

Middle States Self-Study 2002: An Update

SUNY Cortland Administrative
Conference

April 24, 2000

Cortland
State University of New York College at Cortland

Middle States Steering Committee

- Joy Hendrick, Co-Chair
- Patty Francis, Co-chair
- Joe Governali
- Jerry O'Callaghan
- Rob Ploutz-Snyder
- John Shirley
- William Sharp

Our Time-Line (2000-2002)

Spring 2000

Steering Committee
begins work

Fall 2000

Meet with M.S. liaison
Subcommittees begin
work
All units work on
reports

Spring 2001

Work
continues
Drafts due
by end of
Spring

Summer, Fall 2001

Final editing and
preparation of
report

Spring 2002

Visitation by
Middle States
Evaluation Team

Fall 2002

Respond to
Middle States
recommendations

The Design

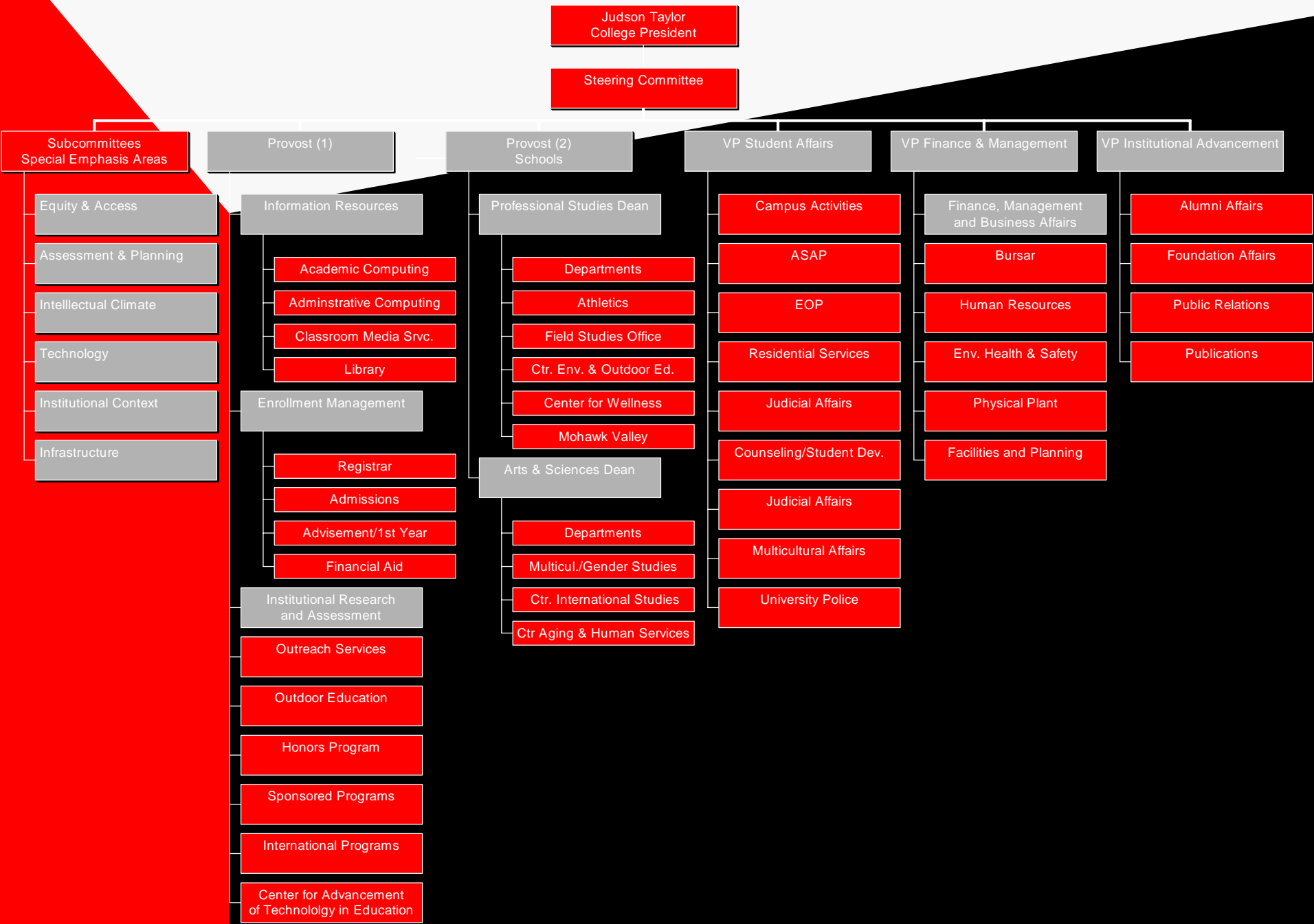
2002 Middle States Design - Draft (4/11/2000)

<p>Comprehensive Parts</p> <p>→</p> <p>↓</p> <p>Special Emphasis Areas</p>	<p>Academic Programs</p> <ul style="list-style-type: none"> • Prof. Studies • A.B.T. • GE • Graduat • Athletics • Information Resources- Computing, Library, Classroom Media Services • International Programs • Outreach Services • Center Education-Career • Other Academic Affairs Units- Career, Nature Valley, Field Studies 	<p>Faculty and Staff</p>	<p>Student Affairs</p> <ul style="list-style-type: none"> • Campus Activities • A.S.A.P. • O.S.P. • Residential Services • University Police • Recreational Sports • Counseling & Student Dev. • Judicial Affairs • Multicultural Affairs 	<p>Institutional Advancement</p> <ul style="list-style-type: none"> • Alumni Affairs • Foundation Affairs • Public Relations • Publications 	<p>Finance and Management</p> <ul style="list-style-type: none"> • Facilities & Planning • Sherer • Human Resources • Env. Health & Safety • Physical Plant 	<p>Enrollment Management</p> <ul style="list-style-type: none"> • Regions • Admissions • Financial Aid • Advisers • 1st Year Programming
<p>Assessment and Planning</p>	<ul style="list-style-type: none"> • Implementation of assessment plans • What's been learned/changed in programs? • Are programs up-to-date and meeting societal needs? • Program accreditation/certifications 	<ul style="list-style-type: none"> • Faculty/staff involvement in assessment/certification/accreditation efforts • Faculty/staff "buy-in" • Turn-over 	<ul style="list-style-type: none"> • Implementation of assessment plans • What's been learned/changed in programs? • Are programs up-to-date? • Other planning processes 	<ul style="list-style-type: none"> • Implementation of assessment plans • What's been learned/changed in programs and services? • Are programs up-to-date? • Other planning processes 	<ul style="list-style-type: none"> • Implementation of assessment plans • What's been learned/changed in programs and services? • Are programs up-to-date? • Other planning processes 	<ul style="list-style-type: none"> • Implementation of assessment plans • What's been learned/changed in programs and services? • Are programs up-to-date? • Other planning processes
<p>Equity and Access</p>	<ul style="list-style-type: none"> • Meeting individual student needs, including those in underrepresented groups (ethnic diversity, students with disabilities, adult learners) • Title IX compliance 	<ul style="list-style-type: none"> • Recruitment and retention of underrepresented faculty and staff 	<ul style="list-style-type: none"> • Staffing • Contributions in meeting needs of underrepresented students • Campus climate issues 	<ul style="list-style-type: none"> • Staffing • Other contributions • Field-based scholarships 	<ul style="list-style-type: none"> • Staffing • Other contributions • ADA compliance 	<ul style="list-style-type: none"> • Staffing • Development of enrollment plans specific to underrepresented students (ethnic diversity, adult learners, students with disabilities)
<p>Intellectual Climate</p> <ul style="list-style-type: none"> - Quality of Instruction - Campus Climate 	<ul style="list-style-type: none"> • Ways to determine and improve quality of instruction and advancement • Offering a range of instructional modes • Other ways of contributing to intellectual climate • Do students demonstrate information literacy? 	<ul style="list-style-type: none"> • Use of range of instructional modes • Research and scholarly activity • Professional development opportunities and training • Recruitment and retention of qualified faculty and staff • Faculty and staff involvement • Do faculty emphasize information literacy? 	<ul style="list-style-type: none"> • Extracurricular experiences linked to credit-bearing courses • Other contributions to quality of instruction • Contributions to improving intellectual campus climate • Effect of student behavior and socialization issues 	<ul style="list-style-type: none"> • Contributions to improving intellectual campus climate • Funding for faculty development 	<ul style="list-style-type: none"> • Contributions to improving intellectual campus climate 	<ul style="list-style-type: none"> • Contributions to improving intellectual campus climate
<p>Technology</p>	<ul style="list-style-type: none"> • Do students demonstrate computer literacy? • Integration of technology into curricular programs • Other traditional modes of instruction (distance learning) • Staff training 	<ul style="list-style-type: none"> • Use in courses • Use of distance learning and SMART classrooms • Other instructional uses of technology 	<ul style="list-style-type: none"> • Incorporation of technology into services and operations • Staff training • Innovative uses 	<ul style="list-style-type: none"> • Incorporation of technology into services and operations (with) • Staff training • Innovative uses 	<ul style="list-style-type: none"> • Incorporation of technology into services and operations • Staff training • Innovative uses 	<ul style="list-style-type: none"> • Incorporation of technology into services and operations • Staff training • Innovative uses
<p>Institutional Context</p> <ul style="list-style-type: none"> - Internal - External 	<ul style="list-style-type: none"> • Internal relations (MED, SCATE, SUNY) • Accommodating enrollment growth 	<ul style="list-style-type: none"> • Policy inquiry • Workload issues • Governance • Accommodating enrollment growth 	<ul style="list-style-type: none"> • Community relations • Student behavior/socialization • Accommodating enrollment growth 	<ul style="list-style-type: none"> • Development and implementation of Capital Campaign • Community relations • Accommodating enrollment growth 	<ul style="list-style-type: none"> • Expansion of College's resource base in light of changing state resources • Internal relations - PBAs • Community relations • Accommodating enrollment growth 	<ul style="list-style-type: none"> • Achieving a more balanced enrollment between schools • Accommodating enrollment growth
<p>Infrastructure</p>	<ul style="list-style-type: none"> • Suitable recreational facilities • Outdoor education centers 	<ul style="list-style-type: none"> • Adequate office space • Faculty/staff centers 	<ul style="list-style-type: none"> • Recreation Center • Renovation of residence halls • Student Union 	<ul style="list-style-type: none"> • Alumni House 	<ul style="list-style-type: none"> • Facilities (+ MAP) • Planning • Transportation • Master plan program 	<ul style="list-style-type: none"> • Campus attractiveness and facilities related to student recruitment

The Comprehensive Review

- Each unit/department will be asked to complete a comprehensive review
- Charges currently be developed
- Numerous characteristics of interest by Middle States (based on *Characteristics of Excellence*)
- Many items needed can come from Assessment Plan
- Trying to reduce duplication of effort

Middle States Self-Study Organizational Chart 2000 (Charge Tree)



Special Emphasis Areas

- Assessment and Planning
- Equity and Access
- Intellectual Climate
- Technology
- Institutional Context
- Infrastructure

A successful self-study

- Dependent on:
 - extensive participation from all areas of the college
 - input into comprehensive review
 - contributions on subcommittees

Looking forward to working
with you....

Thanks.