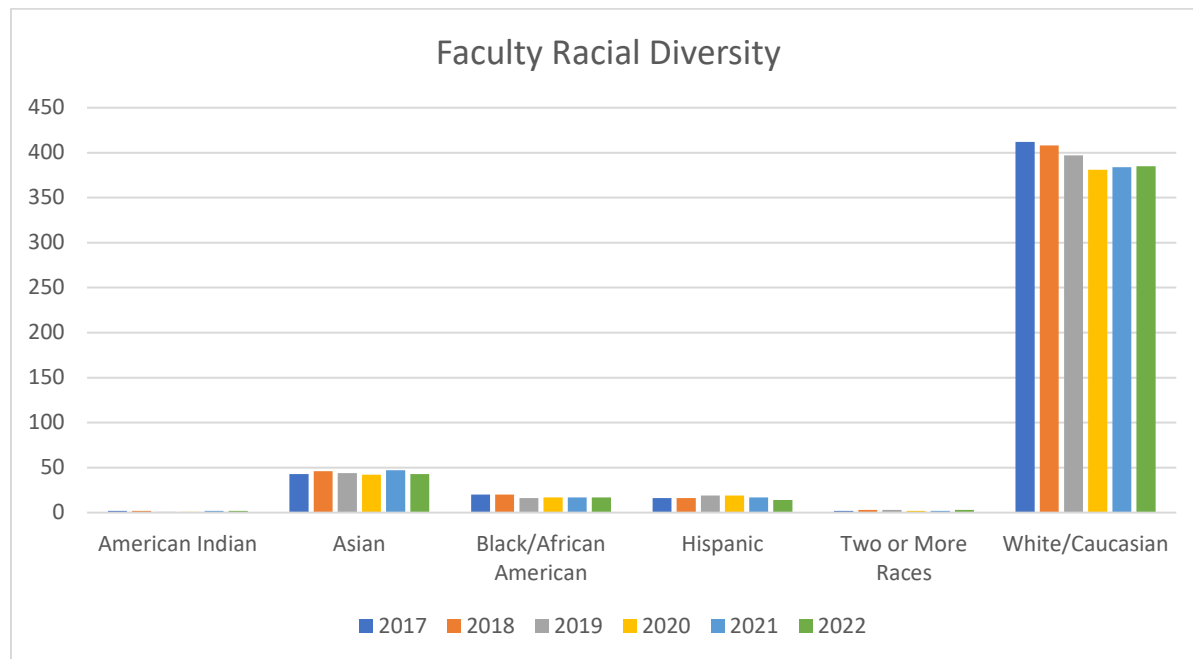
Figure 2.2 Faculty Diversity (Source: Institutional Research)

PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth)
PRODiG is a ten-year SUNY program designed to increase the recruitment and retention of historically underrepresented faculty, including minorities (URM) in all disciplines and women of all races in STEM fields (WSTEM) [S2.C2_PRODiG]. SUNY Oneonta's PRODiG program was initially approved by SUNY in 2019 (its inaugural year), with four overarching goals: (1) to increase the percentage of URM and WSTEM faculty to mirror its URM student and WSTEM major population; (2) to support the success and retention of URM and WSTEM faculty; (3) to increase the percentage of URM students attending graduate school; and (4) to improve the campus climate for diversity, equity, and inclusion in line with the PRODiG goals and initiatives [S2.C2_PRODiG Proposal].

Successes in Meeting our PRODiG Goals
Since its inception in 2019, SUNY has approved three successive SUNY Oneonta PRODiG applications. Each funding cycle supports a cohort of faculty for three years, whereby SUNY provides a portion of their salaries back to the campus to be used for support and programming. To date, SUNY Oneonta has hired a total of ten PRODiG-eligible faculty (two in 2019-2020, two in 2020-2021, and six in 2021-2022). Seven of these PRODiG faculty have been retained. It is anticipated that the SUNY request for applications for the 2022-2023 PRODiG faculty cycle will be launched soon. In addition, through the Pipeline to PRODiG Fellows Program for late-stage ABD pre-doctoral, post-doctoral, and other terminal degree students, one WSTEM Visiting Instructor (in biology) joined the SUNY Oneonta and completed a two-year fellowship.

SUNY Oneonta has made good progress towards its PRODiG goals that relate to supporting and retaining diverse faculty. These include, but are not limited to, new processes for URM/WSTEM faculty recruitment and hiring; a School of Liberal Arts and Business cohort hire of faculty with academic areas related to diversity, equity and inclusion; retention incentives for PRODiG faculty including startup funds, summer research support, and faculty development funding; and intentional programming through the Faculty Center (orientation, workshops, assigned mentors) [S2.C2_PRODiG_Awards & Progress Report].

Grievance Procedures
The University has policies and practices in place to redress complaints and grievances filed by students, faculty, and staff. Training on and enforcement of these policies is systematic and geared toward fair handling of perceived problems. Compliance review occurs annually, and employee completion of mandatory training (e.g., modules on workplace violence and Title IX/sexual harassment prevention) is monitored. Human Resources maintains a policies and resources webpage that assembles information regarding affirmative action/equal employment opportunity, consensual relationships, domestic violence and workplace violence prevention, and the non-discrimination/non-harassment policy, among others.

Grievance policies and procedures are designed to be not only easily accessible but also timely and fair. Faculty, staff, and students can utilize the Discrimination and Harassment Complaint procedure [S2.C3_Discrimination and Harassment Complaint Procedures] and the Title IX policy to address complaints [S2.C3_Title IX Grievance Policy]. Both students and employees receive training regarding these topics and how to report an incident or file a grievance. Students may additionally use the Code of Student Conduct to have a grievance adjudicated against a peer [S2.C3_Code of Student Conduct p21]. Successive revisions of the Student Academic Grievance Policy [S2.C3_Academic Grievance Policy Undergraduate; S2.C3_Academic Grievance Policy Graduate] have been made to ensure online student access and provide all students an opportunity to engage in conflict resolution prior to a formal grievance. Faculty and staff have access to collective bargaining unit documents that govern how a grievance is to be filed and handled, including the Civil Service Employee Association Disciplinary Manual [S2.C3_Manual of Procedures in Disciplinary_Action] and website [S2.C3_NYSED Enforcement Actions] and UUP contract article 7 [S2.C3_UUP Agreement_Grievance p.2-4], as well as the SUNY Discrimination and Sexual Harassment Complaint Procedure.

In addition to the grievance policies and procedures outlined above, there are additional grievance policies directed specifically at the work of the RF. These policies and reporting procedures can be found in the SUNY Research Foundation Code of Conduct [S2.C3_SUNY RF Code of Conduct].

Academic Integrity
The University promotes academic integrity, introducing students to the concept as early as orientation and relying on the Academic Dishonesty Policy to establish the institution's expectations. Academic dishonesty is defined as any act by a student that misrepresents or attempts to misrepresent to an instructor or any University official the proficiency or achievement of that student or another student in any academic exercise, or that is intended to alter any record of a student's academic performance by unauthorized means.

A student deemed guilty of an act of academic dishonesty may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, or dismissal from the University [S2.C1_Code Student Conduct Academic Dishonesty]. Depending upon the severity of the violation, as determined by the University's Office of Community Standards, the student may be referred to the Standing Disciplinary Board. Second offenses will result in a mandatory referral of the case to the Standing Disciplinary Board or, if the Board cannot be convened in a timely manner, the Director of Community Standards will hear the case. The penalties that may be assessed by the Board are listed under the Procedures of the Standing Disciplinary Board as published; however, the normal penalty is suspension or dismissal.

Student Responsibilities
Students are expected to be familiar with the Academic Dishonesty Policy and receive training on the policy at orientation [S2.C1_Code Student Conduct Academic Dishonesty]. Ignorance of the policy does not necessarily exempt a student from charges of, and penalties for, violations of the policy. For example, students who are not aware of the citation rules for their discipline may still be charged with plagiarism if those citation rules have been violated.

Students are encouraged to notify the instructor if they observe an act of academic dishonesty. If a student reports such an incident, the instructor shall be obligated to pursue the matter as indicated above. If, in the opinion of the student who has reported the incident, the instructor has not fulfilled his/her responsibilities in this matter, that student may confer with one or more of the following: the department chairperson, the academic dean, and/or the Office of Community Standards staff. Additionally, the student may request a review in writing to the Subcommittee on Student Academic Grievances [S2.C3_Faculty Grievance Committees].

Support Structure for Accused Students
When academic dishonesty is suspected, the faculty member should discuss the evidence with the student, explaining why such evidence brings the student into suspicion of violating this policy and advising the student of the actions to be carried out as outlined in this policy.

The faculty member may assign a grade of "E" for an assignment, for an activity, or for the course if there is a preponderance of evidence that the student is guilty of academic dishonesty in connection with their work. These instances of academic dishonesty, and the action taken, should be reported to the Office of Community Standards, with a copy to the department chair. A form for reporting academic dishonesty is available on the Office of Community Standards webpage (Academic Integrity in the forms section).

If, in the judgment of the Office of Community Standards, the nature of the case warrants it or it is a second offense, the case will be referred to the Standing Disciplinary Board of the University [S2.C3_Standing Disciplinary Board]. The student may appeal any action taken by either the Office of Community Standards or the Standing Disciplinary Board to the Vice President for Student Affairs or their designee.

Fair and Impartial Human Resources Practices
SUNY Oneonta employs fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees. Related administrative processes are supported by the

Office of Human Resources [S2.C5_Human Resources Website]. The University's faculty and administrative staff search process is overseen by the Chief Human Resources Officer and managed by the office of Employment Opportunities.

Evaluation, promotion, discipline, and separation practices are clearly established by written procedures and provided for in various labor contract provisions. Information about faculty personnel procedures is publicly available on the Academic Affairs webpage and Promotion, Tenure, and Renewal guidelines are posted [S2.C5_Renewal Tenure Promotion Website; S2.C5_RTP Guidelines]. Similarly, policies and procedures and facets of employment for all employees are publicly available on the Human Resources webpage [S2.C5_HR Policies Procedures].

In alignment with the SUNY Board of Trustees Policies, the University's commitment to transparency and consistency in evaluating professional staff includes a standardized campus-wide performance program [S2.C5_Eval Form]. Because we are a unionized campus, many of our procedures are directly based on contracts with collective bargaining units. Human Resources ensures that rules and procedures are fairly and consistently applied. For issues involving employee grievances or employee relations concerns, Human Resources staff and specifically the Chief Human Resources Officer, who serves as labor relations designee, adhere to the terms of the contracts in force on campus.

Faculty and Staff Evaluations
Faculty are reviewed at defined checkpoints. The performance of adjunct faculty is considered by the hiring department's chair and school dean when the adjunct seeks contract renewal. The University also has an adjunct promotion program through which adjuncts apply for adjunct ranks that mirror those of tenure-track and tenured faculty (adjunct assistant professor, adjunct associate professor, adjunct professor) [S2.C5_MOU Adjunct Lecturer Program; S2.C5_Adjunct Faculty Promotion & Evaluation Program]. Adjuncts seeking promotion undergo additional performance review, notably teaching observations and review of teaching performance data such as final grade analyses. They must also submit student surveys (evaluations) from their courses. Tenure-track faculty must submit teaching observations and recommendation letters from their departments when they apply for contract renewal after years one, three, and five. In their sixth year they prepare a dossier of evidence of effectiveness that includes not only teaching observations, student course surveys, and evaluation letters from colleagues on campus, but also external letters from experts in their fields who are employed by other institutions [S2.C5_Renewal Tenure Promotion Website].

Staff are reviewed annually by immediate supervisors in their departments. Human Resources provides training for staff supervisors, a performance evaluation tool (form with structured choices), and guidance as needed. Employees are evaluated on effectiveness of performance, measured in relation to performance goals defined by the supervisor in consultation with the employee [S2.C5_Eval Form].

Compliance
SUNY Oneonta has made every effort to report required accurate and on-time information to federal, state, and SUNY-mandated agencies.

The University follows the requirements from the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, for disclosing student consumer information on our Student Right to Know webpage [S2.C8a_Student Right to Know]. The Office of Institutional Research built the Student Right to Know page to meet the requirements to disclose student consumer information on the University website and MSCHE reporting requirements. Reports include retention and graduation rates [S2.C8a_Retention & Graduation Rates] and pass rates on New York State Teacher Certification Examinations [S2.C8a_Teacher Certification]. The University complies with all reporting requirements of the MSCHE including the *Requirements of Affiliation.*

During this accreditation cycle, substantive changes were enacted for which the University successfully sought approval from the MSCHE [S2.C8c_MSCHE Substantive Changes]:
- Alternative Delivery Methods (MSCHE #4) – submitted once the campus registered its third online program
- Additional Location (MSCHE #10) – submitted upon reinstatement of the jointly registered Childhood Ed BS program with Mohawk Valley Community College
- Significant Departure from Existing Educational Programs (MSCHE #3) – submitted upon registration of the Exercise Science B.S., a new degree program in a new HEGIS code ("Health Professions"), with SUNY and NYSED (i.e., the campus was not previously approved to deliver programs in the health professions disciplinary area)

Periodic Assessment of Policies on Ethics and Integrity
As part of its efforts to ensure ethics and integrity are central to the work of the institution, SUNY Oneonta periodically reviews its policies and procedures via several methods. The University annually reviews the Undergraduate and Graduate Catalogs, as well as the Code of Student Conduct. Recommended revisions to academic policy go through shared governance processes. Any recommended revisions to the Code of Student Conduct are forwarded to the College Council for review and approval. University policies are also reviewed in response to regulatory changes or other compliance needs, for example the recent changes made to the Academic Grievance Policy to ensure the university's grievance processes were accessible to students in online courses as required by the National Council for State Authorization Reciprocity Agreements.

Additional review is conducted every three to four years when the University administration negotiates a new contract with each of its bargaining units. At that time, grievance procedures, employee evaluation policies, and conflict of interest policies are reviewed and evaluated before being drafted into a new agreement.

Further assessment of ethics and integrity is conducted regularly through compliance reports the University is required to submit to federal and state entities. These compliance reports are completed for various requirements, but the reports ensure that the University is faithful to its duties and acting in an ethical manner with integrity.

Observations on Standard II
SUNY Oneonta meets Standard II and Requirements of Affiliation 12 and 13. Ethics and integrity are central to our mission, practices, and policies, and our policies and procedures are regularly assessed. The University is committed to academic freedom; works to maintain a climate of respect for faculty, staff, and students; and is fair, impartial, and open in its hiring practices for

faculty and staff. Campus offices ensure that information is accurate, that students understand funding and debt, and that the University engages in truthful marketing and ethical admissions practices, and complies with all reporting regulations and requirements regarding disclosure of information regarding assessments, graduation, retention, certification and licensure rates.

Strengths and Suggestions, Standard II

Strengths
- The University expects all members of the community to maintain ethical standards.
- Faculty and staff are invested in providing education on diversity and inclusion both inside and outside the classroom.
- Students promote a culture of respect through clubs and organizations.
- SUNY Oneonta's library staff and faculty have led OER initiatives within the SUNY system and increased student access to low-cost and no-cost educational materials.

Suggestions
- Make recruiting and retaining faculty from underrepresented backgrounds a paramount priority.
- Strive to eliminate harassment of campus community members that is related to racial and/or ethnic identity, sexual orientation, gender identity, socioeconomic background, religion, and disability.
- Develop an employee handbook (or digital resource) where all policies and procedures can be readily found.
- Establish a process and schedule for the cyclical review of institutional policy.

Chapter 3: Effective Curricula and Learning Experiences for the Twenty-First Century Student (Standards III and V)

Standard III

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Available Programs of Study

Undergraduate
SUNY Oneonta offers a carefully curated array of academic programs: 55 bachelor's degree programs and 16 graduate degree programs (14 master's and two advanced certificates) that have been planned, delivered, assessed, and revised with the mission-consonant goal of educating students in specific disciplines and professional areas and responding to employment needs of New York State and beyond [S3.C1_Academic Programs].

Degree requirements align with state and national expectations. SUNY Oneonta's bachelor's programs require the New York State minimum of 120 credits (select programs require more such as the licensure-qualifying, 150-credit Professional Accounting B.S. program). Students must earn a minimum number of liberal arts credits depending on the degree award: a minimum

of 90 credits for a Bachelor of Arts degree; 60 for a Bachelor of Sciences degree; and 30 for a Bachelor of Fine Arts degree [S3.C1_Degree Applicable Credit].

Academic policies and degree requirements ensure that students are sufficiently challenged and, by extension, that their programs of study and the degrees they earn are defined by integrity and rigor. Advanced learning experiences in the major are ensured through the requirement in bachelor's programs of a minimum of 45 s.h. of 3000- and 4000-level coursework, with a minimum of 18-21 credits of upper-division coursework in the major. SUNY Oneonta's current General Education program, as detailed below, requires a minimum of 30 credits distributed across different disciplines and including essential skills learning in the areas of communication, mathematics, scientific reasoning, critical thinking, and information literacy. The University embraces transfer students and credit, but a SUNY Oneonta bachelor's degree requires no less than 45 credits of SUNY Oneonta coursework. Similarly, one half of any major or minor must be completed in residency (i.e., through SUNY Oneonta coursework); all courses for majors/minors must be taken for a letter grade unless offered Pass/Fail only; and no more than two courses may overlap between or among majors/minors. Any excess in overlap requires the completion of additional coursework in the field [S3.C3_Degree Requirements; S3.C3_Undergrad Degree & Gen Ed Requirements].

To achieve balance between a broad liberal arts foundation and specialization in a discipline, students are permitted a maximum of 60 semester hours in the department of the major for a B.A. degree and a B.S. degree, and 90 semester hours for a B.F.A. degree.

Academic progress is monitored through established minimum grade standards keyed to students' class standing. To be eligible for graduation, students must have earned a minimum GPA of 2.0 in both their major and across their degree (i.e., cumulative GPA). Some majors subject to accreditation or regulatory standards have higher GPA requirements. Cumulative GPA is calculated using all courses completed through SUNY Oneonta. Major GPA is calculated using the highest SUNY Oneonta grades earned that satisfy the minimum major requirements. Minor GPA uses the same methodology – the highest SUNY Oneonta grades earned that satisfy the minimum minor requirements [S3.C3_Academic Progress].

Graduate Programs
Graduate programs have learning outcomes specific to their disciplines and awards, and avail students of opportunities to conduct research and earn expertise and credentials needed for professional advancement [S3.C3_Graduate Degree Requirements; S3.C4,C6_Graduate Studies Resources; S3.C4_Ed Tech Curricular Matrix; S3.C4_Museum Studies MA; S3.C4_MS Nutrition & Dietetics]. Consistent with national trends, the University has experienced increased demand for graduate programs in certain fields and is strategically planning to develop its graduate portfolio and support infrastructure to better serve students in and beyond New York State.

Continuing Education
The Office of Continuing Education offers community based non-credit personal enrichment courses. SUNY Oneonta continues to evaluate program demand in our service region, the state, and the nation to benchmark our existing programs and identify possible areas for new program development [S3.C4_Continuing Education].

Undergraduate Student Learning Outcomes and the General Education Program
SUNY Oneonta's general education program throughout this accreditation cycle (2014-2022) aligns with SUNY's General Education Requirements and uses distribution requirements to ensure breadth of study and avail students of a liberal arts foundation. The program requires completion of coursework from a minimum of seven of 10 disciplinary areas and at least 30 credits. The disciplinary areas have learning outcomes intended to draw students into new areas of intellectual experience, expand their global awareness, and prepare them to make sound judgments within and beyond their academic fields of study. SUNY Oneonta's general education program also furthers the SUNY commitment to seamless transfer and student mobility, thus promoting access and affordability for all students [S3.C5a,b_General Education Requirements; S3.C5a,b_SUNY Gen Ed Course Guidelines].

- **Mathematics (M3)**
  Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics; represent mathematical information symbolically, visually, numerically, and verbally; employ quantitative methods such as arithmetic, algebra, geometry, and statistics to solve problems; estimate and check mathematical results for reasonableness; and recognize the limits of mathematical and statistical methods.

- **Basic Communication (BC3)**
  Students will produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details; develop proficiency in oral discourse; and evaluate an oral presentation according to established criteria.

- **Natural Sciences (NS3)**
  Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and application of scientific data, concepts, and models in one of the natural sciences.

- **Social Sciences (SS3)**
  Students will demonstrate an understanding of the methods scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models, and issues of at least one discipline in the social sciences.

- **American History (AH3)**
  Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society; knowledge of common institutions in American society and how they have affected different groups; and an understanding of America's evolving relationship with the rest of the world.

- **Western Civilization (WC3)**
  Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc. of Western civilization, and relate the development of Western civilization to that of other regions of the world.

- **World Civilizations (OW3)**
  Students will demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institution, economy, society, culture, etc., of one non-Western civilization.
- **Foreign Language (FL3)**
  Students will demonstrate basic proficiency in the understanding and use of a foreign language and knowledge of the distinctive features of a culture(s) associated with the language they are studying.
- **Humanities (H3)**
  Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.
- **Arts (A3)**
  Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

The required general education core includes:
- Basic Communication (specifically, Composition 1000)
- Mathematics (or Quantitative Reasoning)
- Natural Science (or Scientific Reasoning)

Additional skill/knowledge areas need to be completed from courses in the Social Sciences, Western Civilization, World Civilizations, or Foreign Language. Students have the choice to use their remaining general education electives to explore additional disciplines or to deepen their learning in a particular field.

Cultural and Global Awareness is addressed in learning outcomes for courses in World Civilizations and Foreign Language. For example, by definition, courses in the World Civilizations area must be "either entirely or preponderantly non-European and non-US in focus." Courses from many of the other disciplinary areas (e.g., Arts, Humanities, Social Sciences) similarly provide broadening of cultural awareness and sensitivity.

Outcomes in Critical Thinking and Information Management within Oneonta's current general education program are, within SUNY System's requirements, imparted across the undergraduate curriculum. This infused approach has not resulted in systematic assessment. Efforts were undertaken to assess Critical Thinking at an institutional level in 2015 and 2017, though these efforts produced inconsistent results. Assessment of Information Management has been tacit. Students' proficiency in technology has been demonstrated through use of the learning management system, digital forms (e.g., forms for changing academic majors and registering for internships), the appointment-scheduling software Bookings, and the degree audit system *DegreeWorks* [S3.C3_DegreeWorks Display_Sample Student]. Individual academic programs provide advanced training and support for specialized technologies specific to their disciplinary needs. Business Administration majors, for example, receive training on and must demonstrate their ability to use Bloomberg terminals; Digital and Studio Arts majors must use different software applications in their art classes; and Geography majors learn how to employ Geographic Information Systems.

Among the new learning requirements and outcomes in the University's emergent general education program (effective fall 2023 as per SUNY policy) will be revamped Information Literacy outcomes compatible with current digital learning and information management practices [S3.C5_SUNY Revised General Ed_Dec 21]. The new program also provides recurring learning engagements in the competencies of Critical Thinking and Information Literacy [S3.C5_Dragon Academy Implementation Report]. The Diversity, Equity, Inclusion, and Social Justice (DEISJ) outcome will be Oneonta's first campus-wide diversity requirement (academic programs have had their own DEISJ outcomes). To the new SUNY requirements, SUNY Oneonta has added local requirements – a Global Literacy requirement and the Red Dragon Seminar, a foundational course intended to ignite intellectual curiosity and facilitate academic transition to university-level study.

Academic Programs with Coherent Structures
The University's academic programs are designed to promote achievement of established student learning outcomes and skills appropriate to the degree or certificate award level. The rigor and coherence of SUNY Oneonta's programs are reflected in fundamental ways.

- A SUNY Oneonta undergraduate education entails routine demonstration of liberal arts knowledge and essential competencies for the 21st century.
- A SUNY Oneonta graduate education entails advanced disciplinary engagement characterized by independent student thought, research, and scholarship. The licensure-qualifying programs also prepare students for meeting professional credentialing requirements.
- All courses have established learning outcomes, and courses that fulfill degree requirements are mapped to program learning outcomes.
- All academic programs are structured to provide scaffolded learning that leads to final culminating experiences.
- All programs undergo periodic assessment of student learning outcome attainment, as described further in the next section on Standard V [S3.C8_Program Review Guidelines].

SUNY Oneonta programs are also structured to facilitate student planning. In 2015 SUNY directed campuses to register into degree programs any subset of courses (known variously as "concentrations," "tracks" or "options" – the terms are synonymous) that students were routinely advised into based on their academic and career goals. University faculty had already built such concentrations into many of the degree programs, but concentrations were added to other programs such as Business Economics (now Business Administration), English, Philosophy, and Statistics to better point students toward sub-disciplines with corresponding post-graduate career opportunities [S3.C1_Statistics Re-registration With Tracks]. Sixteen of SUNY Oneonta's 55 undergraduate programs currently use concentrations to help foster coherence for students. Another 13 of the 55 are education programs that include content area specializations that similarly foreground the correspondence between curricular learning and career preparation. Thus, more than half (53%) of our academic programs use concentrations/specializations to promote understanding of their objectives and application and to improve students' learning experiences. Other programs consciously design their major requirements to avail students of opportunities to declare a second major or elect to complete a minor and, with faculty advisement, many students do so as a means of enhancing their disciplinary or interdisciplinary preparation.

The scaffolding of all academic programs was systematically reviewed during the University's recent course renumbering project [S3.C1_Renumbering Review Session Worksheet; S3.C1_Sample Curriculum Mapping Matrix_GEOL]. With support from Academic Affairs administrators, faculty in all departments discussed the content and rigor of their programs, reviewed the leveling of all courses, and re-mapped the courses to their established program learning outcomes to ensure student learning was appropriately graduated and accretive so that students were prepared for advanced "capstone" experiences prior to degree completion. The course number assignments in the new schema, moreover, were done in a way that clarified for students certain pivotal courses in the program such as capstones.

Synthesis of Learning
Synthesis of learning grows out of program coherence and the requirements that each major include progressively more advanced study, and the University evaluates and ensures the coherence and rigor of its academic programs through calibrated assessment processes – annual assessments of student learning, external program reviews, and disciplinary accreditation reviews. SUNY System policy innovations, notably its Seamless Transfer and Student Mobility Policy [S3.C1_SUNY Seamless Transfer Policy], have compelled review of the coherence and design of our programs. In 2014, each SUNY campus was required to specifically map the courses in their degree programs with the introductory major courses that faculty across the system identified as the foundational courses (the "transfer-path courses") in the first two years of full-time study.

Approval of Courses and Programs of Study
The University's academic programs are central to the institution's mission of providing impactful student-centered learning that furthers the values of inclusivity, service, and sustainability. The design and effectiveness of SUNY Oneonta's undergraduate and graduate programs are, consequently, one if not the most frequently and deeply evaluated components of the institution. During this accreditation cycle, not only has annual assessment and external program or disciplinary accreditation review taken place for all programs, but the University successfully re-registered nearly all of its undergraduate and graduate programs with SUNY and the NYSED (52 of 57 undergraduate programs and 15 of 16 graduate programs, or respectively 91% and 93% of undergraduate and graduate programs) [S3.C1_Academic Programs Data].

The length of SUNY Oneonta's academic programs, conceived in terms of credit requirements and program structures (i.e., course sequence and time-to-degree completion) has been systematically evaluated through the completed program re-registrations. That process entails successive reviews (local shared governance, culminating in Provost's Office; SUNY; and the NYSED) and scrutiny of all facets of the program's design and delivery plan, including thorough checking of the required "sample student program schedule" which presents all degree requirements in sequence by semester as well as course credit counts and totals [S3.C1_SUNY Program Revision Form].

Transparency of Degree Requirements
SUNY Oneonta's commitment to student-centered learning is evident in the ways we support students' understanding of their degree requirements. The University communicates information about its academic program offerings and degree requirements in a variety of student-friendly ways. Program descriptions and requirements are provided in online catalogs that are annually reviewed (by academic departments and the Registrar's Office), updated and published. Degree

maps for SUNY Oneonta's academic programs, displaying all requirements in a suggested sequence, are also accessible on the University website [S3.C3_Example Degree Map].

The University's degree audit system, *DegreeWorks*, provides students a customized view of their degree progress, distinguishing completed versus outstanding requirements and displaying credits left to completion [S3.C3_DegreeWorks Display_Sample Student]. *DegreeWorks* even provides students with real-time, individualized simulations of the impact of declaring a different major or adding a second major on degree progression in the "What If" enhancement [S3.C3_DegreeWorks What If]. Multimodal support, including a robust selection of audio/video tutorials created by the Registrar's Office, is also provided to help students understand both their degree progress and the technological tools that facilitate tracking and the understanding of remaining requirements [S3.C3_Using DegreeWorks Tutorial Videos]. Again, the decrease in time-to-degree completion among SUNY Oneonta undergraduates in the past five years indicates the institution is availing students of sufficient and clear information about their program requirements and degree progress.

Delivery of Academic Programs: Faculty Qualifications, Effectiveness, and Support
SUNY Oneonta recognizes the correlation between student learning achievement and the preparation and support of the faculty delivering the University's academic programs. The rigor of the curriculum and the ability of faculty to engage students in disciplinary study are ensured by the expertise of well-qualified faculty, clearly formulated and sound academic policies and procedures, ongoing assessment and accreditation activities, and strong administrative support.

Faculty qualifications are vetted initially through University hiring processes that adhere to NYSED's expectations that faculty possess at least a degree above the one they are delivering – undergraduate faculty are expected to hold at least a master's degree in an appropriate field, and possess the appropriate depth and breadth of knowledge necessary to teach assigned courses effectively, as well as to contribute to curriculum development and assessment [S3.C2b_NYSED Handbook Faculty Credentials p20]. Graduate faculty must possess a Ph.D. and relevant expertise to the graduate certificate and degree programs they deliver. SUNY Oneonta's Graduate Faculty Teaching Status Policy specifies the credentials needed for faculty to teach graduate-level courses as well as the review cycle of graduate teaching status [S3.C2b,C6_Graduate Faculty Appointment Policy]. The Graduate Committee and the deans have responsibility for oversight of graduate faculty teaching status [S3.C2b_Graduate Committee]. The Graduate Committee evaluates applications for this status and offers recommendations to the deans in a process tracked and archived in Curriculog. The Graduate Committee also evaluates graduate faculty status on a cycle as prescribed by the Graduate Faculty Teaching Status Policy. A total of 43 faculty are currently listed as having Graduate Faculty Teaching Status.

SUNY Oneonta's successful re-registration of nearly all academic programs during this accreditation cycle has provided an opportunity to demonstrate the qualifications and sufficiency (in number) of the faculty delivering the University's certificate and degree programs. Both SUNY and NYSED perform a thorough evaluation of faculty credentials and expertise during the program registration process [S3.C2_NYSED Program Registration Faculty Credentials; S3.C2c_Faculty Table_Program Reregistration Form].

Faculty effectiveness in teaching is gauged at the evaluative checkpoints (term-contract renewal, tenure, promotion) which require peer teaching observations and submission of evidence of effectiveness. Candidates are also expected to engage in self-reflection and comment on patterns across their student course evaluations. Through shared governance and collective bargaining negotiations a new framework for evaluating faculty achievement and making renewal/tenure/promotion decisions was developed and implemented in fall 2022 [S3.C2e_RTP Policy]. Highlights of this new set of criteria include the ability of faculty to take a holistic, portfolio approach to demonstrating effectiveness and to provide disciplinary-specific context for their achievements. As part of the negotiation of the new "Renewal, Tenure, and Promotion Agreement," an official implementation process was established that specifies the criteria, expectations, policies, and procedures for faculty seeking renewal, tenure, and/or promotion, as well as the workflow and constituency of the reviewing bodies that make recommendations about renewals, tenure, and promotion to the administration [S3.C2e_SUNY Oneonta Implementation Agreement; S3.C2a_RTP Guidelines & Criteria].

Financial Support for Teaching and Learning
Faculty at SUNY Oneonta have considerable institutional support for teaching and learning. Professional development funding is allocated annually to departments for direct distribution to faculty undertaking research, participating in conferences, or otherwise advancing their scholarly agendas [S3.C2d_Faculty Development Funding Opportunities; S3.C2d_Funding Opportunities Awards]. The SUNY Oneonta Foundation raises funds to supplement the University's support for faculty scholarly and pedagogical development [S3.C2d_GrowThriveLive Campaign]. These funds have steadily increased, resulting in more annual support for Oneonta faculty (totaling $58K for the 2022-2023 academic year).

Professional Development for Faculty
SUNY Oneonta has made significant progress in the area of faculty professional development since the establishment of the Faculty Center [S3.C2d_Faculty Center Website]. An application for StAR funding was submitted and funded in 2013 to establish a Center for Teaching, Learning, and Engagement [S3.C2d_CETLE StAR Application]. To establish need for the center, the proposal cited goals from the SP 2010 and Middle States 2013 Self-Study, as well as evidence from NSSE and the Wabash Report. In spring 2016, the College Senate Committee on Instruction submitted a proposal, which was endorsed by College Senate, for the creation and maintenance of the Faculty Center. The Committee on Instruction proposal included the evidence of need based on NSSE and data from the 2013 StAR proposal, and articulated ties to the 2014 Academic Master Plan [S3.C2d Faculty Center Final Proposal Submitted by CoI; S3.C2d_Faculty Center Master Plan].

The Faculty Center works in collaboration with other offices such as the TLTC, the Office of Institutional Assessment, and Sponsored Programs Office (external grants/contracts) to provide ongoing workshops, trainings, and professional development opportunities focused on pedagogy (Fall Institute, professional learning communities, teaching breakfast, coffee chats); information about grants and funding opportunities for professional development, scholarly activities, pedagogy development, and experiential learning opportunities; new faculty orientation; chair training; promotion, tenure, and contract renewal processes; and annual assessment needs and institutional continuous improvement measures [S3.C2d_Faculty Center Programs & Services; S3.C2d_Faculty Center Teaching Institute]. In fall 2022, support and services for faculty research and creative/scholarly activity was integrated into the Faculty Center, with the addition

of the new position of Associate Director for Scholarly Activities [S3.C2d,C6_Scholarly Activities].

Internal funding opportunities for SUNY Oneonta faculty teaching and scholarship are facilitated through the Faculty Center and the TLTC. The Faculty Center, for example, offered applied learning grants funded through a SUNY initiative that were available for faculty to create experiential learning opportunities in their classes or programs [S3.C2d_AL Grant Email; S3.C2d_AL Funding Pathways]. The TLTC recently received Strategic Opportunities Funding to provide awards for faculty to embed career-readiness skills early in students' educational experiences, integrating into 1000-, 2000-, and potentially 3000- level classes [S3.C2d_TLTC Career Readiness Grants]. The TLTC also coordinates the SUNY COIL initiative that connects faculty and students in different countries for collaborative projects and discussions as part of their coursework [S3.C4_SUNY COIL]. The internal Faculty/Professional Staff Research & Creative Activity Grant Program provides support for faculty to pursue scholarly projects and, as previously described, significant funding is available to engage students in faculty scholarly activity [S3.C2d_Faculty Grant Guidelines; S3.C2d,C6_Student Grant Program].

The TLTC also provides faculty training and assistance in integrating and effectively using technology to enhance teaching and learning [S3.C2d_TLTC; S3.C2d_TLTC 2023 Winter Workshops; S3.C2d_TLTC November 2022 Flyer]. The TLTC provides training, resources, professional development events, and one-on-one support for faculty. In addition, the TLTC provides the Online Instructor Certification program created to ensure high-quality virtual learning delivery for students [S3.C2d_TLTC Online Teaching Certificate]. As codified in our Distance Education Policy, and strictly adhered to, faculty and staff who wish to teach online courses are required to complete both Level 1 and Level 2 training [S3.C2d_Distance Education Policy]. Level 1 concentrates on using the learning management system effectively, and Level 2 facilitates quality online course design and employment of best practices for online delivery. Level 2 also ensures that instructors learn how to create accessible documents and plan interactive learning engagements for students in online courses. Importantly, during the COVID-19 shift to online instruction in spring 2020, the TLTC provided faculty at SUNY Oneonta with an intensive week of training prior to all courses shifting online, and then ongoing trainings and support throughout the remainder of spring 2020 semester and throughout the summer of 2020, and during the 2020-2021academic year [S3.C2d_TLTC COVID Training Week; S3.C2d_TLTC Spring 2020 Support; S3.C2d_TLTC Prep for Fall 2020].

SUNY Oneonta has offered faculty opportunities and support for creating inclusive pedagogy and classroom experiences for students. These have included professional learning communities and workshops focused on inclusive pedagogy [S3.C2d_Faculty Center Inclusive Pedagogy Workshop], as well as diversity trainings sponsored by the Anti-Defamation League, Racial Equity Institute, and Intergroup Dialogue. Most recently, a cadre of faculty participated in a program, *The Pedagogy of Real Talk: Engaging, Teaching and Connecting with Students At-Promise*, that constitutes the first year of a multi-year institutional commitment to increasing the responsiveness of faculty pedagogies to diverse students' needs [S3.C2d_Real Talk Pedagogy].

Learning Opportunities and Resources Supporting Student Academic Progress
SUNY Oneonta maintains support and structures for student learning and progress, from placement assessments and course presetting for incoming students through summative assessment of learning attainment in upper-division and capstone courses [S3.C4_Incoming First

Year Preset Letter; S3.C4_Mobius Math Skills Assessment Summary; S3.C4_Examples of Renumbering for Upper Division & Capstones]. Student progress is regularly reviewed by a University-wide committee, the Student Progress Committee, that also reviews policies to ensure they support student progress and success. SUNY Oneonta's dismissal rates (1-2% per term typically) remain low and align or compare favorably with peer institutions [S3.C4_Academic Dismissal Info_Other SUNYs; S3.C4_Fall Dismissal Rates 1995_2020; S3.C4_Spring Dismissal Rates 1995_2020].

Co-Curricular Programming to Support Student Learning
SUNY Oneonta provides a variety of guest speakers and co-curricular events to enhance and reinforce learning in the classroom. Based on data from our campus events system, *Campus Connection*, it is estimated that between fall 2017–fall 2022 there were over 1,000 events sponsored by academic departments or student organizations related to academic disciplines [S3.C4_Speaker Events]. Guest speakers to campus enrich learning by giving lectures, presenting readings, and running workshops. A few of the annual events or ongoing speakers' series include the endowed Mills Distinguished Lecture (Common Read), the endowed Cornell-Gladstone-Hanlon-Kaufmann Lecture in Environmental Education and Communication, the Red Dragon Reading Series, and Latinx Heritage Month.

The Mills Distinguished Lectureship is named to honor the memory of Professor Albert Mills and his wife, Helena. Their bequest to the SUNY Oneonta Foundation led to the establishment in 1988 of a fund to bring prominent speakers to our campus. This Lectureship sponsors the author of the Common Read to deliver the Mills Lecture [S3.C4_Mills Distinguished Lecture].

The Cornell-Gladstone-Hanlon-Kaufmann (CGHK) Lectureship, established in 2000 with the support of Dr. William Kaufmann and his wife Virginia '44, is an endowed fund within the SUNY Oneonta Foundation. The purpose of this lectureship is to bring to the SUNY Oneonta campus international leaders in environmental thought and education to interact with students and faculty on campus, and to present a free public lecture open to the members of the campus and greater community [S3.C4_Cornell Gladstone Hanlon Kaufmann].

The Red Dragon Reading Series is sponsored by the English Department, which annually brings a series of creative writers to read and share their writings and engage students interested in literature and publishing [S3.C4_Red Dragon Reading Series].

The Latinx Heritage Month is sponsored by the Department of Africana & Latinx Studies, which hosts a series of performances, lectures and other community events marking Latinx Heritage Month [S3.C4_Latinx Heritage Month].

Alumni Engagement
The Office of Alumni Engagement [S3.C4_Office of Alumni Engagement], in collaboration with the SUNY Oneonta Alumni Association [S3.C4_Alumni Association], seeks to connect, engage, support, and celebrate the graduates of SUNY Oneonta and cultivate pride in the University. Alumni Engagement partners with academic departments to provide students the opportunity to interact with prominent alumni about career, networking, and engagement opportunities. These opportunities exist through events where alumni from their field of study return to campus to meet and network with students or assist departments in the creation and running of Alumni Advisory Councils. On average, Alumni Engagement works with 20-25 departments annually to sponsor

events. One long standing program sponsored by the SUNY Oneonta Alumni is *Backpacks to Briefcases.* This is a networking opportunity for students in economics and business [S3.C4_Backpacks to Briefcases]. In addition, there have been several hybrid, virtual and in-person dialogues, panels, and programs with alumni who speak to the value of their liberal arts education, and hot it helped to move them on their career trajectory [S3.C4_Alumni Engagement Annual Report_2021-22].

The SUNY Oneonta Alumni Association also provides financial support for the Common Read, First Generation Student celebration, Pass through the Pillars for new students and graduating seniors, and other campus-wide programs and initiatives.

Observations on Standard III
SUNY Oneonta meets Standard III and Requirements of Affiliation 8, 9, 10, and 15. The University offers academic programs that are carefully designed and effectively delivered by qualified faculty. SUNY Oneonta's graduate programs avail students of advanced learning experiences that prepare them as specialists in their fields and present opportunities for research, scholarship, independent thought and, in some cases, earn graduates professional credentials. Its existing general education program affords students exposure to diverse academic disciplines and learning of essential skills and knowledge. Its newly designed successor constitutes an improvement designed to provide reinforced learning and enhanced programmatic coherence.

Strengths and Suggestions, Standard III

Strengths
- SUNY Oneonta faculty have made a deep commitment to reviewing and improving our academic programs to ensure optimal learning for students and alignment with post-graduation learning and employment opportunities.
- Faculty are highly qualified and continuously seek to make instruction and learning student-centered.
- The creation of the Faculty Center and the ongoing support of the TLTC, particularly during the pandemic, have provided faculty with a platform for ongoing learning, collaboration, and success.
- Faculty development funds and funding for research and creative activities have increased, largely due to the support of the SUNY Oneonta Foundation.
- Renovations to the Milne Library enhanced its reputation as a highly student-friendly space that promotes exploration, active learning, and collaboration.
- The campus has prioritized and supported experiential learning and engagement with practitioners in the disciplines and fields—enhancements to student learning in their programs of study.

Suggestions
- Establish reliable and comprehensive assessment methods at the programmatic level for the emergent general education program, including the core competencies of critical thinking and reasoning; information literacy; and global competency.
- Proceed with the plan to increase enrollments in existing graduate programs with scale potential and develop new ones to serve increased student demand and workforce needs
- Build the institutional infrastructure needed to support an expanded graduate portfolio.

Standard V

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

SUNY Oneonta has worked to improve the practice of assessment across departments and programs of study, and to provide organizational support for planning and resource allocation. In 2019 the Office of Institutional Assessment was reorganized under the direction of the Vice President for Strategy, Planning and Effectiveness [S5.C2b_VP Announcement Notes From Netzer] and the Institutional Assessment Specialist role was created and filled through a national search. Additionally, the University's Integrated Continuous Improvement Plan [S5.C2b_Integrated Continuous Improvement Plan], endorsed by the College Senate in 2019, was implemented. This plan seeks to address the institutional need for assessment data to inform University-wide efforts that improve the student experience [S5.C2c_Integrated Continuous Improvement Structure]. In 2020, the adoption of *Taskstream* by Watermark as the University's strategic planning and assessment software generated uniform templates and enabled the linking of planning, report, and assessment at different institutional levels [S5.C2c_Academic Affairs Report Template; S5.C2a_Example of Assessment Report_Fashion]. Annual review and feedback provide meaningful meta-assessment, that is, assessment of assessment practices [S5.C2c_Academic Programs Summary 21_22; S5.C2c, C5_Academic Continuous Improvement Planning Summary 21-22]. The University Assessment Advisory Council, comprised of two subcommittees (the Academic Assessment Committee and Student Experience Assessment Committee), was established to improve communication and goal tracking. This committee also serves the critical function of synthesizing assessment reports, making connections to strategic initiatives, and providing recommendations based on the assessment findings.

Evaluating Student Learning and Institutional Achievement
The University has long assessed course-level student learning outcomes, individual courses, and the work of its graduates. Departments and programs have been reviewed periodically.

Changes to general education programs at the SUNY system level (e.g., seamless transfer and mobility 2013-2014) led the University administration to impose a moratorium on the creation of new general education courses from 2015-2022. In 2018, a task force worked on modifying the essential learning outcomes to better align with SUNY general education changes, but they were delayed by COVID-19 and the presidential transition [S5.C1_Endorsed Amended ESLO Proposal; S5.C1_Senate minutes 11.06.17_ESLO Voted]. SUNY Oneonta nevertheless continued to work on improving its methods of assessing student learning in the current general education program, and improving data collection, analysis, and communication of assessment results [S5.C2a_Assessment Academy Packet; S5.C2c_Website for Continuous Improvement Reports].

General Education Assessment
SUNY Oneonta's general education program integrates SUNY, MSCHE, and University expectations, and follows system-established learning outcomes and competencies in delivering

its general education program [S5.C1_SUNY Gen Ed Course Guidelines]. The general education learning outcomes integrate technology, writing, and math. These have been revised twice during this reaccreditation period. As further explained below, in fall 2021, with broad input from across the system, SUNY finalized program changes that must be implemented at the campus level in fall 2023 [S5.C1_SUNY Revised General Education_Dec 21]. Table 3.1 presents the assessment schedule for the MSCHE-required areas and outcomes for general education.

SEMESTER	ASSESSED	REVIEWED	ANNOUNCED	PLAN RUBRIC & ARTIFACTS	YEAR
SP19	BC3 + M3				1
FA19		BC3 + M3			2
SP20	SS3 + NS3		AH3 + OW3 + WC3		
FA20		SS3 + NS3	FL3		3
SP21	AH3 + OW3 + WC3			FL3	
FA21		AH3 + OW3 + WC3		FL3	4
SP22	FL3				
FA22		FL3	Info Mgmnt		5
SP23				Info Mgmnt	

Table 3.1 Assessment Schedule & Results for Existing General Education Requirements

Critical Thinking

2015

- Assessed using an ETS exam
- Goal: 80% of students will meet target
- Results: Scores were above the national average in quantitative analysis.

Conclusion: Faculty should stress critical thinking exercises and computer simulations in upper-division courses. In addition, suggest writing final papers that include model, method, and cost/benefit analysis in upper-division courses. Require students to integrate articles from related academic journals in papers. Consider limiting enrollments for critical thinking designated courses [S5.C3a,b_Critical Thinking 2015; S5.C3a,b_GEAC Report Spring 2016].

2017

- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Students did not meet the target.

Conclusion: Students showed increased strength in developing arguments and expressing their opinions and justifying them than they did in analysis. All students were able to distinguish which side of the debate the source was taking, but very few students were able to go beyond "for vs against," to identify the unique lens that the source brought to bear on the debate. This suggests a direction for focus in the future – the ability to go beyond binary analysis of controversies is more than just a critical thinking skill, but also a cultural competency [S5.C3a,b_GEAC Report Fall 2017].

Foreign Language

2015

- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 80% met expectation for basic proficiency and 83% for understanding culture of a language.

Conclusion: It is best to diversify the types of assessment that evaluate culture even though students did well in this area. Through joint grammar exercises, oral reports, role-playing activities, and small group work, a class can be turned into a community. As Spanish is used exclusively throughout the course, it becomes the means of communication for that community, thus gaining relevance and meaning for students [S5.C3a,b_Foreign Languages 2015; S5.C3a,b_GEAC Report Spring 2016].

2017

- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 68% of students were meeting basic proficiency in the understanding and use of a foreign language, while 95% of the students were meeting basic proficiency in the knowledge of the distinctive features of culture(s) associate with the language they were studying.

Conclusion: Overall students are doing well with understanding the culture of a language but needed more exercises in meeting the basic proficiency in the understanding of a foreign language. Limitation to results is only one class was assessed [S5.C3a,b_GEAC Report Fall 2017; S5.C3a,b_Foreign Languages 2017].

Other World Civilizations (Note: Renamed World Civilizations, fall 2020)

2015
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 84% students met expectations.

Conclusion: With respect to the quizzes, while 80% of the students met or exceeded the threshold for competence, about 20% are either not meeting or approaching the threshold for competence in this learning outcome. More class time needs to be devoted to developing students' knowledge in this area by having them work in groups in simulations to become "area experts" over a given region of the world. Also, it would be best to create more interactive assessment tools so that more students can be engaged [S5.C3a,b_Other World Civilizations 2015; S5.C3a,b_GEAC Report Spring 2016].

2017
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 85% of students met the expectations.

Conclusion: Students generally did well but instructors discussed ways to further scaffold assignments to enhance student learning. This would include some modification in assignments and further discussions in class [S5.C3a,b_GEAC Report Fall 2017].

Western Civilizations

2015
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 77% of students met or exceeded expectation for one outcome, while 92% met or exceeded for the second outcome.

Conclusion: Results are satisfactory. Improve instruction on reading and critically analyzing primary documents, as well as increased time for in-class discussion on primary documents [S5.C3a,b_Western Civilizations 2015; S5.C3a,b_GEAC Report Spring 2016].

2017
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 62% of students met the expectations.

Conclusion: The first exam was used specifically to get a firm indication early in the semester of which students would require extra instruction to help them strengthen their academic performance. Help came in two ways: meeting students individually and offering a group essay-writing exercise outside class. Students who had struggled on the first exam showed significant improvements in their writing and analytical abilities [S5.C3a,b_GEAC Report Fall 2017].

2021
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: For the 30 essays evaluated, one exceeded expectations and five met expectations for a total of 20% of the essays meeting or exceeding expectations. Eight essays (27%) approached expectations; so, 53% of essays did not meet expectations.

Conclusion: History works to create essay assignments for assessment that work both for the General Education Learning Outcomes and for one of their departmental learning outcomes. The various prompts provided to students were a bit of a mixed bag as some seemed to require more comment on unity and diversity or evolving relationships with the rest of the world while others did not ask for this and therefore were not included by students. In the future we will be sure artifacts for data collection specifically ask students to address all aspects of the learning outcomes [S5.C3a,b,h_Western Civilization 2021].

Mathematics

2016
- Assessed using a common rubric
- Goal: 80% of students sampled will meet target
- Results: Over 80% in five categories.

Conclusion: A uniform process for artifact collection needs to be considered in the future. Course instructors need to be given ample notice prior to the assessment. SLO 3 (employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems) is where the Statistics department is focusing improvement efforts [S5.C3a,b_Mathematics 2016].

2020
- Assessed using a common rubric
- Goal: 80% of students sampled will meet target
- Results: Over 80% in five categories.

Conclusion: A lack of evidence as only one course was used for assessment artifact collection. In the future, we need a collection of student artifacts to assess. Based on evidence collected, STAT 101 course instructors and the Statistics Department should focus their improvement efforts on SLO3, which students demonstrated the least effectively [S5.C3a,b,h_Mathematics 2020].

Natural Sciences

2016
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: In Biol 180, only 3% of the 109 sets scored met expectations (scored at least nine out of 12 correct) and none exceeded expectations. In Anthropology 130, of the 170 responses that were scored, 20% of students exceeded expectations (scored at least nine out of 10 correct) and 24% met expectations (scored at least eight out of 10 correct).

Conclusion: The committee is concerned about the very low numbers of assessments in Biol 180. In the future, we plan to assess across a wider range of courses and then assess a full 20% of all the students taking an NS3 that semester. Students were asked the questions on an exam at midterm and in an exam format that most were taking for the first time. Both factors likely contributed to low scores. The committee feels that all assessment should be given much closer to the end of the semester so that the students have more of an opportunity to work with the concepts. In addition, faculty plan to spend more time discussing terminology and providing examples and exercises that involve reading charts, drawing graphs, and questioning hypothesis. In addition, faculty will continue to require students to apply knowledge of science to local and global environments [S5.C3a,b_Natural Sciences 2016].

2020

- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Students in Anthropology met the target; however, students in Biology did not. In Biol 180, only 3% of the 109 sets scored met expectations (scored at least nine out of 12 correct) and none exceeded expectations.

Conclusion: The committee observed that the questions most missed on the Biology and Anthropology question set were concepts with which students typically have difficulty. For example, students had difficulty with separating the null vs an active hypotheses and differences between hypotheses and predictions in the Biology set. These are not aspects of the scientific method that students have generally had in K-12 education, and they seem to need extra time to process these concepts [S5.C3a,b,h_Natural Sciences 2020].

Social Sciences

2016
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: SLO 1 learning outcome was met. Students exceeded expectations when they scored at least nine out of 10 (70%) or 14 out of 15 (30%). Students met expectations when they scored eight out of 10 (20%) or at least 12 out of 15 (34%).

Conclusion: Several changes were implemented as a result of the last general education assessment conducted in 2013 including review of APA, proofreading process, allowance for first and second draft, as well as showing examples of successful papers and in-class exercises as well as including test question analysis and an increased opportunity for practice. These procedures have increased student achievement, but the course should be altered to now have more rigorous expectations for the students to strive towards. In addition, we plan to work more closely with the instructors to be sure that questions are comparable within a course for assessment. The committee plans to work with instructors teaching social science courses to create some identical questions used across all courses in all disciplines [S5.C3a,b_Social Sciences 2016].

2020
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Students exceeded expectations when they scored at least nine out of 10 (70%) or 14 out of 15 (30%). Students met expectations when they scored eight out of 10 (20%) or at least 12 out of 15 (34%).

Conclusion: When spring 2020 planning originated, we set a goal of collecting at least 20% of students in an SS3 course for spring 2020. We identified the smallest number of courses/sections that provided the target number of students. The plan was to then actually analyze a subset of the 20%. This experiment in data collection was determined to not be as good in the application of it as it sounded in planning as we feel that the data were not as representative of the cross-set of students taking SS3 courses as we have [S5.C3a,b,h_Social Sciences 2020].

Information Management

2016
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: 80% in two categories met expectations; 70% in one category did not meet expectations.

Conclusion: Where students did not meet expectations faculty plan on introducing a semester-long project where pairs of students work on a topic of their choice and submit a paper which involves synthesizing journal articles on the topics of their choice. The student groups present on their paper with a Q&A session [S5.C3a,b_Information Management 2016].

Basic Communication (Written)

2014
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Students did not meet expectations.

Conclusion: 76% of students met expectations. Providing more opportunity to submit drafts and make revisions will continue to be a focus. Students still need work on documentation of evidence and evaluation of scholarly material [S5.C3a,b_Basic Communication Writing 2014].

2019
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Students did not meet expectations.

Conclusion: The data suggest that student writing was most successful in developing a thesis (median 2.8; 54% students met or exceeded the outcome) and, to a lesser extent, in supporting that thesis (49% of students met or exceeded the objective). The two weakest categories appear to be the linguistic ones – sentences, tone, and diction and mechanics – where only about a third of students met or exceeded the learning objectives [S5.C3a,b_Basic Communication Writing 2019].

Basic Communication (Oral)

2014
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Students met the expectations.

Conclusion: In analyzing the assessment data, the number of students who are exceeding or meeting the expectation is perhaps higher than originally anticipated. This may be the result of using an assignment that takes a great deal of time and energy on behalf of the student. A seven-to-10-minute oral presentation that implements research, multiple forms of support, and class time for practice and preparations often results in students performing well. Also, given that the nature of the assignment includes several sub-measures of the overarching learning outcome, it may be beneficial to collect assessment data on the several dimensions within this presentation (e.g., use of support, argument development, to name a few). These types of parsed data may present a more accurate depiction of how the students are demonstrating achievements in learning within the varying dimensions of the Basic Communication attribute [S5.C3a,b_Basic Communication Oral 2014].

American History (SUNY knowledge areas)

2015
- Assessed through a student assignment using a common rubric
- Goal: 80% of students will meet target
- Results: 80% of students met expectations.

Conclusion: Overall 80% of students met expectation but for two of the learning outcomes students were below 80%. More attention needed to concepts taught in these learning outcomes [S5.C3a,b_American History 2015; S5.C3a,b_GEAC Report Spring 2016].

2017
- Assessed through a student assignment using a common rubric
- Goal: 80% of students will meet target
- Results: 83% of students met expectations.

Conclusion: Students did generally well, with the majority meeting expectation [S5.C3a,b_GEAC Report Fall 2017].

2021
- Assessed using a common rubric
- Goal: 80% of students will meet target
- Results: Scores ranged from 21-62%. For the 31 essays evaluated, no essays met or exceeded expectations. Five essays (16%) approached expectations with scores between 60 and 74%. The rest (84%) did not meet expectations with scores below 60%. The four evaluators noted that both essay prompts did not include a requirement for all learning outcomes, and therefore no essay could have possibly scored high enough to meet expectations.

Conclusion: History works to create essay assignments for assessment that work both for the General Education Learning Outcomes and for one of their departmental learning outcomes. While this is a good idea, it does not seem that it worked as well as planned for this year. Both of the essay prompts did not require two of the learning outcomes (not the same two). The department needs to be sure to include all learning outcomes in their essay prompts or they could use two different essays to cover all the outcomes [S5.C3a,b,h_American History 2021].

General Education Curriculum Changes
In summary, changes that occurred to the general education curriculum based on assessment processes include the following:
- In fall 2018, the addition of a Quantitative Reasoning course was added as an option for fulfilling the mathematics requirement within the general education program. This course was added to increase success rates for students in college-level math courses. Students are performing well in the course with approximately 80% receiving grades of higher than D.
- SUNY Oneonta eliminated the required College Writing Exam in 2016. The value of students being required to pass the college writing exam did not necessarily mean students were better writers.
- In response to the English Department's assessment of student performance in COMP 100, the English Department established new expectations for design and delivery of the course. The English Department annual report for 2013-2014 states "we continued our

labor-intensive efforts to overhaul COMP 100," which included teaching observations and evaluations (i.e., constructive feedback on pedagogy and assignments) of adjunct faculty members, as well as evaluating representative portfolios from multiple sections of the course. In addition, they standardized the course learning outcomes and created a handbook for all faculty teaching the course. COMP 100 is used to fulfill the SUNY Basic Communication General Education Requirement. Student grades in COMP 100 and an example from general education assessment of BC attribute indicate strong performance in the course.
- In fall 2020, SUNY Oneonta also added an oral communication skills outcome as a degree requirement to more fully meet the basic communication learning outcomes.

Perception of General Education Skills
Oneonta students' perceptions of their general education skills, particularly written and oral communication, have been surveyed through use of two instruments, the National Survey of Student Engagement (NSSE) and the SUNY-administered Survey of Student Satisfaction. This information provides additional insight into perceived learning gains in some of the essential skills courses [S5.C2a_NSSE17 Multi-Year Report Engagement; S5.C2a_Student Satisfaction Means Comparison].

Basic Communication (Written)
- Students indicated that the University was contributing to learning and growth in the area of writing clearly and effectively.
- In both the 2014 and 2017 NSSE students indicated that they "sometimes" had the opportunity to prepare two or more drafts of a paper or assignment before turning it in.

Conclusion: Students might need more opportunity to prepare drafts of papers and assignments. Perhaps if students had opportunities to receive feedback and revise, students would perform better on the general education assessment for writing.

Basic Communication (Oral)
- Students indicated that the University was contributing to learning and growth in the area of speaking clearly and effectively.
- In both the 2014 and 2017 NSSE students indicated that they "sometimes" had the opportunity to give a course presentation.

Conclusion: Students may benefit from additional opportunities to give presentations. While students did meet the general education assessment expectations, their presentations seemed limited in scope and their survey responses signaled interest in further developing their oral communication skills.

SUNY Oneonta's Emergent General Education Program: The Red Dragon Academy
In fall 2023 SUNY Oneonta will launch a new general education program, branded as the "Red Dragon Academy," that has been years in the making. Campus planning for this program has responded to assessment results and a widespread perception among the faculty that the general education program currently in delivery lacks full programmatic coherence. Designed as a set of distribution requirements, the existing program also seems a vestige of an earlier era. SUNY Oneonta's planning for a more contemporaneous and robust general education program that aids in student engagement and retention and equips students with a broad liberal arts foundation and essential skills, dovetailed with a SUNY system mandate of new general education requirements,

effective fall 2023. The new system framework aimed to increase SUNY campuses' alignment with MSCHE requirements and ensure SUNY institutions included vital contemporary competencies including competency in diversity, equity, and inclusion [S5.C1_SUNY Revised General Education_Dec 21].

SUNY Oneonta aligned its planning with SUNY's requirements, ensuring the University's emergent general education program included the new competencies and new/revised knowledge and skills areas, and stayed in service to seamless transfer and student mobility as required by SUNY, while redressing the "one and done" and "checklist" character of the current general education program. Key to this new program is the emphasis on reinforced learning: Students will encounter courses with the three required competencies (critical thinking and reasoning; information literacy; and global literacy) at least twice. The new program also includes a required seminar designed to build students' intellectual curiosity through interdisciplinary study in topics chosen by individual faculty and to facilitate their transition to academic study at the college level. The Red Dragon Seminar also introduces students to the competencies they will acquire across the general education program in the 11 knowledge and skills areas they need to complete [S5.C1_Dragon Academy].

Semester	Assess	Review
Spring 2024	Humanities (HUMA)	Fall 2024
Spring 2025	Written Communication (WCOM) Oral Communication (OCOM) Information Literacy (IL)	Fall 2025
Spring 2026	US History & Civic Engagement (UHCE) World History & Global Awareness (WHGA)	Fall 2026
Spring 2027	Quantitative Reasoning (MAT) Scientific Reasoning (NSCI) Critical Thinking & Reasoning (CTR)	Fall 2027
Spring 2028	Diversity, Equity, Inclusion & Social Justice (DEISJ) Social Sciences (SOSC) Global Literacy (GL)	Fall 2028
Spring 2029	Arts (ARTS) World Languages (WLAN)	Fall 2029
Spring 2030	Assessment & Evaluation Year	

Table 3.2 Tentative Assessment Schedule for New General Education Requirements

Course Evaluations
Prior to COVID-19, SUNY Oneonta transitioned from the pen and paper scantron version (Student Perception of Instruction (SPI) forms) to the electronic version (Class Climate) [S5.C5_Course Evaluation Guidelines]. With this first transition, the University shifted from the term "SPI forms" and adopted the phrase "course evaluations." Subsequently, campus conversations have highlighted the limits of course evaluations which we now refer to as "student course surveys" in recognition that this feedback is highly subjective in nature. In the past year, in response to technological issues experienced with the Class Climate tool, the campus has adopted a home-grown system built by SUNY Oneonta's ITS staff that gives control of the survey's administration to the faculty. Specifically, faculty can open the survey for completion during class for a defined period at the semester's end, or they can simply allow the

system to open the survey for completion outside class immediately before final exams [S5.C5_Course Planning_Info About New Evaluation].

The survey explores student perceptions of the effectiveness of instruction through questions that elicit feedback on course management, design, workload, and content. Students can also write free responses outlining which course experiences were effective in supporting learning [S5.C5_Course Evaluation Survey]. Faculty receive summaries of their results soon after submitting final grades [S5.C5_Course Evaluation Summary]. This speed makes it possible for a faculty member to make use of the results in the next semester. The summaries are distributed directly to the faculty member.

While the limits and inherent biases of course surveys have been recently highlighted, SUNY Oneonta's systematic administration of course surveys make possible assessment of effectiveness in teaching for faculty willing to make use of constructive student responses.

Department and Program Assessment and Accreditations
Accreditation and assessment efforts are faculty-driven, starting at the departmental level with the development of programmatic objectives and student learning outcomes [S5.C1_Example of Dept Mission and PLOs_Communication] and continuing through the completion of seven-year program review or re-accreditation for programs with specialized accreditations [S5.C3a-h_Communication Studies BS Program Review; S5.C3a-h_Business Department PRME Report_2021].

Each department assesses one to two student learning outcomes each academic year [S5.C2a_Example CPI Plan_Fashion]. They report their results as part of the annual report in *Taskstream* [S5.C2b_Examples CPI Findings_Fashion]. The Institutional Assessment Specialist reviews each report using a rubric and assigns a score that provides department chairs with feedback [S5.C2b_Examples CPI Plan Feedback_Fashion; S5.C2b_Example CPI Findings Feedback_Fashion]. In addition, the specialist prepares an annual assessment summary report for academic administration so that they can further communicate with departments [S5.C2c_Academic Program Summary 20_21; S5.C2c_Academic Continuous Improvement Planning Summary 21-22].

Programs whose assessment results identified opportunities for improvement did so, as the following examples attest.
- The Economics program uses the National Economics Literacy Survey and Test of Understanding of College Economics (TUCE) as part of their assessment tools to benchmark how their students are performing against national standards. Overall, they found strong evidence of learning, but identified minor areas of improvement. They are discussing results and planning ways to reinforce concepts in their curriculum [S5.C3b_Economics Assessment].
- The Earth Science program found from their assessment results that students may not be getting the needed practice with scientific method skills (e.g., complexity) in lower-level courses and are attempting to collect more information this cycle to inform how to move forward [S5.C3b_Earth Science Assessment].
- The Sociology Department cited their program review and assessment results as the rationale for curriculum changes. For example, they made changes to the General Track

because their assessment results indicated students were not receiving the reinforced learning they needed to succeed in capstone experiences. They addressed this issue by requiring additional upper-division coursework to prepare them for capstone experiences [S5.C3c_Sociology BA Program Revisions From Program Review_Spr '22].

- Media Studies cited their assessment data and changes made to their program based on that data. These changes focused on pedagogy to deliver the foundation course in their major and then scaffolding their student learning experiences throughout the curriculum [S5.C3b_Media_Studies_Self_Study_2020 p3].

Annual Assessments

While programs (undergraduate and graduate) submit annual assessment reports, assessment plans are written in three-year cycles. The last comprehensive review of all academic programs' plans was last performed in spring 2020, resulting in updates and reformulations of degree/major program learning outcomes in many cases [S5.C2a_Assessment Academy Packet].

Program Reviews

All programs without disciplinary accreditation are fully reviewed every seven years, a process that includes a self-study and an external review [S5.C3a-h_2014-2024 Program Review Schedule]. Programs with disciplinary accreditation follow their accreditors' review cycle [S5.C2c_Accreditors & Agencies]. Following program review or disciplinary accreditation, all programs/departments are required to complete a revision of their program assessment (mission statement, program learning outcomes, and curriculum maps) using current best practices.

Feedback from department chairs and deans indicated the need for a more refined program review template to make program review more streamlined and useful. A new template for program review began in 2020 and training was provided on the new template [S5.C2a,b_Prog Review Self Study Template; S5.C2a,b_Site Visit External Reviewer Report Template]. The new template attempts to align assessment data with financial and personnel requests for academic programs and support services. For example, the new report structure allows departments to indicate facilities and institutional resources needed and, for example, Biology undergraduate program reviews indicated the need for more lab space for research and teaching purposes, as well as a faculty position to support the pre-health concentration. Additional lab space is part of the draft 2023 Facilities Plan and the pre-health advisor position was added [S5.C2a,b_Excerpts from Biology Self-Study; S5.C2a,b_Biology Response to External Review_Spr '18].

Program reviews and annual assessment data are being used to make curricular and student learning goal changes at the department and program level. *Taskstream* provides a template, customized by the University, for the implementation of the Integrated Continuous Improvement Structure and the alignment of reporting and assessment. For example, recent changes to the French curriculum cited their program review [S5.C3b_French Changes], and Theatre made changes to their curriculum based on feedback from their external accreditation body, the National Association of Schools of Theatre (NAST) [S5.C3c_Theater BS Re-registration Proposal 2021].

Observations on Standard V

SUNY Oneonta meets Standard V and Requirements of Affiliation 8, 9, and 10. We have assessable learning outcomes at the general education and program level that align with the University's mission. To measure student achievement, we have assessment plans and practices

in place for general education and degree programs at the undergraduate and graduate levels. We have designed rubrics, collected data, analyzed data, and, when needed, made changes based on the findings of our assessment work.

Strengths and Suggestions, Standard V

Strengths
- Assessment is integrated into academic programs, student services, and processes concerned with teaching and learning.
- The University added an Institutional Assessment Specialist position and created a Continuous Improvement Planning structure. Training, support, and feedback are provided to all units regarding their continuous improvement plans.
- The University utilizes a centralized assessment software, *Taskstream*, to facilitate sharing of assessment data, program reviews, accreditation reports, and for archiving.

Suggestions
- Use the opportunity of the emergent new general education program to review and improve the general education assessment process, including revisiting the roles of and collaboration between the General Education Committee and the Academic Assessment Committee.
- Ensure that all administrative/operational offices are fully engaging in the continuous improvement process.
- Continue to improve the dissemination and use of assessment results for strategic planning.

Chapter 4: Comprehensive Support for the Student Experience (Standard IV)

Standard IV

> *Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.*

Student Success from Recruitment to Post-Graduation
In keeping with SUNY Oneonta's mission as a regional comprehensive seeking to provide wide access to affordable, quality degrees, the institution has clear, accessible processes for student admission and works hard to retain and support its students. These processes begin during the recruitment experience and extend beyond graduation with engagement and support of alumni. Support for matriculated students comes in a variety of forms, including orientation programming, advisement, counseling programs, and impactful co-curricular experiences. The University avails students of customized financial aid information and guidance. Assessment of student support services is routinely undertaken toward the goal of continuously improving support for Oneonta students.

Mission-Consonant Recruitment and Admission Practices for Student Success

Historically SUNY Oneonta has attracted and served traditional-age students from throughout the state of New York who seek residential undergraduate experiences and bachelor's degrees that prepare them for professional careers and promise a reasonable return on investment. SUNY Oneonta has also attracted and served graduate students who seek additional education and/or professional credentials beyond those held in a select set of fields. The University has recruited and admitted a small percentage (approximately 2% total) of students from other states as well as international students. The Office of Admissions webpage and the undergraduate and graduate catalogs are essential tools for providing prospective students with information about the University's academic programs, admissions processes and policies, and financial aid [Evidence Inventory URL1; Evidence Inventory URL2: Evidence Inventory URL3].

The University's recruiting emphasis has been on optimizing the likelihood of student success given its mission and educational offerings [S4.C1a_Enrollment Booklet Fall 2023; S4.C1a_Fall 2023 Deposit Letter]. The Office of Admissions strives to recruit and admit a diverse body of students, reflective of the diversity within New York State, whose academic records are strong indicators of "fit" or alignment between students' demonstrated achievements, aspirations, and interests, as well as their likely ability to be successful (grow, thrive, live) at SUNY Oneonta.

Many individuals are responsible for bringing in a first-year class each fall. While the Office of Admissions oversees and leads recruitment efforts, coaches of athletic teams, the AOP director and staff, members of the faculty, current students, and administrators also play important roles in recruitment. The Admissions team looks for well-rounded applicants who show the potential to succeed in a rigorous academic environment and the desire to get involved in our campus community. SUNY Oneonta considers multiple factors in our holistic review process of first-year students including academic performance, rigor of high school coursework, exam scores (including Regents, International Baccalaureate [IB], and Advanced Placement [AP]), and commitment to extra-curricular activities including community service, leadership in student organizations and athletics, performance and artistic activities, and part-time employment, among other measures. Transfer students are reviewed based on a variety of criteria which includes a competitive and challenging academic program with courses related to the intended major. Similarly, prospective graduate students' applications are evaluated by disciplinary experts who consider their readiness to undertake specialized study and research and join a learning community of other graduate students. The following charts show recent trends in application numbers, acceptance rates, and enrollment rates among student subpopulations.

	2018	2019	2020	2021	2022
Applied for admittance	13505	12559	11970	9937	9928
Admitted	6855	7081	7542	6919	7195
Acceptance Rate	50.8%	56.4%	63.0%	69.6%	72.5%
Matriculated	1330	1460	1480	943	1119
Yield	19.4%	20.6%	19.6%	13.6%	15.6%

Table 4.1 Undergraduate First-Time Student Admission Statistics, Fall Semester (Source: Institutional Research Data)

The University's enrollment patterns for first-time undergraduates show a steady decrease in the number of applicants. The past five years have been characterized by demographic decline (of high-school age students), as well as heightened skepticism about the value of higher education. The institution's response to decreased applications has been to increase admittances, resulting in a fairly consistent yield. To ensure we are meeting our obligations as a public comprehensive and to align with our inclusivity priorities, we have worked to widen access to students in historically underserved populations and made incremental progress in increasing the diversity of SUNY Oneonta's student body, most notable in our recruitment of first-generation students.

	2018	2019	2020	2021	2022
Hispanic/Latinx	14.9%	15.5%	15.9%	16.1%	17.2%
African American/Black	4.9%	4.9%	5.2%	5.3%	5.0%
1st Generation	29.7%	32.5%	34.8%	34.4%	36.7%

Table 4.2 Percent of Undergraduate Students in Historically Underserved Populations, Fall Semester (Source: Institutional Research Data)

	2018	2019	2020	2021	2022
Applied for admittance	2067	2095	1787	1346	1283
Admitted	1123	1048	1015	802	734
Acceptance Rate	59.2%	50.0%	56.8%	59.6%	57.2%
Matriculated	567	395	407	304	287
Yield	46.4%	37.7%	40.1%	37.9%	39.1%

Table 4.3 Undergraduate New Transfer Student Admission Statistics, Fall Semester (Source: Institutional Research Data)

SUNY Oneonta welcomes applications from transfer students from both two- and four-year accredited institutions. The University offers the same merit award opportunities to transfers as it does to students who start at SUNY Oneonta. We have articulation agreements with SUNY Broome, SUNY Delhi, Hudson Valley Community College, Jamestown Community College, Mohawk Valley Community College, Monroe Community College, SUNY Morrisville, Niagara County Community College, Schenectady County Community College, Suffolk Community College, and SUNY Ulster to facilitate the transfer process [S4.C2_Articulation Agreements-2016-2017; S4.C2_Articulation Agreements- 2017-2018; S4.C2_Example Joint Admission Program]. These strategies have not entirely secured the transfer recruitment rates. SUNY

Oneonta has experienced a decline in transfer student enrollment at comparable rates to regional universities throughout the state and region.

	2018	2019	2020	2021	2022
Applied for admittance	210	122	248	239	268
Admitted	135	81	202	192	201
Acceptance Rate	64.3%	66.4%	81.5%	80.3%	75.0%
Matriculated	98	62	136	124	134
Yield	72.6%	76.5%	67.3%	64.6%	66.7%

Table 4.5 New Graduate Student Admission Statistics, Fall Semester (Source: Institutional Research Data)

In fall 2022, 574 graduate students were enrolled at the University. Most are part-time (409), with 165 full-time graduate students. The online Literacy (Birth-6) M.S. Ed. program has the largest enrollment (235 students on average over past 5 years), with our niche programs drawing small to medium enrollments on average from 2017-2022: Lake Management (10 students), Nutrition and Dietetics (15 students), and Museum Studies (48 students). The vast majority – 85% or more – of our graduate students are retained through the one-two years required to complete their programs, with 83% graduating within two years.

Student Readiness for Study at their Degree-Award Levels
The joint imperatives of widening access and optimizing enrollment for institutional sustainability, along with the compromised high school learning experiences characteristic of the COVID-19 years, have resulted in some variation in student preparation upon matriculation in the past few years. SUNY Oneonta has been a test-optional institution since 2020. Standardized test scores, however, have only ever counted as one data point among many in our admissions processes. Students' high school GPAs have not reflected any change in learning attainment. In fact, high school GPAs have stayed remarkably consistent, hovering around an average of 3.5 for entering first-year students [S4.C1d_Student Profile Data 2018-2022]. The faculty have nevertheless identified learning deficits in some students' performance that have compelled the campus to experiment with co-requisite supported math, statistics, and writing classes and math placement testing for students declaring STEM majors [S4.C1b_Mobius Math Skills Assessment Summary], and have fueled campus conversations about further increasing learning support and adapting pedagogies to ensure students succeed.

One advantage SUNY Oneonta may have in confronting the challenge of student learning deficits is that incoming students anticipate increased workload and challenge from high school as indicated in the BCSSE Report [S4.C1b_BCSSE Report]: 94% of respondents indicated they expected learning course materials to be moderately to very difficult, and 90% said they expect to find managing time to be moderately to very difficult (p.3, 18). First-year students expect to spend an average of 13 hours studying or preparing for classes, double what they did in high school. The majority expect to spend anywhere from 6-20 hours a week studying for courses (p.5). A related reason for optimism about getting students up to speed is students' expressed expectation that most of the academic help they would need would come from working with their faculty and peers in the class, and that they could also rely on other learning supports (p.2, 7, 18). Students also seemed to affirm a holistic perspective of their path to success that aligns well with SUNY Oneonta's mission in recognizing that social involvement and regular

participation in campus activities and events would further propel them in their campus experiences (p.17, 19).

SUNY Oneonta invests considerable effort in identifying learning gaps for students. The Student Learning Center (SLC) utilizes a multi-measure assessment for accurate placement into appropriate courses. This placement process reflects best practice in the field of developmental education and is based on benchmark research of SUNY institutions. The SLC staff review data on students' high school transcripts, state tests, and (optional) aptitude exams to determine readiness for college-level study. For writing course placement, students whose scores indicate that they are fully college-ready are placed in COMP 1000 for the required written communication skills. Students whose scores indicate persistently low performance in writing in high school are placed in a COMP 1000 course with an additional weekly supplemental instruction meeting with a writing specialist from the SLC. For mathematics, students whose scores indicate persistently low performance in mathematics in high school are placed in a section of either MATH 1040 or MATH 1050 with an additional meeting with a math specialist from the SLC for supplemental instruction [S4.C1c_Math Pathways; S4.C1b_Math Placement Without Mobius Analysis]. The math course in which any given student is placed is determined by the program of study for the student's major. When Regents exams were canceled due to COVID-19, we implemented the use of Mobius testing to provide the data point that had previously been provided by the Regents score. (In 2021, the Mobius Math Skills Assessment was implemented for STEM majors to better evaluate readiness for first-level calculus) [S4.C1b_Mobius Math Skills Assessment Summary]. The University may require students to participate in additional testing to determine course placement in selected subjects. Based on performance indicators including testing results, students may be required to complete identified courses. The SLC has the authority to determine mandatory placement for any student based on available records, materials, and other assessments. At present, testing and/or placement is done for writing, reading, mathematics, and English as a second language.

Graduation Rates
Of undergraduate students who persist, over 64% typically graduate in four years. The 2016 cohort (class of 2021) had a three-year graduation rate of 4.7%, four-year graduation rate of 66.4%, five-year graduation rate of 76.2%, and six-year graduation rate of 76.8% [S4.C1d_Graduation & Retention Rates_IR]. Previous cohorts averaged six-year graduation rates of 76% [S4.C1d_First-Year Retention & Graduation Rates 2012-2021].

Student Retention
SUNY Oneonta has a clear commitment to both student retention and student success. For the past 15 years, its retention rates have been above the national average [S4.C1d_First-Year Retention & Graduation 2012-2021]. Since 2016 the University has experienced a decline in retention rates, which was further exacerbated by COVID-19. These circumstances directed the campus to focus on recruitment and retention, and to formulate the *Regaining Momentum* short-term institutional agenda [S4.C1d_Regaining Momentum].

Former Acting President Craig created two committees to redress the retention decline. The Enrollment Management Team included members from the divisions of Academic Affairs, University Advancement, and Student Development (now Student Affairs), as well as Admissions and Enrollment representatives. This group was charged with creating and sustaining a variety of initiatives designed to improve both enrollment and retention. The second committee

created was the Retention, Persistence, and Completion Committee. This Committee also included representatives from across the University who were charged with reviewing data and facilitating campus-wide conversations. Institutional data pertinent to student persistence and completion were systematically reviewed and patterns related to students' ways of separating from the institution were shared in March 2022. Findings suggested that students in recent years have withdrawn at higher rates than in previous years for two primary reasons – to move closer to home and to mitigate anxiety and other mental health concerns [S4.C6_RPCC Summary of Conclusions].

Another major reason why students decided to withdraw had to do with a change in their academic goals. Some signaled they were pivoting to a degree program such as nursing that the institution does not offer. 70% of students who completed the withdrawal survey indicated they were planning to transfer to a different institution [S4.C6_RPCC Summary of Conclusions].

The percentage of students who are dismissed from the University for academic underperformance has remained steady (and low) in the past five years, approximately 1-2% of the total student body per term, which compares favorably to the academic dismissal rates of other institutions in our sector [S4.C1b_Academic Dismissal Info_Other SUNYs; S4.C1b_Fall Dismissal Rates 1995_2020]. A new approach to supporting students who falter in their first term, referred to initially as the "Deferred Dismissal Program" and subsequently as the "Academic Success Program," has kept the rate of academic dismissals low. This program requires student self-assessment to identify needed additional supports and provides a devoted "academic support consultant" in the next term who helps the student form a rebound plan and ensures the student gets the combination of supports needed, including enrollment in a required skills-building mini-course keyed to the students' self-identified challenges [S4.C1d_Deferred Dismissal Email; S4.C1d_Deferred Dismissal Letter_Dec '21; S4.C1b_Spring 2023 Academic Success Plan Agreement]. The first years of this program have demonstrated its value – more than 50% of the students given a deferred dismissal and enhanced support in the next term are able to persist and many clear probation entirely [S4.C6_DD Outcomes]. The initial results also show that, in particular, transfer students succeed when given longer onboarding time at their new institution. Consequently, the University has devoted additional funding to this support effort and plans to hire two full-time academic support consultants in the coming year [S4.C1b_Academic Success Program Funded Strategic Opportunities Proposal].

The *Regaining Momentum Agenda* emphasizes strengthening recruitment, retention, and completion through a holistic approach; the importance of student success throughout the student life cycle; the need to foster community within the University and in the local community; and the ability to create connections through engaged learning, scholarship, service, leadership, decision-making, and cross-divisional collaboration [S4.C1d_Regaining Momentum]. The Student Success Leadership Team was created to coordinate student success initiatives across the divisions throughout the year and to serve as a platform for enhancing student success support [S4.C1d_SSLT; S4.C_Campus Update SSLT]. In its first year of operation the Student Success Leadership Team has effected important changes. For example, to enhance and reinforce the image of the University as a community that prioritizes student wellbeing and success, the team implemented a chatbot that periodically texts students expressing regard for them and asking them if they need assistance of any sort.

Equity Gap Analysis

To further understand changes in retention rates and our student population, an equity gap analysis was conducted [S4.C1b_Equity Gap Analysis]. A pattern of equity gaps between students of different subgroups was noted. White students are persisting and graduating at higher rates than students of color. The gap for persistence rates is not large, at only 3-4%, but it is contributing to the large gap in graduation rates. The gap between graduation rates for white students and students of color is up to a 16% average.

Non-first-generation students do better than first generation students across all student success measures. The difference between retention and persistence rates is smaller at an average of 4% but, again, this contributes to the larger gap that presents itself for graduation rates (8%).

Non-EOP students graduate at a 23% higher rate in four years and 11% higher rate in six years than do their EOP counterparts. EOP students have seen a large decrease (over 12%) in four-year graduation rates in the last five years. The equity gap between non-EOP and EOP students is large and has grown over the past five years, up to over a 30% gap for the 2018 cohort. The average equity gap between non-EOP and EOP students is 24%.
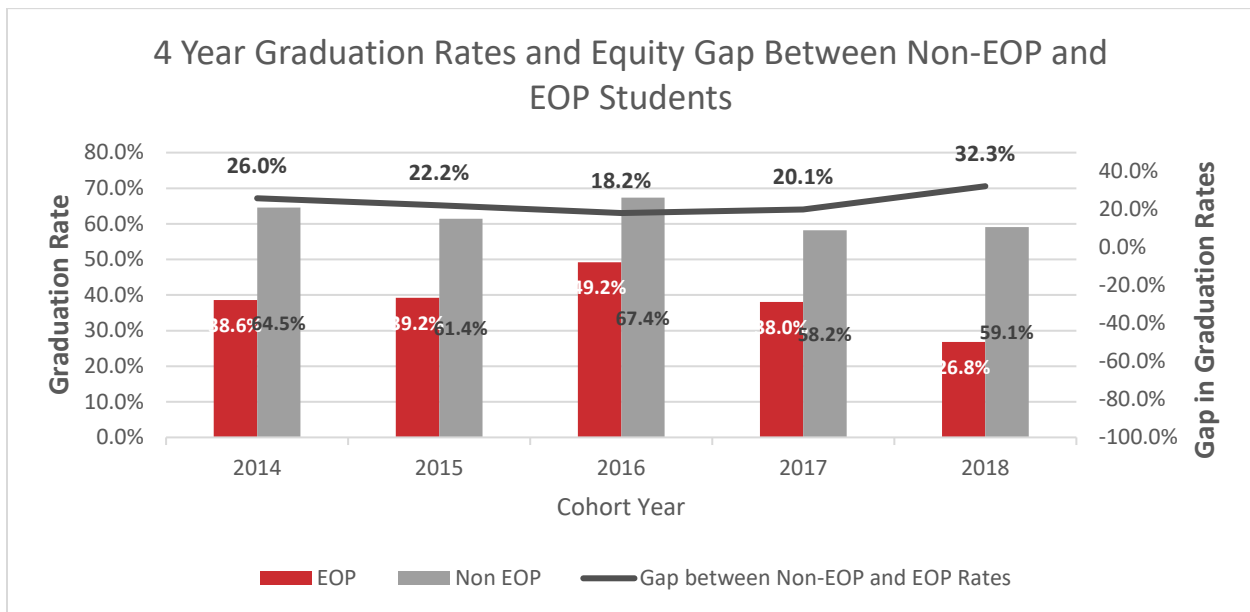

Figure 4.1 Undergraduate EOP vs Non-EOP 4-Year Graduation Rates (Source: Institutional Research)

The same is true for non-Pell recipients versus Pell recipients. Non-Pell recipients graduate at a 10% higher rate for both four-year and six-year rates than Pell recipients.

4 Year Graduation Rates and Equity Gap Between Non-Pell and Pell Students
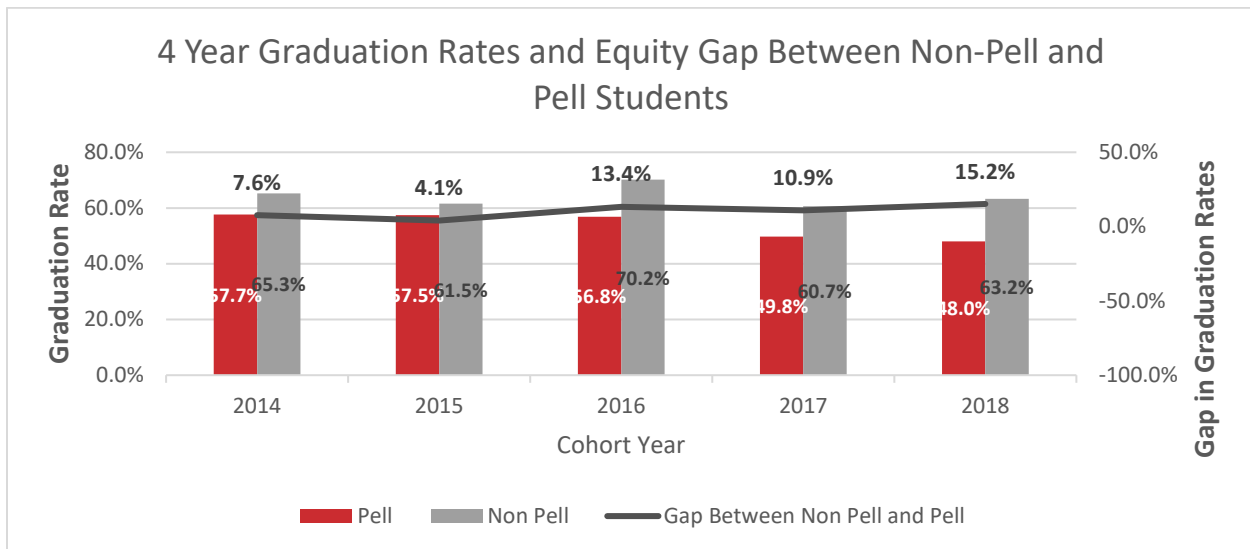

Figure 4.2 Undergraduate Non-Pell vs. Pell Students 4-Year Graduation Rates (Source: Institutional Research)

Athletes are retaining, persisting, and graduating at higher rates than students who are not athletes at, respectively, an average of 9% (retention), 4% (persistence), and 6% (six-year graduation).

An equity gap for graduation rates is present for female versus male students, with female students graduating in four years at an average of 18% higher rate than male students.

4 Year Graduation Rates and Equity Gap Between Female and Male Students

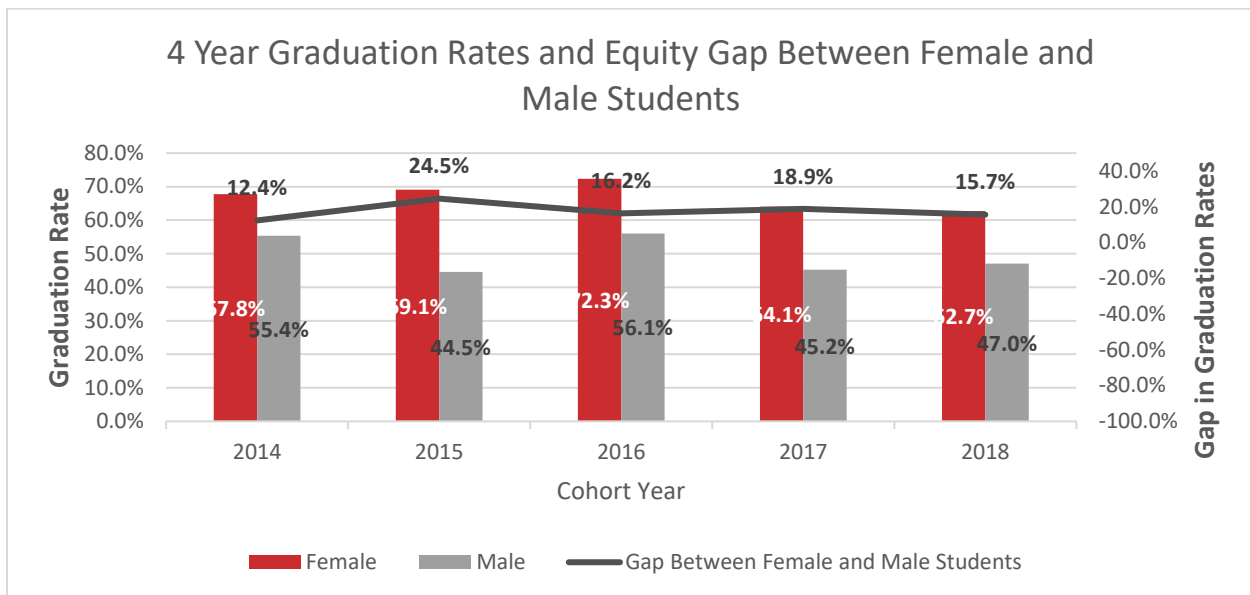Figure 4.3 Undergraduate Female vs. Male Students 4-Year Graduation Rates (Source: Institutional Research)

Financial Aid and Scholarships

In 2022-2023, the cost of one year at SUNY Oneonta for an in-state student is $7,070 for tuition and $1,705 for required fees, and room and board is $15,070 [S4.C1a_Tuition & Fees]. However, 88% of first-year students and 80% of undergraduate students enrolled in the 2021-

2022 school year received financial assistance [S4.C1a_Scholarships]. Students are billed each semester electronically and the due date is clearly stated on the online bill.

Scholarships and Grants
The University aims to support students who wish to enroll but lack the means. In 2021-2022, the average dollar amount of a need-based scholarship/grant was $8,959. The University also offers merit awards. In 2021-2022, the average dollar amount of a non-need-based scholarship/ grant was $4,057 [S4.C1a_Scholarships].

Work Study
Many SUNY Oneonta students with financial need participate in the Federal Work Study Program to cover educational costs [S4.C1a_Work Study]. In fall 2021, 192 students qualified for a work-study award as part of their financial aid packages and 148 students were paid for their work study job. In fall 2022, 259 students were offered a work study award and 185 were paid in a work study job.

Many students use skills developed through their majors in a campus job. For example, chemistry majors sometimes work for the Chemistry & Biochemistry department and gain hands-on experience working in a laboratory environment, develop strong safety skills, etc. The position also prepares students for research and internships. The Catskill Regional Teacher Center often hires education majors through the work study program, providing professional development opportunities for teachers and educators in the region, so the students who work with the Center get an edge on building their credentials beyond the typical observation, student teaching, and substitute teaching that all education majors have. Such campus jobs also provide networking opportunities for student employees.

Pell Grants
SUNY Oneonta enrolls a significant percentage of students from low-income families, which enhances economic diversity at the University. In fall 2021, Pell recipients totaled 1,746 and in fall 2022, Pell recipients totaled 1,606. In fall 2021, 35.1% of the first-year students, 34.3% of transfers, and 31.9% of continuing students received federal Pell grants, and these percentages are highly typical of the previous five years [S4.C1a_Pell Recipient Data].

Policies and Procedures Supporting Student Success

Transfer Credit, CLEP, Advanced Placement
SUNY Oneonta has policies in place regarding transfer credits from other institutions, college credit earned in high school, and College Level Examination Program (CLEP), as well as a team of Admissions staff solely focused on the transfer admissions process [S4.C2_College Level Exam Program]. The institution permits transfer of as many as 75 credits toward a bachelor's degree from a regionally accredited institution. These credits can come from AP, IB, CLEP, and/or college courses.

In addition, there is a course equivalency tool, available through SUNY and posted on our website, to assist students in the process. There are policies related to the transfer of credit earned during high school – students must either earn a 3 or better on an AP exam, score a 4 or better on the IB exams, or earn a D or better in a course offered by an accredited college to earn credit at SUNY Oneonta [S4.C2_Advanced Placement Credit; S4.C2_Re-evaluation Transfer Credit].

Current students are also able to transfer in courses taken at another institution as long as they follow the Prior Approval Policy [S4.C2_Prior Approval Credit]. This policy ensures compliance with degree applicable credit for financial aid.

The University safeguards student information and records in accordance with the Family Educational Rights and Privacy Act (FERPA) which the University Registrar introduces to students during orientation and to faculty and staff throughout the year, including at new faculty orientation. Student work products (e.g., graded final exams) are maintained and ultimately disposed of according to the requirements of the SUNY Records and Retention Policy for State-Operated Campuses [S4.C3_Student Records & Retention Policy; S4.C3_Disposition Schedule & Academic Records Retention Policy; S4.C3_Notification of Document Shredding].

Credit for Prior Learning
Non-traditional learners who matriculate at SUNY Oneonta may petition for undergraduate credit for learning acquired in a variety of ways including work experience, military training, volunteer service, reading programs, voluntary reading and discussion groups, radio, television, and other methods. The University makes use of various forms of learning evaluation, including standardized tests such as CLEP and reliance on faculty or consultants with relevant field expertise. Particular consideration is given to the alignment of prior learning to knowledge and skills outcomes and/or competencies associated with courses offered by the University [S4.C2_Transfer and Prior Learning]. Credits granted must apply to the student's degree program, and prior learning credit is treated as transfer credit. A maximum of 60 semester hours of prior learning credit may be awarded with no more than 75 semester hours of total transfer credit.

Impactful Support Structures & Services

New Student Orientation
The Student Orientation Program has been developed to meet the needs of students and the needs of the institution. The intended goals of the fall orientation (fall 2016–fall 2021) were to convey information regarding campus expectations and norms, connect students with their academic departments and faculty, and introduce students to the many supports and opportunities offered at the University. In summer 2022, a summer orientation program was offered for first-year students, encouraging attendance at a pre-orientation session in July with a follow-up session in August [S4.C1c_Summer Orientation Proposal]. These sessions were focused on establishing connections, providing information and tools around goal setting, and providing introductions to the students' peer mentor. Students who do not attend a summer session attend the same session one day ahead of fall orientation sessions [S4.C1c_July Orientation Schedule; S4.C1c_August Orientation Schedule; S4.C1c_January Orientation Schedule].

New students attending SUNY Oneonta are pre-set into their courses for the first semester. The Academic Advisement staff does this using four-year degree maps composed by the faculty for each major and in response to review of transcripts and prior credit for general education courses. During orientation, students are provided information about degree requirements and general education requirements, as well as guidance on course selection and using *DegreeWorks*, the web-based degree audit tool to help students and advisors see what courses and requirements are needed for degree completion [S4.C1c_Academic Advisement Orientation_2019]. Each student's *DegreeWorks* is personalized, reflecting University and program requirements. *Degree*

Works is managed by the Registrar's Office, and it is accessed in Blackboard in the myOneonta portal. The four-year degree maps are also helpful planning tools used in combination with *DegreeWorks* and advising. Students at SUNY Oneonta are encouraged to meet with their faculty advisor throughout the semester, but particularly during the pre-enrollment period for the following semester. In addition, professional advisors in the Academic Advisement Center are available to assist students with course registration, and degree and other forms of planning.

Academic Support Services

SUNY Oneonta supports student learning and academic progress through a variety of means including dedicated administrative offices, programs, standing committees, and infrastructure improvements. Robust services are provided by student-focused offices including Academic Advisement, CDC, Office of Global Education (OGE), SLC, Accessibility Resources, Milne Library, and AOP. Through a dramatic renovation, the Milne Library enhanced its reputation as a highly popular space of student inquiry, active learning, and collaboration. By moving the SLC, including Accessibility Resources, into the Milne Library and creating inviting support spaces, the University underscored its commitment to student learning and success. Similarly, the creation of the Experiential Learning Center in the Hunt Union, housing many offices central to student learning and career development, conspicuously reinforces these institutional priorities.

Academic Advisement

A SUNY Excels 2015 Performance Improvement Plan award led to the overhaul of the SUNY Oneonta Academic Advisement office and services [S4.C1c_SUNY Excels PIP Narrative 2015 p.7]. This overhaul was defined by a shift to a population-based model of advisement. As such, Academic Advisement engages in targeted outreach for student groups such as probationary students and other at-risk students, including students who are not registered for the subsequent semester. Advisement staff, collaborating with colleagues in other offices such as Admissions and the Office of Student Success, also perform outreach to students identified by a predictive tool (developed by the Institutional Research Office) as potentially needing more support than other SUNY Oneonta students. Additionally, dedicated advisors are available to support specific student groups including transfers, AOP students, international students, and first-year students. Academic Advisement has also implemented a shift to integrated career and academic planning [S4.C1c_Academic Advisement].

Student Learning Center and Accessibility Resources

The SLC offers robust tutoring options provided by peers and professional staff, professional academic coaching, academic skills workshops, courses targeting the development of learning skills and time management, and trainings for faculty and staff [S4.C1d_Student Learning Center Programming]. SUNY Oneonta values all students and has a dedicated support office for students with disabilities. Accessibility Resources is part of the SLC and provides additional support to students with identified learning disabilities including space for increased testing time and decreased distractions as well as access to assistive educational technology [S4.C1d_Student Learning Center; S4.C1d_Accessibility Resources; S4.C1d_Consolidation of AR & CADE 2017]. In addition, the SDC/Accessibility Resources conducts all placement testing and evaluation.

Career Development Center

The CDC has also been revamped to work in tandem with Academic Advisement. Cross-training of advisors in these offices has enabled greater integration of degree and career planning and, thus, has provided enhanced support for students as they progress to graduation and transition

into their professional lives [S4.C1d_Career Development for Students ; S4.C1d_Career Development Center]. Students and graduates alike make use of the internship and job search/recruiting platform *Handshake* [S4.C1d_Handshake View]. Career development staff facilitate use of this tool and provide an array of other supports for students and graduates, including guidance on skill building, interviews, and resume preparation.

Milne Library
The Milne Library has a well-trained, professional staff that are available to work with students on individual projects or with entire classes in instructional sessions on how to find and use information, both print and electronic. Librarians meet with students and faculty, offer instruction in research methods, and provide research help, either in person, or via email or chat. In addition, the Library staff manage Open Access Resources and provide support for faculty scholarly and creative work.

Advisement for Specialized Student Populations
The Office of Global Education (OGE) is committed to providing the highest quality of guidance for non-immigrant visa holders authorized to engage in scholarly activities or academic studies at SUNY Oneonta [S4.C1c_Office Global Education]. The OGE offers comprehensive assistance for these students and scholars related to pre-departure preparation, on-site orientation, campus and community engagement, cultural adjustment, academic success, and immigration/visa guidance. The OGE's dedicated resources provide guidance and orientations for students while providing them global experiences on and off campus. Staff members have received DSO (Designated School Official) training for F-1 visa regulations and serve as the University's EVA (Exchange Visitor Advisor) for working with our J-1 research scholars and professors.

The OGE coordinates the arrival of new international students and provides initial orientation to all F-1 students and J-1 Research Scholars and Professors, including social orientation activities, orientation to campus resources, and visa maintenance [S4.C1c_Intl Student Orientation Schedule_F21; S4.C1c_Int Student Handbook 2022_2023]. In addition, there is an OGE Peer Mentor program comprised of trained current US and/or international students to assist new students in their acclimation to life at SUNY Oneonta and in the country [S4.C1c_OGE Peer Mentor Orientation 2021; S4.C1c_OGE Peer Mentors Tips]. OGE Peer Mentors meet with new students throughout their first semester at the University, and organize cultural activities and events throughout the semester to support international students and to connect US and international students and facilitate discussions related to different cultures [S4.C1c_OGE Activities for Intl Students].

An American Discovery course (GEOG 1020, 3 s.h.) is offered to new international students as an introduction to the culture and history of our upstate New York region and as an extended orientation to the University [S4.C1c_American Discovery Course; S4.C1c_American Discover Course Syllabus]. It is a seminar-style course specifically designed to assist new international students with their academic and cultural acclimation to US geographies and environments. This course incorporates field trips to culturally and geographically significant sites such as Niagara Falls and Boston, and to local sites such as Howe Caverns, and features direct student engagement with administrators and other campus leaders.

Access and Opportunity Programs

SUNY Oneonta's AOP office houses two actively recruiting access programs, as well as an additional program not currently recruiting but with students previously admitted into the program – the state-funded EOP [S4.C1c_AOP], the federal grant-funded CAMP [S4.C1c_Camp], and the now-paused SUNY Oneonta funded ACE. EOP has been operating at the College for more than 50 years, while CAMP just celebrated its 20th anniversary, as well as the renewal of its five-year grant funding. These three programs serve hundreds of SUNY Oneonta students who enter the University through special admissions standards and receive scholarships as well as enhanced academic and advising support [S4.C1c_Summer Academy; S4.C1c_AOP Summer Academy Schedule]. All students in the combined AOP program come from historically marginalized backgrounds and demonstrate need for both academic and financial support.

Advisement and Support for Graduate Students

The Graduate Catalog provides information regarding policies and services to support graduate students enrolled at the University [Evidence Inventory URL3]. The Graduate Committee advocates for and advises the Vice President for Academic Affairs on graduate activities, including policies, curricular programs, and degree requirements [S4.C2_Graduate Committee]. In addition, the various academic departments that house the graduate programs provide academic advisement and support for their students. The departments also use graduate assistantships as a recruitment tool and support mechanism. Annually over 20 graduate students receive tuition waivers, stipends, and the diverse learning opportunities afforded graduate assistantships, including assisting faculty members in classroom and laboratory activities to providing them with research support.

Experiential Learning Scale Up for Retention and Completion Support

In support of the University's commitment to student-centered learning, SUNY Oneonta has prioritized the scaling of experiential learning opportunities and developed infrastructure to support quality student learning experiences [S4.C1d_Experiential Learning]. The central strategy has been to establish the Experiential Learning Center (ELC) in the student-centered, central location of the Hunt College Union building [S4.C1d_Experiential Learning Center]. The ELC, which won an architectural design award, co-located several offices, previously scattered around campus, that support experiential learning opportunities with the goal of increasing campus visibility and support for such hands-on learning and, in the process, supporting the career readiness of SUNY Oneonta students (the CDC is housed in the ELC). The University also received and administered a SUNY grant award ($130K) to evolve impactful experiential learning pedagogies and student opportunities that supported faculty across campus to improve course- and department-based learning offerings [S4.C2_ Applied Learning PIF Grant; S4.C2_Applied Learning Submission Narrative].

The first annual Experiential Learning Week was held April 11-15, 2022, with programming that included an experiential learning showcase/fair, workshops for students to learn how to 'learn by doing' and to translate acquired skills to career preparedness, and the Student Research & Creative Activity Showcase [S4.C1d_Experiential Learning Week Calendar]. Increasing support for students' experiential learning opportunities, particularly related to providing increased funding for student research, continues to be a University priority as evidenced by the inclusion of this goal in the recent SUNY Oneonta Foundation *Grow, Thrive, Live* fundraising campaign [S4.C1d_GrowThriveLive Campaign]. In addition, the *Regaining Momentum Agenda* calls for

developing a plan that commits to supporting all SUNY Oneonta students to complete at least one experiential learning opportunity and to building a network of internship opportunities on-campus and within the local community.

Internships

At SUNY Oneonta, students are encouraged to participate in internships to gain valuable experiences to prepare them for life after graduation [S4.C1d_Internships]. Internships provide students with the opportunity to explore their field of interest while gaining work experience that can set them apart in their fields. Students have completed internships with, for example, the Catskill Symphony Orchestra, Binghamton Black Bears, Otsego County Chamber of Commerce and at various other local organizations and in innumerable organizations and businesses throughout the state and beyond. The CDC uses the *Handshake* application to post jobs and internships, as well as to process internship applications for credit.

Research and Creative Activity

As detailed in Chapter 1, internal grant programs support student engagement in research and creative/scholarly activities. The University also has expanded funding and support for internships and facilitates student participation in collaborative international programs such as Collaborative Online International Learning (COIL) and Study Abroad [S4.C1d_Oneonta Host COIL; S4.C1d_Funding Study Abroad]. The annual Student Research & Creative Activity Showcase avails undergraduate and graduate students of opportunities to experience a rigorous research presentation process – they formulate abstracts and display their research in poster and other presentation formats [S4.C1d_Student Research Creative Activity Showcase]. Student presenters are also invited to add their scholarship and creative works to the SUNY Open Access Repository, curated by the Scholarly Communications Librarian [S4.C1d_SUNY Open Access Repository]. The Milne Library staff are also available to support students' individual research projects and provide general research help, either in person, or via email or chat.

Study Abroad Opportunities

SUNY Oneonta offers summer and semester programs through 12 study abroad and international exchange partner universities, and many short-term faculty-led programs through the Office of Global Education. The short-term faculty-led programs offered throughout the year are courses taught by SUNY Oneonta faculty for credit and include cultural experiences and, often, service-learning opportunities. Faculty-led programs are both domestic and international and are typically two-three weeks in length [S4.C1d_Domestic Faculty-led Programs; S4.C1d_Faculty Led Programs Abroad]. These trips may supplement academic programs or course learning outcomes and include locations such as Maine, Shelbourne, New Orleans, Hawaii, Canary Islands, Guatemala, Finland, United Kingdom, Portugal, Ecuador, Peru, Columbia, Ghana, and Kenya [S4.C1d_Faculty Led Programs Data 2013-2022]. SUNY Oneonta students also have access to more than 1,000 study abroad, exchange, and international internship programs through the SUNY Network [S4.C1d_Study Abroad]. Over 2,000 SUNY Oneonta students participated in study abroad programs between 2014 and 2022 [S4.C1d_Study Abroad Data_2013 to 2022]. The most popular locations included Italy, Greece, Ireland, United Kingdom, and Australia.

Complementary Services to Ensure Student Success

Counseling Services

The SUNY Oneonta Counseling Center provides counseling and education in support of students' academic goals. The Counseling Center offers an integrative model of care to help students cope with current stressors and challenges as well as develop habits and skills for supporting their mental health [S4.C1c_Counseling Services]. The Center is staffed by nine full-time staff (Director, five full-time counselors, and three doctoral interns from graduate programs accredited through the American Psychological Association). The Counseling Center staff provides individual counseling (brief intermittent therapy), group therapy, case management, consultation services, and prevention education programs. It is important to note that the Counseling Center does not provide long-term individual therapy. For students who desire longer-term care or need specialized care, the center staff will work to provide a referral. In addition, the Counseling Center provides walk-in services, crisis appointments, and telepsychology and telepsychiatry appointments. The tele-counseling is funded through a grant from SUNY to participate in their pilot program. Through this program, our students can receive counseling services from doctoral students at SUNY Upstate Medical University. The program is intended to be a bridge program between brief, intermittent counseling and longer-term therapy. During the academic year 2021-2022, the Counseling Center served 726 unique students and provided 3,214 hours of counseling appointments, as well as 64 outreach programs. In addition, over 50 students were seen through the SUNY tele-counseling network [S4.C1c_Counseling Center Utilization 21-22; S4.C1c_Counseling Center Report_21_22].

Health Services

The SUNY Oneonta Health Center supports students in developing quality personal health and achieving academic success through a healthy lifestyle, as well as supporting a healthy campus community [S4.C1c_Health Wellness Center; S4.C1c_Health Center Services & Fees]. The Health Center provides the same type of care students would expect from their primary care physician. Students pay a health fee that covers costs of most clinic visits and educational materials or programs, as well as the cost of some medications and common medical supplies. The Health Center does not file insurance claims, but full-time undergraduates and all international students are required to have health insurance for any costs incurred at health facilities beyond the Health Center. Services provided by the Health Center include immunizations, travel medicine, women's and LGBTQIA+ health, HIV and STI testing, laboratory services, and some medications. The Center is staffed by three health care providers (two physicians and one nurse practitioner), two registered nurses, one licensed practical nurse, and one office assistant. During the academic year 2021-2022, the Health Center provided 2,688 in-person health visits. In addition to the other multiple visits not listed, the Health Center sent 3,129 secure messages to students of which 1,278 were sent by practitioners in response to test results or phone call questions (including COVID-positive students). These combined services bring the total of students seen in-person and contacted via secure message or phone to 5,817 [S4.C1d_Health Center Report 21_22].

Campus Safety

Campus safety and security is coordinated and facilitated by the University Police Department, which has a force of 18 sworn police officers with full arrest powers. As an armed police department, patrol members respond to all emergencies and are dispatched by six professionally trained dispatchers. University Police seeks to provide a safe environment for teaching, research,

and social endeavors and to protect the lives and property of the students, employees, and visitors of SUNY Oneonta [S4.C1d_University Police].

SUNY police officers must meet the highest standards in New York State for law enforcement officers. The officers have passed a basic training program administered by the SUNY State Police Academy in Albany, NY or by a local regional Police Academy, and undergo continuous training to upgrade their skills. Officers have been trained in emergency medical procedures and first aid. They conduct foot, bicycle, and vehicular patrols on the campus and residence hall areas 24 hours a day, 365 days a year.

Gender and Sexuality Resources

The GSRC provides resources, education, support, and advocacy for gender and sexuality equity and inclusion for SUNY Oneonta students and employees [S4.C1d_GSRC]. The GSRC is a campus resource that supports exploration, discussion, and critical thinking around gender and sexuality issues, broadly defined. It offers a resource library and a safe space for people of all gender identities and sexual expressions to gather and learn. The GSRC sponsors the Lavender Graduation Recognition Ceremony, the annual event to recognize exceptional service, leadership, and activism on behalf of the LGBTQIA+ community. Awards honor graduating students and faculty/staff members for their outstanding contributions to diversity and inclusion at SUNY Oneonta.

Other campus resources include the Oneonta Safe Space Program, the Chosen Personal Information Process, the Gender and Sexuality Alliance, the Know Violence campaign, and the Prism Conference. The Safe Space Program builds awareness of the issues affecting LGBTQIA+ people as well as providing training to the campus community to develop skills for allies to create more campus spaces where LGBTQIA+ people and their allies feel safe, supported, and valued. The SUNY Oneonta Chosen Personal Information Process allows students and employees to officially notify the college of their chosen first names, chosen gender identity, and pronouns. The Gender and Sexuality Alliance is a student organization dedicated to providing a safe environment for LGBTQIA+ and their straight allies. The Know Violence campaign raises awareness of relationship violence. Finally, the Prism Conference is meant to highlight and celebrate LGBTQIA+ experiences through fostered dialogue across academic and/or practical experiences, disciplinary foci, and institutional perspectives, as well as provide support and resources to those that attend [S4.C1d_Prism Conference].

Co-Curricular Activities

Athletics

In a typical year, approximately 8% of SUNY Oneonta students participate in athletics. SUNY Oneonta participates in Division III athletics, which offers no awards or aid based on athletic ability. SUNY Oneonta Athletics follow the guidelines set forth by the SUNY Athletic Conference (SUNYAC) and the NCAA regarding compliance and safety [S4.C4_Athletics Mission & Vision Statement; S4.C4_Student Athlete Handbook; S4.C4_Athletic Compliance]. The Athletic Department supports and ensures compliance for 21 varsity sport teams, all indoor and outdoor athletic and recreation facilities, three fitness centers, and intramurals and recreation for all students.

Since 2013, seven SUNY Oneonta students have been recognized as National Academic All-Americans; 20 students have been recognized as Academic All-District 3 Selections; six student-athletes received the SUNY Chancellor's Award for Student Excellence; eight students have been recognized as SUNYAC Scholar Athletes of the Year; and 317 students have been inducted into the Chi Alpha Sigma National Student-Athlete Honor Society. In addition, student athletes' cumulative and term GPAs average 3.11 and 3.14 respectively. The student athlete retention rate was 90% until 2020 and then dropped to ~80%. Student athletes are retained at approximately 9% higher rate than non-athletes. The six-year graduation rate for student athletes is 81% [S4.C4_Athletic Department Data 2012-2022; S4.C4_Athlete Persistence Data].

Greek Life
SUNY Oneonta operates on the expectations set in the Greek Code to function as a Greek community and sets the groundwork for minimum GPA and number of credit hours completed before students can participate [S4.C4_Greek Code]. The code outlines the means for new chapter access to campus and regulates organizational functions. The Greek Code is periodically reviewed by the Committee on Greek Life, which is comprised of more than 10 people representing both Greek and non-Greek students, professional staff, and faculty. The average one-year retention rate for Greek affiliated students is 97% compared to 89% for non-affiliated students, and the average 2-year retention rate is 95% and 83% respectively [S4.C4_Greek Affiliated Retention]. All fraternity and sorority members have faculty or staff advisors who work closely with the chapter.

Student Groups
The Student Association (SA) approves the student activity fee and funding and recognizes and regulates over 125 clubs and organizations [S4.C4_Registered Student Group Policy; S4.C4_Mandatory Student Activity Fees; S4.C4_SA Policy Book Spring 2021]. It also funds student access to city buses, a robust intramural program, the Dragon's Lair game room, and the College Camp. The Student Life fee provides funding to the Activities Council which produces nearly 300 programs annually.

Community Engagement
The Center for Social Responsibility and Community, now part of the Experiential Learning Center, provides leadership and operational coordination and support for a wide variety of volunteer and service-learning experiences [S4.C4_CSRC]. The Center uses a staffing model that provides opportunities for student coordinators to plan and lead service opportunities in the community [S4.C4_CSRC Student Services]. The Center also develops and coordinates volunteer and service-learning opportunities for students farther afield—in national and international settings. The Director collaborates with and supports faculty in developing service-learning curricula. For its achievements in the area of social responsibility and service, the University earned the distinctive Carnegie Community Engagement Classification, most recently in 2020 [S4.C4_Community Engagement Classification].

LEAD @ Oneonta
LEAD@Oneonta is SUNY Oneonta's leadership program for students [S4.C4_LEAD@Oneonta; S4.C4_LEAD description]. In 2022, over 14% of graduating students attained at least one level of LEAD recognition [S4.C4_LEAD Graduation Numbers]. Students participate at their own rate and can earn silver, gold, or platinum recognition at their graduation; transfer students can "transfer" in leadership experiences from their prior institution. Students who have completed the

platinum level of LEAD have an exit interview with faculty/staff LEAD representatives, providing feedback on their experience [S4.C6 LEAD Notable Comments]. The program has evolved based on this feedback – e.g., the LEAD advisory Group proposing changes to the stated LEAD educational goals/leadership outcomes, including renaming 'Diversity' to 'Justice, Equity, Diversity, and Inclusion' and replacing 'Spiritual Awareness' with 'Sustainability,' as well as replacing balancing independence and collaboration with 'Financial Literacy.'

Student involvement on campus is often an indicator of student success. Data from participation in the LEAD program suggests that students who participate in the program are more likely to persist to graduation, compared to those who did not participate [S4.C6_LEAD Persistence Summary]. A higher percentage of students of color participate in LEAD compared with white students, as do first generation students and AOP students compared to non-first generation and non-AOP students [S4.C6_LEAD Persistence by Demographics].

Student Support After Graduation
The Career Development Center (CDC) provides services to SUNY Oneonta students who are currently taking classes, as well as alumni who have completed a degree. The Center assists students in the job search process by creating the right materials, practicing interview skills, researching graduate schools, and utilizing job outlook and search tools [S4.C1d_CDC Job Search; S4.C1d_CDC Resumes]. *Handshake* is used by the CDC to assist students and alumni with the job searching process. In addition, employers can use *Handshake* to post jobs, internships, and host recruiting events.

Graduation Outcomes
The Office of Institutional Research is the primary provider of specific post-graduation information (undergraduate and graduate) at several points, and collects information about graduate outcomes.

The "After Oneonta" survey process entails sending alumni surveys with similar questions over a five-year time frame including and following their graduation from SUNY Oneonta. The process starts with the Graduation survey and is followed by Post Graduation surveys at the six-month, one-year, three-year, and five-year mark. Currently the Post-Graduation surveys at the three-year and five-year mark are in development and will not be launched until 2023 and 2025. The May 2020 graduation cohort was the first cohort to complete the After Oneonta surveys. Results indicate the following [S4.C6_Graduation Cohort Report_AY 2021-2021 p.19].
- Most alumni were "very satisfied" with their education choice and remained satisfied on later post-graduation surveys.
- Most alumni indicated that their education resonates with both their career goals and SUNY Oneonta major, often responding their education is highly related
- Many alumni responded that it is important, whether slightly or highly, that their education is related to their major.
- There is a noticeable increase over time in the rating of how well SUNY Oneonta has prepared alumni for their current education beyond their degree in the post-graduation surveys.

Alumni Attitude Survey

The Alumni Engagement Office conducted an Alumni Attitude Study in 2017 that will be conducted again in spring 2023 [S4.C6_2017 Alumni Survey]. The purpose of the attitude study is to gather information about alumni, gauge their satisfaction and attitudes toward the institution, and gather information on the interests of alumni in participating in alumni events. Findings of the 2017 study indicate that alumni want to know that the value of their degree is greater today than the day they graduated, and they want to understand what the University is doing to increase that value. They see academics as critically important but believe our performance could be improved, which might be based in part on how we communicate student success with alumni. Alumni are focused on how their degree helped them in their lives and particularly how the degree is an enhancement to their career. They also want to know that alumni are playing an important role in improving the student experience. Building the alumni network begins with the student experience – students who have positive experiences on campus are more likely to stay connected after graduation. Alumni Engagement works to create opportunities for students to form meaningful SUNY Oneonta relationships during their time on campus and after they graduate [S4.C6_2017 Alumni Attitude Study Outcomes].

Assessment of Programs Supporting the Student Experience

The Division of Student Affairs has consistently been recognized on our campus for its assessment efforts, including alignment with institutional priorities and values. Many examples exist of on-going operational data collection and student outcome assessment being used to justify programmatic changes. For example, the Hunt Union uses a national instrument designed by Educational Benchmarking Inc. (EBI) and the Association of College Unions International (ACUI) to assess student satisfaction with the Hunt Union. In April of 2022 the instrument was administered for the sixth time. Results have demonstrated continuous improvement on both student satisfaction and program effectiveness over the span of nearly two decades (2004-2022) [S4.C6_Hunt Union Effectiveness & Satisfaction 2004-2022; S4.C6_2022 ACUI Assessment Hunt Union]. The Dean of Students oversees the annual assessment plans and reports for the entire Division of Student Affairs.

In 2020, the Student Experience Assessment Committee was convened to help departments to collaborate and integrate departmental assessment into the overall assessment of the student experience. The Committee is a cross-divisional working group that synthesizes assessment reports, makes connections to the Student Experience Domains, and provides recommendations on strategic initiatives based on the assessment findings [S4.C6_Student Experience Domains; S4.C6_Student Experience Continuous Improvement Summary 22]. Together with the Academic Assessment Committee, they provide support to the departments assessing the student experience and serve in an advisory capacity to the President's Cabinet.

Assessment Plans for Administrative Units

To remain relevant, the University adapts and revises its assessment processes regularly. Each administrative unit has an administrative assessment plan. Results are updated yearly, and information is provided on how the unit responded with improvement plans. These assessment plans are required to link goals, objectives, and assessment activity to University planning including mission, vision, strategic planning and, currently, to the institutional *Regaining Momentum Agenda*. Institutional and unit-level objectives are clearly stated, published, and available on the University's website.

Assessment has resulted in some pertinent changes, e.g., as outlined in the below examples.

- The Student Learning Center (SLC) worked to improve tutoring services. An impact study was conducted in 2014-2015 to better determine courses with a high demand for tutoring services. The SLC continues to monitor demand for services and, since COVID-19, has moved to offering online tutoring services. This has been particularly helpful in meeting the needs of graduate students whose programs and courses are online. In addition, there was a renaming of the SLC (from the Center for Academic Development and Enrichment) and a consolidation of SLC resources in 2017. The purpose was to make the Center more recognizable to students in need of support services and streamline their efforts in accessing these services [S4.C6_SLC Report 2021_22].

- Grants Development Office (GDO) assessment data over the past several years had indicated a decrease in the number of external grants and awards. To advance the collective efforts to seek and secure external resources, to grow and support faculty research/scholarly activity, and to expand and support experiential learning opportunities for our students, the responsibilities of the (now former) GDO were reorganized. The senior grants writer is now located in Sponsored Programs to focus on external grant/resource seeking and administration of grants, while the Associate Director for Scholarly Activities provides support for faculty scholarly activity and engagement of students. This change allows for the scholarly activity programming to be more faculty-centered to provide better integrated services to cultivate excellence in scholarship [S4.C6_GDO Assessment Report 22].

- The GSRC piloted a leadership development training of its student staff to include healthy behavior and emotional well-being into the training. Results indicated that students made clear connections between wellness and leadership/advocacy work but time management, boundary setting, and consistency in accomplishing tasks were identified as areas in need of improvement. As a result, they shifted their training to focus on these tasks [S4.C6_GSRC Assessment Report 22].

- After several years of declines in textbook purchasing through the bookstore and the success of OER initiatives, OAS identified a new product and adopted eBooks in 2022. While results are not yet available from the current year, the change to eBooks (and moving the bookstore to a virtual format) was well-researched and approved by the OAS Board of Directors [S4.C6_OAS Assessment Report 22].

Satisfaction Surveys
Additional satisfaction and feedback surveys are administered to students by SUNY (Student Satisfaction Survey and Sexual Violence Prevalence Campus Climate Survey), as well as by individual departments and units, such as orientation, counseling services, health services, dining services, residence life, and parking services. Highlights of results of some examples are indicated below. The campus also regularly administers national surveys such as NSSE, BCSSE, Faculty Survey of Student Engagement, Higher Education Diversity Climate Survey, and Student Financial Wellness Survey.

SUNY Student Satisfaction Survey
SUNY conducted its Student Satisfaction Survey in 2015, 2018, and 2021. Students' responses report general satisfaction with services such as financial aid, billing and payment, career planning, library, tutoring, and the college bookstore over the six-year period. Satisfaction with

the course registration process has improved from 2015 to 2021. It should be noted that overall results of the 2021 survey were lower than previous years, most likely attributable to the COVID-19 experience on campus [S4.C6_Student Satisfaction Means Comparison].

Residence Life
In spring 2021, SUNY Oneonta conducted a satisfaction survey to learn more about residence hall services and programs. A majority of students were satisfied with on-campus residence hall living arrangements, while some students were not satisfied with off-campus living arrangements/options. In the Student Satisfaction Surveys conducted in 2015, 2018, and 2021, students were satisfied with the general condition of the residence halls [S4.C6_Res Life On Campus Student Satisfaction 2021].

Dining Services
SUNY Oneonta recognizes that providing excellent food can be a competitive advantage when recruiting and serving today's students. Campus dining services are managed by OAS, which contracts with Sodexho to provide food services. Students have the option of dining in Wilsbach or Mills dining halls. They also have the option of utilizing take-out from Mills Marketplace. The campus also has a Starbucks located in the Hunt Union, until recently the only Starbucks in a 60-mile radius; Argo Tea located in the Milne Library; and Seasons, offering local and seasonal foods, located in Fitzelle Hall.

In a 2019 survey on dining services, a majority of students expressed satisfaction with food options at Starbucks (80%), Argo Tea (75%), and Mills Marketplace (80%). The satisfaction with the food options at both the full-service dining halls was slightly lower – 49% of students were satisfied, 43% neutral, and 8% dissatisfied with food options at Mills, while 37% were satisfied, 41% neutral, and 12% dissatisfied with food options at Wilsbach [S4.C6_Food For Thought 2019]. OAS continues to be responsive to student concerns and annually solicits student input on food preferences.

National Surveys
SUNY Oneonta regularly administers the following national assessment so we can benchmark our progress against similar institutions.
- BCSSE: Beginning College Survey of Student Engagement
- HEDS: Higher Education Diversity Climate Survey
- NSSE: National Survey of Student Engagement

Findings from these surveys have been discussed elsewhere in the Self-Study. Such comparisons help us see our strengths and distinctions and show us ways in which we might improve.

Observations on Standard IV
SUNY Oneonta meets Standard IV and Requirements of Affiliation 8 and 10. The University is committed to admitting a diverse student body and providing curricular and co-curricular programming to support their retention, persistence, and degree completion. Experiential learning and strong alumni engagement opportunities enhance career-readiness and post-graduation success of students.

Strengths and Suggestions, Standard IV

Strengths
- SUNY Oneonta offers a range of co-curricular programs and support services to enhance the student experience. Satisfaction surveys and assessment of these services are regularly done.
- SUNY Oneonta offers a comprehensive leadership program – LEAD@Oneonta. Students who participate in the program have higher retention and persistence rates. This program seems particularly attractive to students of diverse backgrounds.
- SUNY Oneonta has an active Alumni Engagement Office that supports academic and co-curricular programs, enabling current students to engage and network with alumni.
- SUNY Oneonta has a University Foundation with an endowment that provides nearly $3,000,000 in annual support for scholarships, faculty development, student emergency funding, athletics, and experiential learning including internships, global studies, undergraduate research, field study and travel.

Suggestions
- To optimize enrollment and support student progress, increase the coordination of the cross-divisional effort to redress retention decreases and evolve the appropriate assessments to student success work.
- Make closing the equity gap the main institutional priority that drives planning and resource allocation, and continuous improvement efforts, across the divisions.
- The Equity Gap Analysis demonstrates the need to better support students from diverse backgrounds. Tailor support services to the student subpopulations who are not retaining, persisting, completing at the same rates as their peers.
- Review and possibly modify recruitment strategies to increase international student enrollment as prioritized in the *Regaining Momentum Agenda*.

Conclusion

After three years of work, and while we weathered the many challenges of a global pandemic, the Self-Study Steering Committee and work groups has submitted the Self-Study as evidence that SUNY Oneonta meets the *MSCHE Standards for Accreditation* and the *Requirements of Affiliation* and is successfully carrying out its stated mission, goals, and institutional priorities.

There is ample evidence of achievement in the areas that have defined SUNY Oneonta's institutional priorities. Our Self-Study presents this evidence and documents compliance with the *MSCHE Standards for Accreditation* and the *Requirements of Affiliation*.

We have taken stock of our institutional progress and found that our efforts to live our mission have positioned us well to face current and imminent challenges. The following are among the strengths on which we will build:
- SUNY Oneonta's greatest strength lies in its status as a regional comprehensive university in the SUNY system, and its mission-consonant emphasis on widening access to affordable educational experiences and supporting all students in their pursuit of degrees and credentials.
- The University has a well-defined mission to which its vision and strategic goals are aligned and calibrated.

- The University adheres to strict oversight of financial budgeting and spending with the goals of strengthening its financial position to enable the institution to continue to fulfill its mission.
- SUNY Oneonta's faculty possess expertise in their disciplinary areas, strive to advance learning, develop and deliver effective academic programs, and seek to support their students.
- The University plans to develop its graduate program offerings and support infrastructure to meet the changing needs of students and the workforce.
- The University avails students of curricular, co-curricular, and extra-curricular experiences that enrich their learning in their academic programs of study.
- The University performs cyclical assessments and disseminates and archives the results for use in decision-making and continuous improvement efforts.

The process of engaging campus community members in an elaborate review of our institution's progress has enabled reflection and productive conversations. We have identified areas of strength and areas for further improvement. We will use the results of the Self-Study to guide future planning efforts. Our commitment to diversity, equity, and inclusivity compels us to focus especially on redressing the equity gaps among student subpopulations. These gaps highlight the need to make additional adjustments to our programming and services to fully support SUNY Oneonta students.

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In conclusion, the Steering Committee wishes to thank everyone in the SUNY Oneonta community who helped produce our Self-Study or provided essential feedback.