Enhancing Our Culture of Learning

A Comprehensive Self-Study

Submitted to the

Middle States Commission on Higher Education

Spring 2010

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EXECUTIVE SUMMARY

MAJOR FINDINGS

Fredonia remains true to its core mission of providing strong undergraduate and selected graduate programs that meet the needs of students and society, in a safe and supportive environment. Planning is a combination of system-level and campus-based processes. Memoranda of Understanding (MOU) between SUNY System and Fredonia encompass strategies involving enrollment/selectivity targets and major physical plant additions/ modifications. Campus-based planning processes address mission-critical areas developed through cross-campus discussions resulting in the current Fredonia Plan.

Declining state support as a percentage of total operating funds coupled with a tuition setting system requiring direct legislative action and has resulted recently in personnel reductions. This has meant that Fredonia has had to rely increasingly on other sources of funding. However, careful management and robust enrollment has resulted in maintenance of critical staffing needs, especially in regards to faculty. Nevertheless, the proportion of full to part-time faculty has remained unchanged. Planning and resource allocation are intertwined and Fredonia has experienced an increase in faculty largely in step with the rise in enrollment, and a facilities plan that includes both new construction and renovations.

Fredonia is operating close to capacity both in terms of access to classes and housing. Freshman applications have increased 27% in the last ten years; acceptance rate has declined by 10.4% while yield has increased from 33.5% to 36%. Selectivity targets have been met or exceeded and retention and graduation rates are one of the highest in the nation for public four-year universities. Undergraduate minority enrollment has doubled in the past ten years coupled with improvements in minority retention and graduation rates, and large increases in international student enrollment. As part of the Fredonia Plan, there is increased support for student-faculty research collaboration, greater emphasis on international education opportunities, programming for first year students, and institution of a capstone experience in all majors.

Fredonia faculty are committed to a strong general education curriculum (College Core Curriculum), and our students do well in System-wide assessments, but faculty express frustration with aspects of the SUNY-wide requirements. In the past ten years there has been a 19% increase in FTE faculty and increases in the proportion of female faculty. Minority faculty recruitment has also been strong, though retention remains a challenge. Faculty are active scholars and research funding has increased, currently generating $2.5-3 million/year.

Fredonia has a comprehensive assessment plan that encompasses assessment of student learning and institutional effectiveness. There is good evidence of practices that "close the loop" and result in administrative support for assessment-based, curricular change. Similarly, each non-academic unit on campus has their own assessment plan and provides updates on progress towards assessment goals through their annual reports. The Office of Campus Assessment recommends assessment policy and provides a resource to departments/units as they further develop their assessment practices.

Fredonia has a strong culture of learning supported by a talented faculty, sound administration, and support staff who are committed to the success of the institution. Challenges remain in reaching goals for diversity and addressing state budget shortfalls, but Fredonia is a vibrant community dedicated to achieving its mission.

KEY RECOMMENDATIONS

- Revisit and assess the mission and vision statements. Ensure clear alignment with divisional statements, and future planning documents.
- Enhance communication through maintaining a central repository for all campus documents that will allow easy access and retrieval; and increasing the role of the Planning and Budget Committee in providing a communication bridge between administration and the larger campus community.
- Continue support for diversity initiatives in a strategic manner. Build on the success in recruiting, retaining and graduating students from underrepresented populations.
- Put in place processes to strengthen academic advising for all students. Encourage departments to develop retention and graduation plans.
- Encourage further development of First Year programs along with well articulated and executed assessment measures, and continue development of information literacy programs within department-based curricula.
- General education, recognized as being fundamental to a Fredonia education, should be discussed with a view to enhancing its prominence and effectiveness.
- Increase the proportion of full-time to part-time faculty, and work to increase the proportion of minority faculty, especially through improved retention strategies.
- Further improve the process of assessment by instituting the common reporting template, and emphasize the roles and responsibilities of all faculty and staff in accomplishing the goals of the comprehensive assessment plan.
- Further develop assessment practices by reviewing role of Office of Campus Assessment, ensuring accountability for assessment, and streamlining assessments done for multiple agencies.

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(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE requirements of affiliation and "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

SUNY Fredonia.
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE standards and requirements of affiliation.

_____   _12/24/09._
(Campus President)   (Date)

_____   _1.6.10._
(Chair, SUNY Board of Trustees)   (Date)

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Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

This signed statement should be attached to the executive summary of the institution's self-study. report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

SUNY Fredonia
(Name of Institution)

is seeking *(Check one):* ___Initial Accreditation   __X_ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

___Exceptions are noted in the attached memorandum *(Check if applicable)*
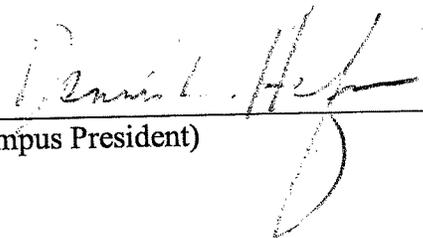
_____   ____1/26/10____
(Campus President)   (Date)

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David White	Admissions	Admissions Counselor
Andrea Zevenbergen	Social Sciences	Associate Professor of Psychology
Xiao Zhang	Institutional Research	Director of Institutional Research and Planning

SUNY Fredonia List of Acronyms for Self-Study

AACSB	Association to Advance Collegiate Schools of Business
AAO	Affirmative Action Officer
ACS	American Chemical Society
ASHA	American Speech-Language-Hearing Association
AVP	Associate Vice President
AYSS	Apply Yourself Software Solutions
BoT	Board of Trustees
CAAP	Collegiate Assessment of Academic Proficiency
CBA	Collective Bargaining Agreements
CCC	College Core Curriculum
CFRP	Consolidated Financial Reporting Package
COIL	Coordinator of International Learning
COPC	Community Outreach Partnership Center
CSEA	Civil Service Employees Association
CSWE	Council on Social Work Education
CUNY	City University of New York
DASNY	Dormitory Authority of the State of New York
DSS	Disability Support Services
ECM	Enterprise Content Management
EDP	Educational Development Program
EH&S	Office of Environmental Health and Safety
EMC	Enrollment Management Committee
EUROSIM	Model European Union
FERPA	Family Education Rights & Privacy Act
FIPSE	Fund for the Improvement of Postsecondary Education
FOP	Full Opportunity Program
FPAC	Faculty & Professional Affairs Committee
FSA	Faculty Student Association
FTE	Full Time Equivalent
GCP	General College Program
GEAR	General Education Assessment Review
HIPAA	Health Insurance Portability and Accountability Act
IFR	Income Fund Reimbursable
ILL	Inter-Library Loan
IPEDS	Integrated Postsecondary Education Data Systems
IRP	Index of Registered Programs
ISEC	Information Security Program Team
ITAB	Information Technology Advisory Board
ITEC	SUNY Information Technology Exchange Center
ITS	Information Technology Services
J-Term	January Term
KOD	The Keeper of the Dream Scholarship and Leadership Program
MAP Works	Making Achievement Possible
MC	Management Confidential
MOA	Memorandum of Agreement
MOU I	Memorandum of Understanding, the 1st completed in 2000

MOU II	Memorandum of Understanding, the 2nd completed in 2007
NASM	National Association of Schools of Music
NSSE	National Survey of Student Engagement
NAST	National Association of Schools of Theatre
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education
NYSED	New York State Department of Education
OCA	Office of Campus Assessment
OHE	Office of Higher Education
OM	Operations Managers
OSCAR	Office of Student Creative Activity and Research
OSP	SUNY Fredonia Office of Sponsored Programs
PBAC	Planning and Budget Advisory Committee
PDC	Professional Development Center
PEC	Professional Education Unit
PEF	Public Employees Federation
RAC	Rockefeller Arts Center
RF	Research Foundation
RFP	Request for Proposals
SA	Student Association
SCHR	Student Credit Hours
SICAS Center	Student Information and Campus Administrative Systems
SLN	SUNY Learning Network
SPA	Specialized Professional Associations
STEM	Science, Technology, Engineering & Mathematics
SUBOA	State University Business Officers Association
SUCF	State University Construction Fund
SUNY	State University of New York
SUNY GER	SUNY General Education Requirements
SUTRA	State University Tuition Reimbursable Account
TESOL	Teachers of English to Speakers of Other Languages
URAS	Uniform Revenue Accounting System
USNY	University of the State of New York
UUP	United University Professionals
VPAA	Vice President for Academic Affairs

CHAPTER 1

Introduction, Overview of the Self-Study and Institutional Mission (Standard 1)

INTRODUCTION

Tracing its origins to 1826, the State University of New York at Fredonia is a public comprehensive, liberal arts university located in rural northern Chautauqua County, approximately 50 miles southwest of Buffalo, NY. Routinely placed highly in national rankings, Fredonia is a medium-sized, predominantly residential, selective institution that provides a wide array of opportunities for its students. Enrollment is 5,178 baccalaureate and 395 master's students (Fall 2008), and the University has 104 undergraduate programs and area specialties and offers 18 graduate degrees and 2 certificates of advanced study. Part of the State University of New York, Fredonia is one of thirteen Masters I level institutions in the system. The vast majority (97%) of Fredonia's students come from within New York State, with 75% coming from west of Syracuse and 22% from the rest of New York State, especially Long Island, Albany area and New York City.   Fredonia has recently attracted a small but increasing number of students from out of state and the number of foreign students has more than tripled in the past five years. Of Fredonia's undergraduate students, 56.3% are female as is 78.1% of our graduate population. Minority undergraduate student enrollment at Fredonia has increased in recent years (4.2% in 1998; 7.7% in 2008) encompassing primarily African American, Hispanic and Asian students.

Founded as a Normal School, Fredonia maintains its strong tradition of teacher preparation programs, with approximately 30% of current undergraduate students, and the vast majority of graduate students pursuing initial or professional teacher certification. However, Fredonia offers a broad suite of programs, and can be defined as a comprehensive university, with degree programs in the traditional liberal arts and sciences, performing and visual arts, business, selected professional areas, and increasingly inter- and cross-disciplinary areas.

Although the mission of the University has not changed since the last decennial review, a number of changes have resulted in Fredonia being a markedly different place than in 1999. Some changes are in the physical nature of the campus, some changes are related to the broad sweep of technological advancements that has occurred during this decade, and some reflect changes in the administrative structure of the campus. Chief among these changes are:

- New residence halls, book store and enhanced food service areas, a new recital hall, natatorium complex, modernized athletic fields and a state of the art sound recording studio.
- New administrative structure in academic affairs encompassing a new College of Education and School of Business, and reorganization of graduate, lifelong learning and research services.
- NCATE Accreditation of the Professional Education Unit, which covers all teacher certification programs on campus.
- Increasing incorporation of technology both within and outside of the classroom
- Increased emphasis on service and experiential learning as an integral part of the educational process.

While many of these changes are the result of on-campus planning/decision- making, others, such as NCATE accreditation, are the result of mandates.

The University has recently embarked on a series of initiatives aimed at strengthening and expanding opportunities for its students and faculty. Recognizing that experiential learning provides a rich environment for education, the University created OSCAR (Office of Student Creativity and Research) to further promote student-faculty collaboration in the studio, laboratory, and field. The Professional Development Center (PDC) was recently founded to provide targeted, in-house workshops and development opportunities for faculty and staff. The campus also participated in the "Foundations of Excellence" program designed to increase success and retention of first-year students. These and other initiatives were the result of a comprehensive plan for improvement, the *Fredonia Plan*, which arose from a series of planning efforts across divisions that was approved in early 2006.

OVERVIEW OF THE SELF-STUDY

While this self-study is designed as a comprehensive review covering all fourteen of the *Standards of Excellence*, we have defined our themes and organized our self-study report through the lens of the *Fredonia Plan*. The first goal of the *Fredonia Plan* is to ***"Intensify Significant Learning Experiences—Enhance the Culture of Learning at Fredonia."*** Through this self study we hope to assess how Fredonia has *Enhanced our Culture of Learning*, not just through evaluating the specific objectives of the plan itself but also through analyzing all the functions of Fredonia with this overarching outcome in mind. This process involves assessment, a theme that echoes the main thrust of our last decennial review, which concentrated on the practices and outcomes of assessment at a time when this activity was being developed by regional accreditors. We are taking this opportunity, ten years on, to assess our assessment culture and take as one of our themes a close examination of how assessment practices have become an integral component of advancing learning at Fredonia.

One outcome from our last review was that Fredonia increased its efforts to promote diversity in hiring, student recruitment, and educational and co-curricular activities. As a rural residential campus remote from diverse population centers, Fredonia has had challenges in attracting, retaining, and graduating students from diverse backgrounds. Efforts in this area have been ongoing in the intervening years and we will report on how advancements have been made, particularly in how diversity enhancement strategies have impacted our culture of learning and how they fold into our attainment of MSCHE standards.

The last thread that we wished to weave within our report was an assessment of how well we are serving our transitioning students: first-year undergraduate students, both new and transfer, and incoming graduate students. We report in our assessment on whether we are addressing the *true needs* of these distinct populations.

Through this comprehensive analysis, Fredonia hopes to achieve the following within this report:

- To provide strong evidence of the vitality of the educational opportunities offered by SUNY Fredonia and to demonstrate compliance with each of the fourteen *Standards of Excellence.*
- To analyze and evaluate the practices of assessment at Fredonia and to recommend strategies for making assessment a more organic component of each academic and administrative unit on campus.
- To provide a timely review on the progress SUNY Fredonia has made in enhancing the diversity of its campus environment and educational programs and to provide recommendations for further improvement.

- To provide SUNY Fredonia with a comprehensive self-analysis focusing on the theme of "Enhancing Our Culture of Learning" that will act as a catalyst for change and improvement.

As part of our self-study design we reorganized the fourteen standards into a series of nine studies, in order to describe how these standards mesh with Fredonia's unique attributes (see table 1.1).

Within each chapter we provide evidence that shows how well Fredonia is meeting the elements of the standards and how our themes are exemplified within the context of those standards. Recommendations are included within each chapter, and the major recommendations resulting from our review of the complete self-study are described in the final chapter.

Table 1.1-Organization of Standards

Chapter	Title	Standards
1	Overview of the Self-study and Institutional Mission	1
2	Resources and Planning	2,3
3	Leadership and Governance	4,5
4	Student Admissions and Support Services	8,9
5	Academic Programs	11,13
6	General Education	12
7	Faculty	10
8	Assessment	7, 14
9	Integrity	6
10	Enhancing our Culture of Learning	

Institutional Mission (Standard 1)

A culture of learning begins with a strong institutional mission. SUNY Fredonia's commitment to its mission, how well it communicates the mission to campus and links it to strategic planning initiatives is analyzed below. Here we show how SUNY Fredonia's mission defines its purpose and is fulfilled through its programs and practices.

The State University of New York at Fredonia is a residential, comprehensive master's university with a strong liberal arts core and several graduate and professional programs. The University offers a variety of educational opportunities through strong interdisciplinary programs, international experiences, internships, and faculty/student research and mentorship. Fredonia also serves as a regional center for the arts, community development, and higher education. Its role in the economy of Chautauqua County is substantial and continues to grow, most recently through the creation of the Fredonia Technology Incubator.

SUNY Fredonia's mission is inextricably intertwined with its role within the larger State University system and with its development from a Normal School to its current status as a Comprehensive University (Masters-Larger Program). Fredonia is one of the thirteen SUNY four-year comprehensive university colleges with specialized missions within the State University of New York system. Fredonia's academic programs originated from its founding as a private academy teaching music, letters, and the arts to the villagers of Pomfret in 1826. In 1867, the school became a Normal School dedicated to teacher education. In 1948 Fredonia became part of the newly formed State University of New York system. The incorporation into SUNY was accompanied by the creation of a strong social science division, and since 2004, state money and grants have been developing conditions for a 21st- century core in the natural sciences with the planned building of a $60 million Science/Technology Center. Currently, the institution maintains professional accreditation in many of its historical programs and is working to position itself as a strong regional center for science, technology and business. Programs of regional note include, but are not limited to, visual and graphic arts, music, theatre and dance, communication disorders, mathematics education, molecular genetics, and communications.

In response to a System-wide academic planning effort initiated by the SUNY Board of Trustees in 1997-1998, a faculty-led committee created a mission statement. In the following year, a university vision statement was developed to highlight Fredonia's aspirational values. SUNY System Administration also plays a role in Fredonia's mission development. SUNY's 1997-98 system mission review led to sharper differentiation within the 13 comprehensive university colleges in an attempt to reduce "mission creep" and prevent too much program overlap. Since 1999, SUNY Fredonia has negotiated two five-year agreements with SUNY System Administration regarding campus goals and incentives. These agreements are documented as two Memoranda of Understanding, the first in 2000 and the second in 2007, referred to as MOU I and MOU II, respectively. In 2005, the campus initiated its own set of action initiatives based on these four separate documents, (Mission, Vision, MOU I and the then draft MOU II). The Fredonia University Senate, following public dissemination and discussion, approved the Fredonia Plan in early 2006. The institution uses the goals of the Fredonia Plan to guide shorter-term budget decisions and programmatic development. (See Appendices B.1-5)

CONNECTION BETWEEN MISSION, GOALS, AND STRATEGIC PLANNING
Fredonia's Mission and Vision Statements were created a decade ago. The more recent documents, the MOU II and the Fredonia Plan, reflect recent reaffirmation and definition of goals and values. The campus is adapting to a changing state fiscal environment and a national transformation in education. Over the past twenty years, Fredonia has grown from a comprehensive liberal arts college with strength in arts and education, to a comprehensive university with a liberal arts core, specialized performance programs, and multiple accredited professional degrees. Over the last ten years, the Academic Master Plan has guided faculty line acquisitions, tackled the ebbs and wanes of departmental demographics, and supported activities for the development and improvement of programs. The plan, updated annually, also schedules all external reviews and assessment responsibilities on a rolling five-year period. The Academic Master Plan is organic: each year, input is sought from chairs, deans and the administration. These views are coordinated with a budget timeline and forecasts. Any new programs that appear in the Academic Master Plan must provide evidence of student interest and need and alignment with campus mission before seeking approval from campus, SUNY System Administration and New York State Education Department. New programs are assigned a five-year assessment cycle, with the department chair reporting on program status each year in an annual report. The campus is currently in the process of updating the Academic Master Plan for 2010-2011.

The MOU negotiated with SUNY System Administration establishes our admission targets and selectivity range for a five-year period. The campus Enrollment Management Committee (EMC) develops the number of students admitted per division and manages the number of majors. Our pool of applicants is carefully monitored to make placement consistent with our academic mission and academic master plan. Admission demographics, in turn, conform to the campus plan for programmatic innovations and growth. Such elements as selectivity, diversity, and adherence to institutional standards established by the Memorandum of Understanding enter into the committee's decision-making process. The Administration division regularly completes and updates a comprehensive facilities master plan, based on New York State construction fund allocations and the institution's spatial, structural and educational needs. The SUNY Construction Fund has informed the campus that Fredonia has been selected for the second round of updated Campus Facilities Master Plans. The plan should address the capital facilities improvement needs of the campus for the next 10 years. New building project requests are the decision of the President's Cabinet with input from each of the divisions on campus and the College Council.(See Chapter 3, Leadership and Governance) Although building projects are prioritized by health & safety considerations, Fredonia has been able to request some completely new construction projects, such as the $60 million Science/Technology Building, the $4.7 million Campus and Community Children's Center, the $40 million classroom addition to Rockefeller Arts Center and the $5.7 million Technology Business Incubator.

MISSION AND GOALS COMMUNICATED TO THE CAMPUS
In general, whenever Fredonia uses strategic planning and execution to accomplish a task, the ability to communicate with all stakeholders on campus, within SUNY, and throughout the region is essential. Input from all necessary parties steers the decision-making process; monitoring of the progress during the execution of a project is essential to prevent a misdirection of efforts; and feedback upon completion of the task assists in the evaluation of the work. After a task is completed, Fredonia monitors the effectiveness through the Annual Report process and reports the overall successes and concerns to SUNY every five years through the MOU. SUNY then negotiates adjustments to the MOU before an action plan, such as the *Fredonia Plan,* is developed locally.

Currently there are four main venues for communication relative to our mission and goals and their progress: the President's address at the fall and spring All-Campus Meetings, the Senate's Planning and Budget Advisory Committee's (PBAC) reports, the Annual Campus Budget Book which is distributed to every campus department, and monthly meetings between upper-level administrators and the University Senate Executive Committee. There is still a great deal of room for improvement, however. Working group members found that identifying and finding planning documents for this self-study was often difficult. Primary strategic planning documents are not always labeled as such, creating confusion as to what is the strategic plan. Planning documents are available to the campus community, but there is no designated central location for campus users to access the information. Within University planning documents there is no defined plan for the assessment of progress toward the action items or goals.

RECOMMENDATIONS:
1. In light of our own needs and the changes at the system level, SUNY Fredonia should undertake an analysis and rewrite of our mission and vision statements.
2. Planning documents need to be consolidated to bring the documents in line with Fredonia's evolving identity. A clear plan for the assessment of goals should also be built into future planning documents.
3. Once written, the new mission, and vision statements, along with major planning documents should be made easily obtainable through the University web-site.

CHAPTER 2

Resources, Planning, and Institutional Renewal (Standards 2 & 3)

A culture of learning is anchored in successful planning and implementation of resources. SUNY Fredonia's planning mechanisms and resource allocations are discussed below, with particular reference to diversity planning and resource allocation. We show how planning processes are related to mission and are intertwined with resource allocation, and how assessment practices are used to develop new strategies. We also demonstrate that Fredonia has the resources needed to achieve its mission, and that they are used in an efficient manner.

PLANNING AND INSTITUTIONAL RENEWAL

Institutional goals and objectives regarding planning and resources are identified, documented, and assessed at four different levels within the University hierarchy: by SUNY System Administration, by SUNY Fredonia in agreement with SUNY System Administration, by SUNY Fredonia as part of the campus planning process, and by individual divisions (Academic Affairs, University Advancement, Student Affairs, and Administration). In addition, the University Senate's Long-range Planning and Budget Advisory Committee (PBAC) reviews planning and resource allocation at the University and divisional levels. Individual departments develop and implement their own methods of planning with oversight at their respective divisional level.

SUNY-wide goals and objectives were stated in the *SUNY White Paper for the Commission on Higher Education* (2007). The recommendations of the *White Paper* address a number of topics, including the availability and allocation of resources, most notably the deficit in full-time faculty and capital needs within the system. While the *White Paper* is not considered a definitive strategic planning document for SUNY Fredonia, it provides an overarching framework that echoes a number of goals and aims in Fredonia's planning documents.

The MOU II and the *Fredonia Plan* are the two primary strategic planning documents used by SUNY Fredonia to direct our goals and objectives regarding planning and resources in the near term. MOU II specifically addresses campus goals and allocation of resources in terms of hiring of tenure-track faculty, improvements to the technological infrastructure, improvements to campus physical facilities, and the necessity of aligning resource planning to the Academic Master Plan. The *Fredonia Plan*, an internal campus planning document, addresses 21 action items around five themes: student learning, scholarship and creative activities, diversity, technology, and campus image (See Appendix C.2a*).*

Other campus planning documents -- including the 5-Year Capital Plan, the Academic Master Plan, and the Consolidated Operating Budget Book, as well as divisional planning documents -- address planning for more detailed facets of the University's operation. Assessment of planning and resource usage is conducted at the divisional level through means of annual reports and assessment updates and at the college and university levels through the annual President's reports to the Chancellor and assessments from accreditation bodies such as NCATE. (See Appendices B.6-9)

PLANNING RELATIVE TO DIVERSITY
The Fredonia Plan identifies action items relative to the improvement of the current level and support for diversity: SUNY Fredonia Diversity Plan (2006-2010); Formation of a Student

Advisory Committee for Diversity; Systemic, Integrated Diversity Programming; Expansion of International Activities; Recruit and Retain for Diversity in Students.(See Appendix C.2b)

The Diversity Task force was formed in fall 2007 and submitted its final report in late 2008.   It recommended development of more emphasis on diversity and tolerance within the first-year experience curriculum, mini-grants to assist in integration of multiculturalism into the curricula of degree programs, additional offerings by the PDC (Professional Development Center), a mentoring/buddy system for new students, TESOL (Teaching English to Speakers of Other Languages) support for international students, continuance of the Campus Climate survey, and a campus-wide biannual forum to discuss diversity and adaptation issues.

Although the Student Advisory Committee has not yet been formed, progress has been made on increasing diversity programming. Building upon the current Dialogues on Diversity program and the creation of the PDC, there is an expectation of additional diversity training. Dialogues on Diversity fall under the purview of the Director of Affirmative Action and the Affirmative Action Committee. Evaluations have measured the effectiveness of programming, and results have generally been favorable; the main challenge remains broader campus participation. Funding is provided from the state allocation for the Affirmative Action Office, as well as from the President and each Vice-President.

The number of Fredonia-sponsored study-abroad programs has increased over the past five years from 2 (Japan and Bulgaria) to 7 (Japan, Bulgaria, Mexico, France, England, Spain, Turkey). Participation steadily increased from 2004-2005 through 2006-2007, but decreased in 2007-2008, rising again in summer and fall 2008. In addition, 24 short-term international travel-study programs have been developed since 2005.   Detailed discussion on the development of these programs can be found in Chapter 5 (Academic Programs). Fredonia students have always been able to take advantage of a consortium of international education opportunities offered throughout SUNY. The course schedule for Fall 2009 lists study abroad courses in 26 different countries. A Fredonia faculty member was appointed to the newly created position of Coordinator of International Learning (COIL) in spring 2007. A set of 9 goals was established by the COIL in 2007-08, six of which have been accomplished or initiated. A COIL webpage has been established containing information regarding the role of COIL, the Fulbright Scholar Program for faculty and students, and links to the International Education Center website and International Student Services.

Strategic initiatives that have been implemented in support of diversity include the following:

NYC Recruitment: In spring 2004, a part-time metropolitan recruiter was hired by the Admissions Office to enhance Fredonia's presence in the New York City area and encourage more minority inquiries. Upon completion of the 2005-06 programs, 199 new minority prospects were identified, and 221 new prospects were entered upon completion of the 2006-07 programs. In total, 1,431 applications from minority students were received, resulting in an incoming pool of 112 accepted freshmen.

Multicultural Weekend: With its inception in 2003, this New York City-based program for accepted, underrepresented students has had consistent participation of 33-50 prospective students. Yields have increased significantly from 36% in 2005 to 69-71% in 2009.

Keeper of the Dream Scholarship and Leadership Program: The Keeper of the Dream Scholarship and Leadership Program (KOD) was launched in 2002 to increase Fredonia's recruitment, retention, and graduation rates, particularly those of underrepresented racial and ethnic groups. Funding is available for four new renewable $3,500 awards each year for

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students with a demonstrated commitment to advancing diversity. To date, 20 of the 30 enrolled KOD students were from underrepresented populations. Of the 17 students enrolled between 2002 and 2005, 12 had graduated as of May 2009. Four KOD students have been awarded the SUNY Chancellor's Award for Excellence.

International Student Recruitment: The International Recruiting and Enrollment Management Plan was published in 2006-07, a collaborative effort of Academic and Student Affairs, with the express goal of increasing international enrollment to 100 students by fall 2009. (See Appendix C.2c)The Plan lists 14 initiatives, including development of an enrollment tracking system, establishment of dual diploma programs with Ege University and Izmir University of Economics (Turkey), an update of the International Education Center website, and development of a recruitment plan, training and an informational packet for faculty traveling abroad--all of which have been accomplished. Additionally nine other initiatives are in process, and as of the fall of 2008, 92 international students from 16 different countries were enrolled at SUNY Fredonia, close to the stated goal.

The goal set by the Student Diversity Committee in 2002 was to more than double new minority student enrollment to 210 by 2010. (See Appendix C.2d).   Actual minority new student enrollment exceeded annual goals in 2003, 2005, and 2007.   Total minority enrollment rose from 253 undergraduate students in 2004 to 398 in fall 2008, representing a significant increase from 5.1% to 7.7% of total undergraduate enrollment.

HUMAN RESOURCES
As a university with union involvement and agreements working in conjunction with the *Policies of the Board of Trustees*, as well as Civil Service policies, there is a great deal of definition to employee work responsibilities, compensation and benefits, and other aspects of working conditions. Consequently, all classified staff members (CSEA, University Police, and PEF) have current and accurate position descriptions approved by the NYS Department of Civil Service. Employees represented by UUP (faculty and professionals) also have position descriptions in place. While these descriptions may be non-specific and somewhat dated, they are intentionally broad to allow for maximum flexibility across 26 campuses. Management Confidential (MC) employees do not have state-wide mandated position descriptions.

TECHNOLOGY
The MOU II points out the importance of developing strategic technology plans that support the institution's mission in line with its priorities. To that end, the Information Technology Services (ITS) division includes in its mission statement three major campus wide goals: (1) a stable, responsive, secure, and accessible computing environment sufficient for SUNY Fredonia's mission; (2) the support necessary for constituents to use the SUNY Fredonia computing environment efficiently; and (3) the expertise in electronic information utilization necessary for SUNY Fredonia's mission.   Review of the Fredonia Plan, ITS Objectives, Computer and Lab renovation plans, and network upgrade plans, demonstrates the commitment to supporting our mission and goals. In response to Fredonia Plan initiatives, all academic buildings, public areas and conference facilities have wireless capability (See Appendices C.2e,f,g.). Students and staff have access to various e-services, and though we have yet to achieve the single sign-on goal set forth in the Fredonia Plan, we have implemented the same login credentials for all services on the web.

Some major initiatives implemented during the last several years include: Banner, ANGEL Learning Management System, Exchange Email and Calendaring, Omni Update, and Microsoft Office Upgrades. Students can register for classes, view grades, submit coursework, access electronic library resources, view and accept financial aid awards, complete online FredCard

transactions with the Faculty Student Association (FSA), make payments, and conduct most other business with the University using the integrated computing software and the Internet. Faculty, staff and students are given server space to set up personal home directories in order to securely store their assignments and documents, which can then be accessed from off-campus. All registered students are eligible for free software for computer virus protection. They can visit, call, e-mail or use the online FredQuest system to ask the Help Desk for assistance with any computer-related problems.

Technology decisions are dependent on a traditional governance structure of technology committees responsible for providing guidance and priorities by way of recommendations to the Information Technology Services (ITS) Executive Board. The ITS Executive Board is comprised of the Vice Presidents and the Associate Vice President for Technology, and is the governing body ultimately responsible for determining the direction of technology on campus. The main technology committee on campus is the Information Technology Advisory Board (ITAB) and its steering committees. ITAB attempts to address all of the major technology issues such as security, policy development and review, planning and budgeting, and coordination of technology purchases. One of the major contributions from ITAB in recent years was the development of *The New Technology Proposal Process.* (See Appendix C.2h). It provides a way to attain our technology goals while ensuring that the tools the university already owns are evaluated as possible solutions, thereby reducing redundancy and cumbersome maintenance issues. There is clear evidence of effective planning and assessment as there are extensive discussions and minutes available online to the campus community from the ITAB meetings as well as informational reports from technology committees.

TECHNOLOGY FUNDING
Enhanced technology services, including student computer lab equipment upgrades, software licenses, smart classrooms, consumables, and wired and wireless infrastructure, have been funded by the Student Technology Fee. Over the past five years, fee increases coupled with increased enrollment have been helpful in generating additional resources. The decline in state appropriations requires creative and resourceful planning to ensure that the most critical university priorities receive sufficient funding. Noteworthy examples of creative funding models include the allocation of $2.1 million of capital funding for data and telecommunications upgrades, and $1.4 million in SUNY Revolving Loan funds for data initiatives in the residence halls. Joint purchasing, group purchasing and shared licensing with SUNY System Administration, the SICAS Center (Student Information and Campus Administrative Systems) and ITEC (SUNY Information Technology Exchange Center) are examples of how ways Fredonia stretches its technology resources.

FACILITIES
Capital expenditures are identified by many sources including the State University of New York (SUNY), State University Construction Fund (SUCF), the Dormitory Authority of the State of New York (DASNY), consultants (hired by the SUCF, DASNY and SUNY Fredonia) and by the needs identified by the campus. The Office of Facilities Planning works closely with the Vice President for Administrative Services and the President in developing capital facilities priorities. Funding for capital expenditures is provided by many sources including the SUCF, and on-campus operating budgets. .

The Capital Construction Plan projects are identified by the SUCF, the Office of Facilities Planning and the Office of Facilities Services. The major focus of the current Capital Plan, derived from MOU II, is critical maintenance required to the existing buildings on campus (See Appendix B6) In 2001-02, SUNY Fredonia carried out a capital master planning study that included a survey of existing building conditions and space needs. The result of the study

includes the need to construct a new science technology building, an addition to the Rockefeller Arts Center, and the construction of a new campus and community children's center.

In 2007, the Governor requested that SUNY develop new five-year capital plans for the academic and residence halls. In response, the SUCF initiated a condition assessment of every academic and administrative building on campus (See Appendix B7). This listing was then prioritized by the campus in consultation with the Construction Fund. The campus developed 39 critical maintenance projects with a total cost of $100.4 million. Furthermore, funding for new buildings in accordance with the campus MOU II document is also included in the five-year capital plan under strategic initiatives and totals an additional $98.3 million.

The University's residence hall operations are completely self-supporting including long-range planning for rehabilitation and repair and new construction. Strong occupancy rates and increased enrollment resulted in the construction of a new 124-bed residence hall (University Commons) that opened in fall 2006. In 2000, SUNY requested DASNY to prepare a Condition Assessment of the residence halls at each campus in the SUNY system. This condition assessment, updated annually, is intended to provide a broad overview of deficient conditions in the residence hall facilities and identify the potential financial liability of these conditions, including the projected five-year plan of ongoing critical maintenance, improvements and rehabilitation to the residence halls.

RESEARCH FOUNDATION
The Research Foundation (RF) of SUNY is the fiscal administrator of the University's research, training and other sponsored funds. It is a 501 (c) (3) private non-profit education corporation. The RF provides services to campuses such as affiliated corporations establishment and support; sponsored programs administration; technology transfer; human resources/payroll administration; and purchasing and payables administration. All SUNY campuses are assessed an annual fee to cover the cost of providing these services. The RF is represented on campuses by Operations Managers (OM); SUNY administrators nominated by campus presidents and appointed by the RF Board of Directors. Fredonia's Campus OM is the Vice President for Administration.

According to independent audits, as well as RF annual reports and financial statements, grant activities performed on behalf of campuses by the RF Central Office have been well managed over at least the last five years. Independent audits by PricewaterhouseCoopers, LLP, which are available on RF's public website, have consistently found no significant problems.

The campus offices responsible for research administration were reorganized in 2006 under the Fredonia Plan into a grants management unit, when the former pre- and post-award offices, formerly in separate locations, were merged into the Office of Sponsored Programs under the new Associate Vice President for Graduate Studies and Research. Though supervised in the division of Academic Affairs, the OSP Director also reports informally to the Vice President for Administration, during monthly standing meetings. Further discussion on the effectiveness of this organizational change can be found in Chapter 7 (Faculty).

SUNY Fredonia Office of Sponsored Programs (OSP) Annual Reports over the last five years show no reports of scientific misconduct, negative audit findings, revocation of Federal certifications, or sponsor exceptions in program reporting, all external indicators of institutional compliance and internal control. The OSP also underwent an internal control audit by the RF central office in February 2009. As part of the audit, the OSP completed an Internal Control Questionnaire, which documented current policies and practices as well as discussing plans for formalizing additional ones.

FINANCIAL RESOURCES

BUDGET

SUNY Fredonia has produced *Consolidated Operating Budget* books for the past thirteen years that report the proposed use for all campus funds (See Appendix A.8). The 2008-2009 and 2009-2010 budget book have been reorganized to make it easier for non-specialists to track the influence of Fredonia's mission, goals, and objectives on campus budget priorities and allocations. Each section of the budget book provides a comprehensive overview for each division that includes the previous year's highlights, the upcoming year's planning assumptions, and a summary of the proposed budget.

In terms of the budget allocation process, the President and Cabinet have traditionally established the allocation of resources based on priorities relative to our mission and goals. As noted in the budget books, Academic Affairs retains the majority of state operating dollars (ranging from 63.4% in 2003-2004 to 64.3% in 2009-2010). Three recent developments relative to the budget process are worth noting:

1. Reorganizations of administrative functions and reporting responsibilities, continuing efforts to improve campus fiscal accountability to resolve long-standing fiscal problems, and to develop streamlined fiscal modeling and reporting procedures, have been taken to "close the loop" with respect to recent assessment initiatives.
2. The VP Administration, Associate VP Administration, Budget Director, Analyst, and Controller have a regularly-scheduled monthly two-hour meetings to review every state, and non-state budget account with each vice president. Variances are noted and a full report, including items requiring further discussion/action, is submitted to each participant in advance of the meeting.
3. The Senate's PBAC advises the President on budget matters, and reports regularly to the Senate. As a result of their 2005 revision to their Policies and Procedures Manual, the PBAC has taken a more proactive role on campus and better synchronized its activities with decision-making timelines and deadlines.

In terms of the appropriate use of resources, the 2007-2008 Administrative Services Annual Report and Assessment Update documents the ongoing and new efforts of Internal Control, in conjunction with Payroll Services, Revenue Accounting, State Accounting, Purchasing, and Student Accounting, to ensure that all resources are used appropriately. The results of their efforts have been assessed in a variety of audits and reports; see in particular the reports on the Uniform Revenue Accounting System (URAS), the annual Consolidated Financial Reporting Package (CFRP), and the audits of the Faculty Student Association and Research Foundation.

FACULTY STUDENT ASSOCIATION (FSA)

The Faculty Student Association of State University College at Fredonia, NY, Inc. (a 501(c) (3) not-for-profit corporation) was incorporated on May 10, 1951 for the purposes of operating and managing activities to aid students, faculty and administration in the furtherance of the educational mission; namely food service, book store, vending services and other auxiliary enterprises. It currently has a 10-year contract with SUNY Fredonia which expires in 2018. The Executive Director of the FSA reports directly to the Vice President for Administration. The Vice President for Administration is the President of the Faculty Student Association Board of Directors. The Board of Directors consists of students, faculty, administrative staff, classified staff and alumni representative for a total of 15 directors.

The FSA policies and procedures are monitored by the University through the reporting structure and the make-up of the Board of Directors. The FSA Board of Directors meets

approximately 10 times annually with a high concentration of meetings in the spring semester for the review and approval of the annual operating and capital budget. Once the FSA Board approves the budget, it is incorporated into the Fredonia consolidated budget and transmitted to the University President and SUNY System Administration for approval as well.

The revenue of the FSA is utilized to advance the mission and goals of the university in a variety of ways. FSA provides a high level of annual financial support to the university in the form of space and utility charges, business office charges and campus programs not otherwise funded with State funds, as well as investments in equipment and building improvements. In recent years the typical level of capital expenditures has changed from maintaining services at the status quo to major investments in campus buildings. The FSA invested nearly $7.5 million in the University Commons project between 2004 and 2006 and has invested approximately $4 million in the Williams Center basement level renovation in 2008. Total annual support including operating, programs and capital in 2003-2004 was $952,000; $4.7 million in 2004-2005; $3.0 million in 2005-2006; $1.9 million in 2006-2007; $1.2 million in 2007-2008 and $4.2 million in 2008-2009. Additional services provided by FSA include operation of the College Lodge, located ten miles from campus, which offers 200 acres of natural wooded setting with nature trails, a main meeting lodge, a sleeping lodge, and a comprehensive challenge course for experiential training and team building; and the Alumni House and Conference Center, a historic house adjacent to the campus that offers space for meetings and catering, and which held 150 campus events during the fiscal year 2008.

UNIVERSITY ADVANCEMENT/FREDONIA COLLEGE FOUNDATION
The Division of University Advancement and Fredonia College Foundation are under the direction of the Vice President for University Advancement/Executive Director, Fredonia College Foundation. University Development, Public Relations, and Alumni Association all function in this area. This division supports SUNY Fredonia by raising private gifts for scholarships and program enhancements.

The Fredonia College Foundation is a non-profit 501 (c) (3) corporation that accepts contributions to support the various activities of SUNY Fredonia. The foundation board consists of 33 directors that meet three times annually and functions with a committee structure that ensures ongoing assessment of financial and programmatic practices. The foundation acts as a trustee for more than 300 funds which have been endowed for specific purposes, e.g. scholarships, student loans, program enhancements and student activities. A review of Foundation Activities (See Appendix C.2i)from 1998-2008 shows significant growth. This is a testament to steady progress on the impact of the Foundation and its fundraising efforts.

Since the Foundation is a separate entity from the university itself, the Foundation controller monitors expenditures of all funds and financial activity, following common accounting practices. Outside audits are conducted annually and have found Foundation procedures to comply with standard accounting practices and principles.

The Doors to Success $15 million Capital Campaign is currently underway and is dedicated to support students and programs, in the form of scholarships, faculty support, and educational enrichment. At SUNY Fredonia, campaign goals are set by the Capital Campaign Committee and the College Foundation Board. The Capital Campaign Committee consists of the President, the VPs, the Deans and other academic leaders, ensuring the support of institutional goals and academic programs and services. The Campaign is scheduled to be completed by December 31, 2011, and in June 2009 had received $8.7 million in gifts and pledges. SUNY Fredonia's last capital campaign, *Traditions and Transitions 175th Anniversary Campaign (2003)* exceeded its goal of $10 million by $600,000.

RESOURCE ALLOCATION FOR DIVERSITY
The goal of increased diversity has been a priority for resource allocations. The 2004-05 operating budget included an increase of $25,000 for Student Affairs to support admissions travel, recruitment, and funding for the hire of a part-time downstate recruiter targeting minority students. The FSA operating budget included $29,350 of funding for multicultural and international programming, an increase of 14.5% over 2003-04. In addition, the FSA provides $100,000 annually to assist in recruitment initiatives, including several diversity initiatives. Further, Student Affairs was allocated $38,900 in the Fredonia College Foundation Advancement Accounts for admissions and multicultural affairs.

The 2005-06 operating budget included an increase of $20,000 to the Educational Development Program (EDP) to support an increase in our EDP allocated student numbers. International student scholarships were created and funded at $5,000 in the SUTRA (State University Tuition Reimbursable Account) budget. The FSA operating budget included $32,000 of funding for multicultural and international programming, an increase of 8.3% over 2004-05.

The 2006-2007 operating budget included funding for a new position, Assistant Director of International Education, as well as a stipend for the appointment of a founding Coordinator of International Learning (COIL).   The Assistant Director position was filled in December 2006, and a faculty member was appointed COIL in spring 2007. The FSA operating budget included $35,950 of funding for multicultural and international programming, an increase of nearly 11% over 2005-06. Student Affairs was allocated $32,900 in the Fredonia College Foundation Advancement Accounts for admissions and multicultural affairs.

The 2007-08 operating budget provided funding for 2 recruiter positions within the Office of Admissions, including a minority recruitment position. The SUTRA budget funding for international student scholarships increased to $96,000. The FSA operating budget included $32,000 of funding for multicultural and international programming, a slight decrease from the previous year, in large part due to funding for the SUNY Model European Union (EUROSIM) hosted by Fredonia in spring 2007. Student Affairs was allocated $49,300 in the Fredonia College Foundation Advancement Accounts for admissions and multicultural affairs.

The 2008-09 operating budget provided funding for new student recruitment software for the Admissions Office (Apply Yourself Software Solutions [AYSS] Common Application and Nolij software to assist in downloading applications into Banner, $22,150) and Graduate offices (AYSS i-Class Recruiting and Application Management Solution, $23,500) with subsequent years to include approximately $23,500 for annual contractual charges. The SUTRA budget increased funding for international student scholarships to $132,000, a 27% increase from 2007-08. (See Appendix C.2j)

REED LIBRARY
In just 10 years, Reed Library journal access has increased from approximately 1,300 print subscriptions to over 40,000 online journals, primarily due to SUNY Fredonia's participation in SUNYConnect, a consortium of the 64 SUNY campuses. Reed Library is also involved in numerous other consortia on both the regional and state level that negotiate the purchasing of online materials. One notable consortium purchase is JSTOR, a journal back file database that supplements our older collections. This purchase has also allowed Reed Library to deselect older print journals now available permanently in JSTOR, creating much needed space. This newly available space will be utilized for the Academic Commons, which is in the developmental stage.

While the library materials budget has increased 5% annually over the last decade this increase has not covered inflationary costs (See Appendix C.2k).   Although consortia purchasing, as well as a cost per use analysis of journal and database usage has kept the journal holdings up-to-date, our book collection has suffered. A recent analysis of the book holdings in Reed Library shows that the majority of the collection is over 35 years old. Additional data shows that over 29,000 books in our collection are from the 1990-1999, compared with fewer than 16,000 from 2000-2010. The book collection is dated, resulting in the most recent research not being adequately reflected in this collection (See Appendix C.2l))

To assist in connecting patrons to books not available in our collection, Reed Library has joined with the 12 comprehensive and 4 specialized colleges of SUNY in cooperative collection development activities in an attempt to expand the collections of the group. Additionally, recent initiatives in Inter Library Loan (ILL) have resulted in improved ILL transactions. Requests from participating institutions are filled within a maximum of 72 hours. Because of this development, patrons now have access to over 48 million titles, obtainable in a short amount of time.   Although efforts have been made to supplement the collection, the resources needed to support a number of academic programs are still lacking.

SAFEGUARDING HUMAN AND FINANCIAL RESOURCES
MOU II contained language committing to increase the ratio of full-time to part-time faculty by hiring thirty (30) fulltime faculty and additionally committed to increasing the percent of faculty holding terminal degrees to 90%.   Currently, approximately 90% of full-time faculty have a terminal degree or professional equivalent. However, the full-time faculty to part-time faculty ratio has not shifted considerably since 2003. It is worth noting that 22 FTE of instructional faculty have been added or converted from adjunct lines since 2003 (including the cuts experienced in 2008-2009 and 2009-2010).

The following segment from the September 24, 2007 SUNY White Paper for The Commission on Higher Education clearly describes the problem.

"Three budgetary problems constrain SUNY from competing at the highest levels. The first is the result of a combination of under-funding and rapid enrollment growth, leading to a deficit in full-time faculty. The second is a governance structure that treats SUNY as if it were just another state agency, limiting the freedom to compete that other state universities now possess. The third is decades of under investment in the capital plant and equipment, leaving the system with billions of dollars in deferred maintenance." The White Paper further states "High quality faculty are at the base of a high quality university. But SUNY has not added sufficient numbers of faculty, and is at risk of losing many of the faculty currently at SUNY."

While SUNY Fredonia may be at risk along with other SUNY institutions of losing high-quality faculty, the newly instituted and active Professional Development Center in addition to union contracts between the State of New York and employees in the United University Professions and Civil Service Employee Association provide evidence of human resource safeguards.

RECOMMENDATIONS:
1. Making better use of PBAC as a resource by faculty, staff and administration would improve not only planning and decision-making, but communication about the planning and allocation of resources, across the campus as well.
2. Continue current initiatives to enhance diversity, but perform a "cost-benefit" assessment on where resources are most effectively directed. When feasible, provide additional funding in support for new diversity initiatives that have a high likelihood for success.

3. Decisions regarding technology resource allocations should be clearly communicated to the campus and constituencies. Formal assessment of technologies which require resource allocation or institutional technology support should be conducted to determine if they are effective.
4. Better methods of communicating Library budget allocations and collection development practices and policies should be explored with the goal of helping the college community understand library funding issues including: departmental allocations for book purchases, database purchases and inflation.

CHAPTER 3

Leadership and Governance (Standards 4 & 5)

Strong leadership coupled with fair and balanced governance structures create the stability and organization needed for a creating a culture of learning. As a part of the State University of New York, our campus must respond to state- and system- level requirements. Through our own campus leadership and governance we strive to create a unique and inviting culture for students, staff and faculty that is "very Fredonia." An analysis of this balance along with a discussion of recent administrative changes is discussed below. We demonstrate that SUNY Fredonia's leadership, governance structure and administration are well placed to fulfill the mission of the University.

HIGHER EDUCATION IN NEW YORK STATE

THE UNIVERSITY OF THE STATE OF NEW YORK, THE REGENTS AND NEW YORK STATE EDUCATION DEPARTMENT.

All degree-granting institutions of higher education in New York State whether public, independent or proprietary, are member institutions of the University of the State of New York (USNY), an entity established through the New York State constitution to oversee all education (pre-K through postdoctoral) in the state. USNY is governed by a Board of Regents consisting of 16 members elected by the New York State legislature to five-year terms. USNY may be thought of as a policy making body, and its policies are administered through the New York State Department of Education (NYSED), which is led by a Commissioner appointed by the Regents. The Commissioner also acts as the "President" of USNY. All degree or diploma awarding educational programs in the state must be registered with the Office of Higher Education (OHE) of NYSED, which also accredits programs through the authority of the Board of Regents, which is recognized by the US Department of Education as an accrediting body. A list of registered degree programs is maintained by the OHE, and is known as the Index of Registered Programs or IRP. All new degree programs proposed by any institution in the state must receive approval by OHE and appear in the Index before such degrees can be awarded. Additionally NYSED directly oversees programs that result in licensure by USNY, such as teacher certification programs, and promulgates regulations regarding how these programs should be organized and evaluated. For instance, the requirement that all teacher preparation programs be nationally accredited originated in NYSED. For programs not leading to licensure, SUNY takes on the role of OHE in approving programs within the system.

STATE UNIVERSITY OF NEW YORK, THE BOARD OF TRUSTEES; THE CHANCELLOR, PROVOST AND UNIVERSITY FACULTY SENATE.

The State University of New York (SUNY) is one of two public university systems within New York State, the other being the City University of New York (CUNY). Of the 64 campuses within SUNY, 34 are "State-operated", including Fredonia, while the remaining 30 are community colleges sponsored by local governments. A 17 member Board of Trustees (BoT) governs SUNY with fifteen of the members appointed by the Governor with the consent of the NYS Senate, one student member (President of SUNY Student Assembly) and one faculty representative (President of the University Faculty Senate). The Board appoints a Chancellor as the chief executive officer of the System. Reporting to the Chancellor are several Vice Chancellors (See organizational chart, Appendix A.2)). The BoT is the primary governing body for SUNY Fredonia.

Of major importance to Fredonia is the Provost/Vice Chancellor for Academic Affairs who is responsible for, among other things, administering program review and assessment, enrollment planning, the mission review process, university-wide program management (including on-line learning), international programs and interacting with the state-wide University Faculty Senate. Also reporting to the Chancellor is the Vice Chancellor for Finance and Administration responsible for financial and business affairs, human resources and employee relations, and student financial services. The Vice Chancellor/Secretary of the University reports both to the Board and to the Chancellor. That Office is responsible for working with the University and College Councils (including the **Fredonia College Council**), facilitating Presidential searches and reviews, Philanthropy and Alumni Affairs, and sits as the President of the SUNY Research Foundation. Each of the 34 state-operated campuses elects a faculty representative to the SUNY Faculty Senate, which functions in an advisory capacity to the Provost. Fredonia's SUNY Faculty Senator reports to the Fredonia University Senate and is a member of the Senate's Executive Committee.

FREDONIA COLLEGE COUNCIL
Each state-supported campus has a University/College Council comprised of 10 members, nine of which are appointed by the Governor, and one student member selected by student government. The College Council Chair is appointed by the Governor. Non-student members are appointed for nine-year terms, but serve "at will," and can be removed at any time by the Governor. Student members serve for one year terms. Duties of the Council are outlined in New York State Education Law, Article 8, Section 356. Briefly, the Council reports to the Board of Trustees through the Vice-Chancellor and Secretary of the University, and recommends appointment of the President, reviews and recommends campus budgets, reviews and recommends institutional plans in accord with BoT guidelines, makes regulations governing student behavior, and supervises student housing and safety. College Council meets at least four times annually; its meetings are held in public and are subject to NY State's Open Meetings Law.

THE RELATIONSHIP BETWEEN STATE AND LOCAL GOVERNANCE
For the most part individual campuses within the SUNY system are given a great deal of leeway in how their degree programs are delivered. Chapter 2 (Resources, Planning and Institutional Renewal) describes and analyses how SUNY Administration, the Chancellor and Vice-Chancellors, manage the various missions of the component institutions, their enrollment and selectivity, and other aspects of how individual campuses plan and manage through the negotiated MOU process. However, there are two areas where NYSED and SUNY are more prescriptive in their requirements with regard to degree requirements, and these significantly affect curriculum and staffing.

As indicated earlier, NYSED pays particular attention to programs that lead to licensure, and chief among these at Fredonia are programs leading to teaching certification. In addition to requiring NCATE accreditation for all teacher preparation degree programs, NYSED also prescribes, sometimes very specifically, aspects of curriculum, faculty qualifications, and teaching load. For example, all childhood and early childhood education majors must take a "concentration" in a liberal arts or science subject. Concentrations are defined as being a minimum of 30 semester hours, and have the rigor and depth that make them the "equivalent of a major." Additionally, NYSED mandates that all candidates receive training in Child Abuse Awareness, Drug and Alcohol Awareness and other co-curricular areas, and it has very specific clock-hour requirements for teacher clinical experiences. These mandates, which tend to change regularly, have made designing a curriculum for such programs a challenge, especially in trying to ensure that students can graduate in a timely manner.

As described in greater detail in Chapter 6 (General Education), the SUNY Board of Trustees initiated a policy on General Education that prescribed a thirty credit hour program encompassing 10 academic and 2 competency areas which was to be a common general education program of basic skills and competencies that was portable across all of SUNY, except that graduates of community colleges earning an associate's degree were required to earn credit in only 7 of the 10 academic areas. Its effect on Fredonia was to disrupt transfer agreements and take general education essentially out of the hands of the faculty thus significantly affecting faculty commitment to the process. It also caused staffing imbalances, particularly in mounting history courses, as the new program had a significantly greater emphasis on narrative history subjects.

Proposed new programs must pass through an on-campus approval process and be placed on the Academic Master Plan. Implicit in this is that the program is consistent with the mission of the University and is in compliance with the current MOU. A "letter of intent" is then sent to the SUNY Provost's Office describing the new program, including rationale and justification based on analysis of regional need. The SUNY Provost's Office sends notice to all SUNY campuses requesting comment; a process that is supposed to take 90 days, but may take longer. Should a campus object, the Provost may require further justification from the sending campus. The Provost decides, based on the letter of intent and any comments from component campuses, whether or not to allow further review of the proposed program. Upon approval, the proposing campus submits a more in depth proposal and arranges in consultation with the Provost's Office for a substantive review and on-site visit by representatives from other institutions. Upon receipt of a favorable review and site visit, the Provost's Office submits an approved program to the OHE division of NYSED, and the program is active once entered on the state register (IRP). In practice, it takes a minimum of one year to get a program that is approved on campus to be approved at SUNY.

Apart from curriculum, there are other areas where SUNY and the State exert control over Fredonia's operations. All new major construction is under the auspices of SUNY System Administration through the Office of the Vice Chancellor for Capital Facilities and General Manager of the Construction Fund. They approve new and renovated building designs and construction, and monitor funding through a central pool. Actual funding of construction must receive prior approval from the Governor and the Legislature. All major purchases, including construction, must also be approved through the office of the State Comptroller and the Attorney General.

Of major significance and concern to the operation of Fredonia is the fact that changes in tuition charge must be approved by the State Legislature. This means that the colleges and universities within the SUNY System operate under a single tuition policy, although there is a current attempt by one institution (University at Buffalo) to separate itself from the rest of SUNY by, among other things, setting its own tuition policy. This politicization of tuition increases has resulted in an unreliable, roller-coaster approach to tuition.

Fredonia employees (faculty, non-teaching professionals, and staff) are represented by four unions (UUP, CSEA, PEF, and Council 82). These unions negotiate directly at the state level rather than with Fredonia locally. Thus, the basic structure of how members of the university community are compensated is created, for the most part, at the state rather than the local level. In addition, binding agreements on faculty and staff compensation increases are negotiated with the Governor's Office of Employee Relations, but funding such increases is left to the Legislature. In the absence of any legislative action providing for negotiated increases, the funding must come from the individual campuses through cuts in other parts of the budget. Within parameters defined in the union contracts, basic procedures for evaluation and

promotion of employees are established by the BoT. This is also the case for policies on sick leave, sabbaticals, retirement, and termination. All of this means that personnel issues are governed by rules that are established primarily at the SUNY level rather than at individual campuses.

All of this limits the institutional autonomy of Fredonia.   SUNY System Administration has greatest impact on business practices, and there continues to be a desire on the part of individual colleges within SUNY to increase levels of local autonomy.   In September 2008, a white paper entitled "The Case for Enhanced SUNY Flexibility" was drafted by the State University Business Officers Association (SUBOA). The SUBOA white paper endorses "the concept of redefining SUNY as a public legal entity, such as a public benefit corporation or a similar legal status which would afford SUNY greater operational autonomy."   The white paper seeks approval for improved flexibility in establishing a variety of practices including setting tuition and eliminating non-SUNY capital construction pre-approval requirements.

It should be noted that there is some criticism on the SUNY flexibility discussed in the white paper from employee groups.   In the UUP publication *The Voice*, (February 2009, p4), the UUP President states that such "flexibility" is a "form of deregulation" and that "Legislative oversight must remain, and employees must be protected."

SUNY BOARD OF TRUSTEES: ASSESSMENT AND PROGRAM REVIEW
The Office of Higher Education in NYSED, through which all degree programs receive their approval, requires that programs be evaluated for quality on a regular basis. The Board of Trustees has significant influence on assessment and program review at Fredonia. It mandates regular assessment of the effectiveness of the general education program at each campus. Furthermore, each academic program is required to undergo a review every five years. For more information, please see Chapters 6 (General Education) and 8 (Assessment).

SUNY STATE-WIDE UNIVERSITY FACULTY SENATE
The faculty of the SUNY comprehensive and doctoral granting institutions participate in governance at the state level through the University Faculty Senate. *The State University of New York Policies of the Board of Trustees (2006)* states, "The Senate shall be the official agency through which the University Faculty engages in the governance of the University. The Senate shall be concerned with effective educational policies and other professional matters within the university." (See Appendix A.6) Like other campuses in the system, Fredonia has one representative on this body. The body serves in an advisory capacity to SUNY System Administration and the Board of Trustees. The Senate allows faculty from around the state to be apprised of new developments within the system, to exchange ideas, and to influence policy. To this end, a review of the bi-annual University Faculty Senate plenary sessions against the meeting minutes of SUNY Fredonia's Faculty Senate reveals that there is good communication between Fredonia's University Senators and the SUNY University Senate representative. Issues that dominated state-wide sessions over the past five-years also occurred on our campus. Noteworthy state-wide resolutions include: enhancing SUNY libraries through digital resources, streamlining modes of assessment, support for review of campus-administrators by faculty, and an endorsement of SUNY-wide assessment of General Education, to name a few.

FREDONIA UNIVERSITY SENATE
Fredonia University Senate is the chief vehicle by which faculty and professional staff have an advisory voice in the governance of the university. Meeting monthly during the Academic Year, the Senate operates under the direction of a five-person elected Executive Committee.

University Senators include faculty, professional staff and students, reflecting the importance of hearing a wide diversity of voices within the governance process. Administrators (the university president, vice presidents, deans, and associate vice presidents) are all ex officio members of the Senate. In 2007 the representation of Senators was changed to reflect changes made within Academic Affairs (i.e. the addition of the College of Education) (See Appendix C.3a)

Attendance at senate meetings is quite good: for the 2008 – 2009 AY, it was 74% for the voting members, 80% for the ex officio (non-voting) members, and 75% overall. The students have 6 seats, and had an attendance of 58% for the year. The professional staff has 9 seats and their attendance was 71%. Among the faculty areas, Education, with 4 seats, had the lowest attendance (59%), while the Arts, with 6 seats, had the highest attendance (90%).

Additional achievements of the University Senate during the last several years include moving to a "paperless" environment. Meeting agendas and supporting documentation are now available at the Senate website, with additional materials available at the University Senate ANGEL site. In addition, the University Senate has made significant efforts in "closing the loop" by adding a component to meetings and the Senate's web/ANGEL site recording administrative decisions regarding Senate actions for a given semester. These memos between the President and the Senate also give a good overview of what Senate has accomplished during a given semester.

Although the University Senate manages to accomplish much important business, several aspects of its operation are in need of attention. The biggest problem is in the area of elections. The meeting attendance reports exhibit a lack of clarity as to how many representatives each area is supposed to have and who the elected members are. The Senate should strive to clarify this and hold elections for vacancies in a timelier manner.

Senate meets only once a month for a maximum of 2 hours. Very often, many items on the agenda are not addressed, simply for lack of time. In 2006-2007, the University Senate President acknowledged that time constraints often resulted in few, if any, action items being voted on. As a result, action items were moved closer to the top of the agenda. This small change resulted in more efficient meetings.

Senate has recently undertaken a self-assessment of its bylaws, committee structure and methods of operation to better reflect its campus constituents. For example, librarians have been given their own area for representation (currently librarians are included in the Professional Staff representation) to better reflect their status as non-teaching faculty. These revisions have been approved by the Senate and will be considered for approval by the faculty during the 09-10 academic year. Additionally, the Governance Officer is collecting information on how and when each department votes on their representatives, in an attempt to make elections more timely and accurate.

STANDING COMMITTEES OF FREDONIA'S UNIVERSITY SENATE
To help govern the university, the bylaws establish the Planning and Budget Advisory Committee, and five standing committees of the University Senate: Academic Affairs, College Core Curriculum, Faculty and Professional Affairs, Graduate Council, and Student Affairs. Each committee is responsible for: (1) submitting copies of its minutes/meeting reports to the University Senate Secretary for posting on the senate web or ANGEL site; (2) submitting an annual report of its activities to the University Senate; and (3) preparing its Policies and Procedures Manual and sending it to the Senate Governance Officer.

The Planning and Budget Advisory Committee advises the President on matters of budget and strategic planning. Its members are nominated by the Executive Committee of the University Senate and confirmed by the Senate.

The Academic Affairs Committee serves as an advisory body to the Vice President for Academic Affairs, helping to develop academic policies and reviewing changes to the undergraduate curriculum. Members are elected from their representational areas. The committee drafted a Policies and Procedures Manual this past academic year; it should be ready for approval once the bylaws revisions affecting the committee's composition have been approved by the faculty. The committee is very active, with monthly meetings and reports at virtually every senate meeting.

The College Core Curriculum Committee is responsible for the integrity of the University's general education program. Members are elected from the various representational areas; a proposed bylaws revision would have the Director of the College Core Curriculum serve as an ex officio member. There is ample evidence that the CCC committee has been very active in approving courses and discussing aspects of general education at Fredonia, through minutes of its meetings and various annual reports. This committee is also charged with performing assessments on general education and demonstrating compliance with SUNY System level requirements.

The Faculty and Professional Affairs Committee is responsible for recommending policy on matters relating to the welfare of the faculty and professional staff, except for matters that contractually fall under the purview of union contracts. Members are elected from the various representational areas. The committee meets regularly, and also holds annual forums – one for faculty and another for professional staff – at which various concerns can be aired. It also conducts an annual survey of the faculty and professional staff, the results of which are summarized, presented and discussed with the President (See Appendix C.3b and C.3c).

The Graduate Council acts as an advisory body to the Associate Vice President for Graduate Studies and Research and is responsible for oversight of graduate programs. It has two elected at-large faculty members and one member appointed from each department with a graduate program. Graduate council minutes provide a record of discussion and action on aspects of graduate programming. In recent years the Council has been working closely with the College of Education, where a great many of the graduate programs reside, in updating assessment practices as a result of NCATE accreditation concerns.

The Student Affairs Committee serves as an advisory board to the Vice President for Student Affairs and recommends policy to the senate relating to the welfare of the student body. It has five members from the faculty and professional staff, elected at-large, and five student members.

Communication between these committees, the Senate, and the greater University community could be better. Our analysis demonstrated that reporting in the form of easily discovered meeting minutes and comprehensive yet concise annual reports would be very beneficial in demonstrating the relevance of the Senate and its committees to the faculty and staff of this institution.

STUDENT ASSOCIATION
The Student Association (S.A.), the vehicle on campus for student governance has the following purposes:

1. To maintain a student government for the State University of New York at Fredonia.

2. Promote the general welfare of the college community.
3. Distribute funds from the mandatory student activity fee.
4. Supervise and maintain contact with 120+ student groups of the campus.
5. Enhance the intellectual, cultural and social development of the students.

S.A. meets weekly during the academic year. Representatives are elected according to their class rank, 5 each from freshman, sophomore, junior, and senior classes. This group speaks as a representative body for student concerns on campus. The President is frequently invited to their meetings; furthermore, as noted above, the student association president and five other students are voting members of the University Senate.

The Student Association is in charge of distributing a substantial budget (nearly $1.3 million) generated from two fees: the student activity fee ($80.25 per semester) and the transportation fee ($10.50 per semester). Both are mandatory fees charged to SUNY Fredonia students. The amount of the fees is voted upon every few years by the Student Association. The budget allows for the financial backing of over 120 student groups, the campus/community bus service for students, and many speakers and cultural events on campus, to name a few.

The Student Association is subject to regular external audits because of its role in distributing the aforementioned budget. The 2008 Independent Auditor's Report by the firm Toski, Schaefer & Co., P.C. showed that the Student Association is financially sound. As another means of assessment, the Student Association gathers feedback on the effectiveness of their service from periodic SUNY Student Opinion Survey Comparative Reports.

CAMPUS LEADERSHIP

CAMPUS PRESIDENT
Appointed by the SUNY Board of Trustees (advised by the College Council), the President of SUNY Fredonia is charged with overseeing the total mission of the institution. The President is the person ultimately responsible for maintaining an administration that works effectively to facilitate learning and research/scholarship/creative activity, enhance a culture of learning, foster quality improvement, and support the institution's organization and governance. The President also influences state-wide policy though participation in the University Council of Presidents, which serves the following purpose: "The Council of Presidents shall advise the Chancellor on proposed University-wide policy and inter-campus programs. Members of the Council shall act as liaison with the other presidents of the University, bringing their viewpoints and judgment to the attention of the Chancellor to strengthen the development of University policy" (Board of Trustees Policies---University Council of Presidents, 8 NYCRR part 342).

The current President of SUNY Fredonia, Dr. Dennis Hefner, has been at Fredonia since 1996. This makes him the second longest-serving president of a four-year campus within the SUNY system. Hired through a national search, he brought to SUNY Fredonia extensive experience in higher education. He was Senior Vice Chancellor for Academic Affairs for the Minnesota State Colleges and Universities (1994-96); Vice President for Academic Affairs at California State University, San Bernardino (1990-94); Dean of Agricultural and Human Environmental Sciences at California State University, Chico (1983-85); and Vice Provost for Academic Affairs at California State University, Chico (1985-88). His academic field is economics (PhD, Washington State University, 1971).

PRESIDENT'S CABINET
The President's chief vehicle for sharing administrative responsibility is his Cabinet. Together with the President, the officers of the cabinet are responsible for pursuing the university's

mission to maintain a community that is focused on a culture of learning that respects and encourages diversity and multiple perspectives. The Cabinet is made up of the university's four vice presidents: Vice President for Academic Affairs, Vice President for Administration, Vice President for Student Affairs and Vice President for University Advancement. Each division has a clear set of responsibilities; however, under the leadership of the current President there is a strong emphasis on collaboration and shared problem solving between the divisions.

COMMITTEES APPOINTED BY THE PRESIDENT
The President creates committees that serve a variety of campus constituencies and complement the governance structure at SUNY Fredonia. Among the long term committees is the ITS Executive Board (See Chapter 2, Resources and Planning), and the Enrollment Management Committee (See Chapter 4 Student Admissions and Support Services). Some ad hoc committees are appointed in consultation with University Senate, such as the Administrative Review Committees; others are created to address timely topics such as the Fredonia Plan Committee, the Rockefeller Arts Center Users Group, and the Diversity Task Force.

COMMUNICATION BETWEEN ADMINISTRATION AND THE UNIVERSITY COMMUNITY
Open communication and the accurate sharing of information with the campus community and beyond have been high priorities for the President and members of his administration. Earlier in this chapter, we outline a number of formal ways in which information is shared on campus. There we explain how the Fredonia's University Senate, Senate Standing Committees, College Council, and Student Association serve as venues in which communication takes place between various constituencies of the university. These venues allow for the distribution of information and also serve as means of gathering a wide diversity of voices on university policy and direction.

There are also other university-level, division-level, college-level, and department-level means of communicating information and gathering input on policies. For example, the President meets with directors of all campus units for an hour on the second Friday of every month to share information; the group invited to these sessions is inclusive and diverse. The President's Cabinet meets weekly.   The four vice presidents meet informally on a weekly basis, as does the leadership of each of the four divisions. Academic Affairs holds a monthly Academic Leadership forum to which all members of this division are invited. Representatives from the Division of Administration meet monthly with each of the university's divisions to review budget. Deans meet monthly with the chairs of each college and also have monthly individual meetings with chairs.

We interviewed the vice presidents on the issue of communication, and all agreed that communication was a top priority within each division. We also interviewed the chairs of the College of Arts and Humanities and the College of Natural and Social Sciences on this topic. Because the department chair has administrative duties in addition to their role as members of the faculty, they are a particularly valuable source of information on how effectively the leadership of the university communicates with stakeholders.   Chairs' comments can be summed up as follows: Chairs appreciate and take advantage of workshops sponsored by Human Resources on topics of interest to chairs. They also agreed that they have opportunities to attend off-campus; discipline-specific workshops aimed at developing leadership skills. However, there was also a consensus that new chairs needed better guidance on what, exactly, is expected of them in their new positions. Chairs agreed that they understand and participate in the "bigger picture" of the university's functioning. This includes working with students, mentoring colleagues, and leading curricular change. Several suggestions for change also came out of our interviews with the chairs: Chairs would like a clearer description of their responsibilities, particularly in regard to working with students before semesters begin. Chairs

would like a clearer sense of how their operating budgets are determined. What, beside historical precedent, determines a department's budget? Chairs need further clarification on how new faculty lines are determined, particularly at the level beyond the deans. Chairs would like more control over and understanding of the budget from which adjuncts are hired.

CHANGES IN ADMINISTRATIVE STRUCTURE SINCE LAST ACCREDITATION REVIEW
Administration has been effective in making structural changes that allow for more efficient service of our various constituencies. Of key concern, of course, is how students can best be served: what structural configuration allows us to work best together to enhance our culture of learning?

One major change that took place 5 years ago was the creation of a College of Education. Up to this time, we had a school, without dean-level leadership, rather than a college. The restructuring was, in part, a response to a recommendation by NCATE reviewers; thus, assessment concerns helped to motivate this change. It was also a sensible way for consolidating and emphasizing our important teacher education mission. For these reasons, a college was formed and a founding dean was hired who has served for the past 5 years.

Another similar restructuring took place last year. The School of Business is now led by a dean, rather than a director, who reports directly to the Vice President for Academic Affairs. This change was motivated by multiple failed Director searches and by an assessment that AACSB recommends that a school of business retains autonomy for its programs. The new dean is responsible for the school's efforts to achieve AACSB accreditation. The creation of this position has also resulted in a more equitable partition of departments between the Dean of Arts and Humanities (7 departments and the School of Music) and the Dean of Natural and Social Sciences (11 departments).

Another change involves our efforts to increase the importance of graduate education, continuing education, and research on campus. Until 2007, one dean headed up both graduate education and continuing education—two very diverse areas that require different expertise and management skills. Furthermore, the Office of Sponsored Programs was an independent unit overseeing research. We now have an Associate Vice President for Graduate Studies and Research who is responsible for overseeing and promoting these two closely related areas. A new Director of Lifelong Learning and Special Programs is now responsible for developing continuing education and alternate educational opportunities for our students, such as summer and winter sessions.

PERIODIC ASSESSMENT OF ADMINISTRATORS
The SUNY Board of Trustees performs an external assessment of Fredonia's President through an annual review and a comprehensive five-year review. Internal reviews occur at the division level. We should note, however, that the university fell one year behind its ideal schedule of reviewing Student Affairs and Administration every five years. At the November 3, 2008, University Senate meeting, the President acknowledged the need to get back on track with five-year reviews, and announced a schedule for reviewing the leadership of each division over the next four semesters. Other forms of assessment, beyond these five-year reviews, are performed annually. Within each division, deans and directors go through an annual performance review which involves an assessment of the prior year's accomplishments and goal-setting for the coming year. Within the Division of Administration, visits are made to sister campuses (e.g., SUNY Geneseo, SUNY Plattsburgh), and these visits are reciprocated, allowing administrative staff to engage with their counterparts at other campuses to compare practices and acquire new perspectives and ideas. Student Affairs uses a system that could be compared to the program review process within Academic Affairs, with a rotating schedule for external review of each

office (e.g., Campus Life, Career Development, Counseling and Health Centers, Residence Life, etc.). Administration and Student Affairs each issue a printed "Annual Report and Assessment Update." The Fredonia College Foundation issues a printed annual report, and undergoes an annual audit. It should be noted that the campus Assessment Committee is developing a template for unit annual reports, which will be ready for use beginning with the 2009-10 reports.

Academic Affairs is currently developing a more formal system of administrative review. Each of the associate vice presidents, deans, directors, and department chairs will be reviewed at least every two years, on a rotating basis. These reviews will include assessment by the supervisors, peers, and those reporting to the person being reviewed. A pilot for initiating this more formal review procedure took place during spring 2009 for deans, associate vice presidents, and directors in Academic Affairs. Each was formally evaluated through a survey developed by the Vice President for Academic Affairs.

RECOMMENDATIONS:
1. Academic Affairs should adopt a more formal system of administrative review. Each of the associate vice presidents, deans, directors, and department chairs should be reviewed at least every three years, on a rotating basis.
2. Uniform reporting of unit activities through a common annual report template should be piloted and assessed.
3. New department chairs would benefit from an enhanced orientation to the position. The Handbook for Department Chairs should be revised and made available (the last revision was 2004).
4. When there is a vacant seat within University Senate, the senate Governance Officer should work with the department or area affected to ensure that the seat is filled as soon as possible.
5. The Senate Executive Committee and the administration should work together to review the list of senate standing committees and their charges, with the aim of reducing the number of ad hoc committees. Even when it is determined that certain committees remain independent of the senate (e.g., Enrollment Management), such committees should still be required to submit a written annual report to the senate.

CHAPTER 4

Student Admissions and Support Services (Standards 8 & 9)

Admissions processes and how the university enhances the quality of life for its student population impact the Culture of Learning in many ways. Here we examine these processes and pay particular attention to how Fredonia addresses Diversity and Transitions issues. We show that SUNY Fredonia's admission and retention practices are consistent with the mission of the University and that the institution provides the necessary support to ensure student success.

ORGANIZATION OF STUDENT ADMISSIONS AND STUDENT SUPPORT SERVICES

The Undergraduate Admissions Office is a department within the division of Student Affairs and the Director of Admissions reports to the Associate V.P. for Enrollment Services. A new undergraduate Director of Admissions was hired in 2007, and the undergraduate admissions office saw an increase in staff from 11 full-time employees to 14.

Graduate admissions is managed through The Graduate Studies Office, a unit within the Academic Affairs division. The office is headed by the Associate Vice President for Graduate Studies and Research and includes a secretary, half-time keyboard specialist, and half-time graduate assistant. The Associate Vice President for Graduate Studies and Research reports to the Vice President for Academic Affairs.

While Undergraduate Admissions and Graduate Studies have separate mission statements, each complements the other and speaks to common goals of quality (improving students' quality of life by offering quality programs), excellence (student and faculty), and student development both inside and outside the classroom. In addition, the Graduate Studies mission explicitly conjoins with the Undergraduate Admissions mission by endeavoring: "To complement and enhance the undergraduate program by providing models of advanced work in disciplines and professions."

Student support services at SUNY Fredonia are primarily a function of the Student Affairs division. The mission of the Student Affairs Division is to assist students in the development of skills that contribute to personal and intellectual development, informed decision making, responsible citizenship and academic and personal success. SUNY Fredonia's various student support service offices are staffed by qualified professionals, ensured by a SUNY and campus driven model of professional classification standards and hiring practices. As a result, professional staff will typically hold an earned degree in a field relevant to the position description.

UNDERGRADUATE AND GRADUATE ADMISSIONS

As part of the SUNY System, Fredonia works with SUNY System Administration in determining fundamental aspects of undergraduate admissions policy at Fredonia. The various Memoranda of Understanding between SUNY System Administration and SUNY Fredonia determine both total enrollment targets and selectivity. SUNY determines a prospective student's academic ability based on combinations of high school average and SAT/ACT scores and places students into a number of "Groups" (See Appendix C.4a). There are five purely academic groups (1-5); Group 1 contains students with the highest combination of SAT and high school average, Group

2 is somewhat less selective, and so on. There are four non-academic groups (6-9) into which special admit students (e.g. Full Opportunity Program, FOP), international students, incomplete applications, and some other classifications of applicant are placed.   The campus met its selectivity target under MOU I by raising the proportion of students in Groups 1 and 2 from 58% to 69%. The current selectivity target for SUNY Fredonia as derived from MOU II is to achieve a combined Group 1 and 2 percentage of 80% by Fall 2010. As of Fall 2008, 72% of entering freshmen students were in Groups 1 or 2. This would classify Fredonia as "highly selective" within the SUNY system. In recent years the mean SAT score of incoming freshmen (Groups 1-3 only) has been around 1120 (Math and Verbal only) and the high school average approaches 90.

Overall enrollment targets for each incoming class are determined on campus through discussion at the President's cabinet level. Total estimated enrollment and revenue projections based on this anticipated enrollment are reviewed and approved by System Administration. Individual programs are assigned freshman enrollment targets based on past performance and expectations based on specific recruitment initiatives, and in an effort to maintain or increase selectivity. Recently the Top 5 enrolling programs have been Liberal Arts (17%), Education (10%), Music (10%), Business (8%) and Communications (6%). Overall yield is around 33%, but some specialized programs have traditionally been very popular at Fredonia and have correspondingly higher yields. For example, Sound Recording Technology, a program within Music, routinely has a yield factor in excess of 70%. Additionally, new, popular programs may experience high yield rates, such as Sport Management and Exercise Science with a yield of 67% in 2007. Selectivity is uneven across academic programs. Music stands out as a program that attracts an academically highly qualified application pool, though in large measure the selectivity of the program is based on talent. However, the music program, which has 700+ students audition for 125 slots, routinely has the highest SAT and HS average. Other programs with routinely high academic qualities in the incoming class are those in the physical sciences, though the number of enrollees is relatively low.

Based on assessments that a program has excess capacity, or seems to be not as attractive to students as would be suggested when compared to the demand seen at other similar institutions, the Enrollment Management Committee may identify programs for special consideration. The Committee has, in the past, awarded funds when they were available through Mission Review to enhance program visibility and encourage student interest and applications through targeted mailings and other strategies.

In general, the undergraduate admissions office accepts talented and well prepared students through evaluation of the quality of academic preparation (rigor of high school program, academic achievement, SAT and/or ACT results). Preference is given to those who present strong academic credentials in English, social studies, mathematics, science, and foreign languages. Prospective students may bolster their standing by submitting evidence of involvement in co-curricular activities, highlighting special talents and individual accomplishments, and submitting recommendations.   However, only the SUNY Selectivity Matrix method is used in assessing and reporting to System Administration.

Three programs on campus require supplemental admission procedures. Music programs require prospective students to pass an audition. Similarly students expressing an interest in B.F.A programs in Theater Arts or Visual Art/New Media must also pass an audition or portfolio review process. The School of Music auditions almost 700 students each year at sites around the state (See Appendix C.4b). Only 40% of students who audition are admitted, and of those 50% enroll at Fredonia. Within Theater Arts, there has been an increasing interest in the program resulting in a larger number of students presenting material for review. As yield rates have

remained fairly constant, the increase in student interest has "raised the bar" for talent of incoming students into the program (See Appendix C.4c).

Admission counselors consistently encourage campus visitation to highlight faculty and program excellence in an attempt to increase accessibility and diversity in the student population. Attendance at events does result in a higher likelihood of prospective students applying, and they have a higher likelihood of being accepted (See Table 4.1). Also, yield rate from visiting students is much higher than that of the general accepted pool of applicants (e.g. in 2008: Visiting: 61.2%; General: 32.5%). The trend for the past three years has shown an increased number of prospective students attending events, and increased success in attracting students to enroll. Indeed, in 2009 only 77 out of 997 paid deposits were from students who had not visited the University prior to accepting an offer of enrollment.

Table 4.1. Numbers of student visits, number and percentage who applied, accepted and paid deposits

	2007	2008	2009
Visited	1861	2190	2314
Applied	1469	1810	1943
	78.4	82.6	84.0
Accepted	1264	1476	1577
	86.0	81.5	81.1
Paid	733	904	938
	60.0	61.2	59.4

Student awareness is accomplished by maintaining an up-to-date undergraduate admissions website and through publications such as the SUNY Fredonia transfer guide and undergraduate catalog. Information about SUNY Fredonia's special admissions programs [(FOP), Educational Development Program (EDP)] is documented, published, and readily available.

Graduate admission accessibility is supported by admission policies that provide opportunities for graduate study for both excellent prospective students and those who may need extra preparation before matriculating into a degree program. Departments offering graduate degree programs all require prospective students to have earned a minimum undergraduate GPA of 2.75 or higher for matriculated acceptance. Students with an undergraduate GPA below 2.75 may be offered acceptance as non-matriculated graduate students with an opportunity to apply for matriculation after at least one semester of non-degree work. The Graduate Studies Office ensures that policies and standards remain consistent with the University's mission through the use of the Graduate Council (See Chapter 3, Leadership and Governance).

Student awareness of graduate admission policies and procedures is a major goal of the Graduate Studies Office and has been more aggressively pursued starting in 2008 and continuing to the present. The Graduate Studies Office presents policies and procedures in many different online venues and formats, thus allowing the office to increase individualized attention to prospective students. The new online orientation allows students to take a self-guided virtual tour to discover the services and opportunities offered by SUNY Fredonia and the surrounding community. Additionally, the institution of "Thursday Nights with the Graduate Studies Office" (extended office hours until 9:00 p.m. on Thursdays) has allowed greater access to working adult graduate students.

ENROLLMENT PERSPECTIVES

UNDERGRADUATE ENROLLMENT AT SUNY FREDONIA
SUNY Fredonia reached a then record-breaking number of applications in Fall 2008. The campus experienced a 2.4% increase in undergraduate enrollment compared to 2007 and generated a 10% increase in applications over 2007-2008, with growth occurring across virtually all departments and majors (see Table 4.2). Additionally, the campus modestly increased its selectivity with over 72% of entering first-time, full-time freshmen from Groups I & II. The proportion of minority students increased from 4.6% to 6.5% of the total undergraduate enrollment, constituting an increase of over 50%.

SUNY Fredonia has maintained high rankings in national reviews which continue to enhance future enrollment prospects. The university ranked 7th in the nation for four-year graduation rates at public comprehensive colleges and 12th among top public universities in the north as published in the U.S. News & World Report 2009 edition of "America's Best Colleges." SUNY Fredonia was also selected by Kiplinger's Personal Finance Magazine as one of the 100 best values in public higher education in the nation.

ACADEMIC INTERESTS & MAJORS

Overall headcount undergraduate enrollment increased 3% from 2001 to 2007 (see table 4.2).

Enrollments in Education declined during this time period from a historical peak in 2001. Enrollments in the fine and performing arts, natural sciences and humanities remained steady, whereas there were large increases in enrollment in the social sciences and in interdisciplinary programs, likely due to initiation of new programs in Criminal Justice, Sport and Exercise Science and Music Business during this period. The decline in Liberal Arts students despite increases in freshmen declaring this major suggests that students were making decisions on a major earlier in their college careers.

GRADUATE ENROLLMENT
In 2007, graduate students made up 6.3% of the total student population. With the exception of education majors, graduate enrollment over the period 2004-2007 has shown a slight decline. Recent initiatives to increase graduate enrollment include: establishment of a new accelerated degree program targeting career switchers

Table 4.2. Undergraduate enrollment by Academic Division (Headcount and Percentage)

Academic Division	2001	2004	2007
Education	1026 / 21.1	851 / 17.5	746 / 14.9
Fine Arts	1174 / 24.1	1152 / 23.7	1195 / 23.9
Humanities	521 / 10.7	635 / 13.1	627 / 12.5
Interdisciplinary	163 / 3.4	179 / 3.7	339 / 6.8
Natural Sciences	586 / 12.1	546 / 11.2	619 / 12.4
Social Sciences	889 / 18.3	1121 / 23.1	1200 / 24.0
Liberal Arts	503 / 10.3	377 / 7.8	282 / 5.6
	4862	**4861**	**5008**

interested in teaching science, successful piloting of an accelerated certificate program designed to increase the number of certified New York ESL teachers, and preliminary research (with the aid of a $15,000 Sloan grant) into the development of professional science master's degrees/certificates.

The vast majority of graduate students are pursuing advanced certifications in teaching, including most students in non-College of Education sponsored curricula. As of Fall 2007 there were 123 graduate students in the College of Education; 104 in the School of Music; 78 in the College of Natural and Social Sciences (mostly Communication Disorders majors); 69 in Arts and Humanities (non-Music); and 19 students in Interdisciplinary graduate studies.

ENROLLMENT TRENDS BY GENDER
Undergraduate enrollment trends by gender have remained fairly consistent over the past decade, with slightly over 10% more undergraduate females than undergraduate males enrolled each year. The 2008 freshman class represents the University's traditional 55:45 female-to-male ratio. In contrast, there is a significant difference in the number of enrolled female graduate students as compared to male graduate students. During the period 1998-2007, SUNY Fredonia enrolled 24.5% male graduate students as compared to 75.4% female graduate students. This follows a national trend that started in the mid-1980s. According to the National Center for Education Statistics, between 1995 and 2005, full time male graduate enrollment increased by 27% while female full time graduate enrollment increased almost 2½ times that rate at 65% growth.

ENROLLMENT TRENDS BY GEOGRAPHIC ORIGIN OF STUDENTS
Geographic records show a consistent pattern, with the majority of students drawn from western New York, and the largest representation coming from Erie County followed by Monroe, Chautauqua and Suffolk. Approximately two-thirds of undergraduate students are from one of seven New York counties. Furthermore, slightly more than 80% of Fredonia graduate students come from one of four New York State counties. On average, 28% of undergraduate students are from the Southern Tier West (Allegany, Cattaraugus, Chautauqua regions) followed closely by 20.4% from the Genesee-Finger Lakes region. Overall, geographic numbers have remained fairly consistent over the past ten years. Suffolk County constitutes a notable increase, with 168 students in 2007 as compared to 96 in 1998.

New York State resident student percentages remain fairly consistent, fluctuating from a high of 98.6% in 1998 to a low of 95.7% in 2006. In 2007, 111 enrolled undergraduate students originated from a state other than New York, and 63 undergraduate students representing 12 foreign countries also enrolled. However, with the number of high school graduates expected to decline statewide by about 1% over the next 10 years, and an even greater decrease expected regionally, the undergraduate admissions office must continue to expand its recruitment efforts outside the surrounding area.

INCREASING STUDENT DIVERSITY THROUGH RECRUITMENT
Undergraduate and graduate policies support the SUNY Fredonia mission by seeking to "[actively recruit] students...from underrepresented populations [in order] to provide its students with the academic and personal richness afforded by exposure to such pluralistic perspectives." Over a ten year period (1998-2007), the total SUNY Fredonia student minority population increased from 4.2% to 7.4 %, with black and Hispanic students showing the largest increase. While the number of applications from students of color has been increasing dramatically, the number of acceptances has grown at a slower rate. (See Appendix C.4d)

The University took many steps from 2005-2008 to increase minority undergraduate recruitment activities including hiring a part-time NYC recruiter (currently vacant) and a part-time counselor to assist in minority recruitment. Additionally, currently enrolled minority students assist in the recruitment of new minority students. Numerous calling campaigns to Educational Development Program, Full Opportunity Program, and minority applicants have been organized to encourage application completion. Peer recruitment is another student-led initiative used to promote campus diversity. The program provides an opportunity for current SUNY Fredonia students to return to their high schools over break to talk about their college experiences. Lastly, a "campus host" program allows current students to host accepted applicants overnight for the 'Fredonia Student Experience'. Although all students can participate in these programs, there has been a concerted effort to attract more minority student participation.

At the graduate level, better communication exists with current and prospective students using an online recruitment module. For example, the office can target emails to McNair scholars directly, and an automated email is sent to applicants who chose a multicultural affairs link. SUNY Fredonia also uses the SUNY Graduate Diversity Fellowship program to increase diversity in the graduate prospect pool. The fellowship program allows SUNY Fredonia to recruit students from such underrepresented populations as first generation college students, students from economically impoverished backgrounds, students raised in single-parent homes or those who are single parents themselves, and students from underrepresented minority populations. To ensure continued diversity, the university commits to funding fellows throughout the course of their degree programs (provided that the students' satisfactory academic and professional progress is maintained).

ENROLLMENT STRATEGIES AND RESULTS
SUNY Fredonia's six-year (undergraduate) graduation rate is high at 62.0-63.6% over the past ten years (national average for Master's level, moderately selective, public colleges was 46.3% and 56% for private colleges in 2002). Retention rates for first time freshmen returning for their third semester have been around 85% for the past 10 years, and seventh semester retention has been between 68-70% during that same time period. Reflecting the gender balance in enrollment, 56-59% of graduates are female and 41-44% are male.

Graduate retention patterns are currently being studied to identify strengths and develop strategies for areas needing improvement. The implementation of a graduate student academic leave policy signifies an attempt to account for the time taken to complete a graduate degree at SUNY Fredonia, and data collection is underway to further refine tactics to ensure retention and successful graduate degree completion.

Recruitment materials and publications fully support and adhere to the admissions strategic plan. Selectivity and diversity are both assessed weekly at the undergraduate level. These reports are assessed and disseminated to all administrative and academic departments. Similar graduate-level reporting is accomplished via Graduate Council meetings and direct communication with appropriate department personnel.

ENROLLMENT MANAGEMENT: FUTURE PLANS AND CHALLENGES
The consolidated metropolitan area of Jamestown, New York, experienced a negative net migration rate almost 10 times the regional average from 1995-2000. As the annual number of High School graduates decreases regionally, the campus must continue to step up its marketing and recruitment efforts. The campus continues to make great strides in reaching out to more prospective undergraduate students through the use of targeted ads, mailings, improved website, television ads, college fairs, campus Open House events, and high school visits. The

increase in campus visitation (see table 4.1) over this period is partly due to increases in numbers of these visitation event opportunities. The launching of a second application vehicle, the "Common Application," has placed the campus among approximately 300 highly selective colleges and universities nationwide. Although this is the first year of its implementation (roll out in August 2008 for Fall 2009 entering freshman class), early analysis suggests that the Common Application has resulted in 22% of all applications, and that the quality of student applications was high (68.9% were accepted), but that yield is below overall average (24%). More importantly, the use of the Common Application has broadened the reach of SUNY Fredonia to out-of-state residents who are unaware of the SUNY application process. Applications were received from 25 states, with significant numbers from New Jersey, Massachusetts and Connecticut.

Although the recruitment budget has remained steady over the past five years, there has been an increased infusion of funds from University Advancement in support of specific recruitment strategies. Interviews with key administrators in Student Affairs indicate that the major barrier to more effective recruitment of academically talented students lies in the relatively small amount of merit-based scholarship monies available.

Table 4.3. Institutional aid awarded by Fredonia and its regional competitor SUNY institutions for 2008.

Institution	*Enrollment*	*% receiving institutional aid*	*Average aid amount*	*Total institutional aid awarded*
Fredonia	**5,450**	**22%**	**$1,380**	**$1,654,620**
Brockport	**8,308**	**27%**	**$3,931**	**$8,817,862**
Geneseo	**5,543**	**2%**	**$2,405**	**$266,618**
Oswego	**8,660**	**21%**	**$2,868**	**$5,215,745**
Buffalo State	**10,993**	**8%**	**$2,167**	**$1,905,746**
Univ. at Buffalo	**28,054**	**29%**	**$3,606**	**$29,337,190**

As indicated in Table 4.3, Fredonia ranks second to last in total institutional aid awarded, and in average aid amount among state universities in the region. Two of our major local competitors, SUNY Brockport and University at Buffalo, award institutional aid to a similar percentage of students as does Fredonia, but the average aid amount is about three times the amount awarded

by this campus. However, it should be noted that SUNY Geneseo, an institution with higher selectivity than Fredonia, manages to attract high caliber students without extensive institutional aid.

ENHANCING STUDENT LIFE WITH QUALITY SUPPORT

Student opinions regarding support services available on campus have been assessed repeatedly over the past 10 years using the National Survey of Student Engagement (NSSE) and the SUNY Student Opinion Survey. In addition, various student support service offices have conducted assessments and reported results in department annual reports.

Reports and survey results demonstrate that SUNY Fredonia students express a high level of satisfaction with the support service available to them. For example, Fredonia's mean responses to the 2008 NSSE survey questions **_"To what extent does your institution emphasize providing the support you need to help you succeed academically?"_** and "**_To what extent does your institution emphasize providing you the support you need to thrive socially?"_** were both significantly above the national average.

Over half of Fredonia undergraduate students (50.2%) reside on campus. Residence hall occupancy has increased steadily over the past ten years, rising from 88% (Fall 2000) to full capacity in Fall 2008 with 2,551 students and 69 Resident Assistants (40.8% freshmen, 35.3% sophomores, 15.4% juniors and 8.5% seniors). Following the construction of University Commons, which houses preferential/independent living options primarily for upperclassmen, and the remodeling of the other residence halls, there is good reason to believe that this trend should continue. Additional services available to residence hall students include upgraded fire alarms and security, on campus internet/computer assistance, and LaundryView which allows students to monitor the status of washers and dryers in connected laundry rooms through a web browser.

The Student Affairs Related Indicators on the SUNY Student Opinion Survey show students expressing a level of satisfaction significantly above the SUNY average with regard to opinions about Financial Aid, Career Planning, Residence Hall Services, Campus Safety and Security, Sense of Belonging, Student Racial Harmony, Residence Hall Rules and Regulations, and Recreational Programs. Overall satisfaction with Student Affairs services was significantly above the SUNY average. No Student Affairs Indicators were significantly below the SUNY average.

PROTECTING STUDENT INFORMATION
SUNY Fredonia complies fully with the Family Educational Rights and Privacy Act (FERPA) and publishes current FERPA regulations in the university catalog. All new employees are given instruction regarding the use and dissemination of Banner student record data. Access to systems containing sensitive student data is restricted to employees who need it to carry out their job duties. Confidential student records are stored in a secure vault in the Registrar's office and student records are not released without a signed request from the student. The Director of Internal Control sends *Vulnerability Assessment Questionnaires* to departments for completion and the completed questionnaires are reviewed by Internal Control (See Appendix C.4e). Departments that score at moderate or high risk receive follow-up and further evaluation.

THE FRESHMAN FIRST-YEAR EXPERIENCE
The Fredonia Plan (2006) included an initiative to improve students' first-year experience (See Appendix B5, Action item 5), and the campus vision statement speaks to creating a community of learners and enhancing the culture of learning. To attain this goal, a unique partnership was

formed from the Academic Affairs and Student Affairs divisions. A comprehensive self-study and improvement process identified effective programming and areas that needed improvement, and resulted in the "Foundations of Excellence in the First-year Program." (See Appendix C.4f)   Teaching faculty, professionals, students, and administrators drew upon the expertise of the "Foundations" team to assist in planning an effective and coherent program for first-year students. The "Foundation Dimension" teams (focused subcommittees of the original team) were co-chaired by one employee each representing the Academic Affairs and Student Affairs divisions. The Faculty Dimension was a special case, and was co-chaired by one tenured and one adjunct faculty member.

The self-study concluded with a prioritized list of action items designed to show prospective and new undergraduate students ways that they would be challenged and supported during their transition to college. Some of these action items include: the development of a "first-year philosophy statement" to communicate expectations for first-year student engagement and learning objectives; the establishment of a "First-year Success Committee" to assess and monitor first-year activities and student success rates, and improvements to student advising practices and other important academic and non-academic transitioning activities. The Foundations of Excellence progress report (July 2009) indicates that the "philosophy statement" and establishment of the success committee were accomplished. Additionally, progress has been made in other areas, including development of a handbook for first-year students, development of models for seminars for first-year students, and development of early intervention strategies and training (See Appendix C.4g).

STUDENT ADVISEMENT
Each student is assigned an academic advisor, usually a faculty member within the student's declared major. Students cannot register for courses without first receiving a special code from their advisor. This strongly encourages students to meet with advisors prior to registration to discuss their academic progress and receive advice on course selection. An "Advising Manifesto" was created as a result of discussions between Student Assembly and the Office of Academic Advising, and was presented at University Senate.(See Appendix C.4h) Among other items, the Manifesto outlines the responsibilities required by both the faculty advisor and the student advisee, to assure successful student advising and course selection.

Advisor training has been inconsistent, and the responsibility to train new advisors seems to have largely fallen to seasoned departmental faculty. In addition, the faculty-student advisee relationship varies widely by department. The campus average is 20 advisees per faculty member. Assessments have been limited and no data exists to support the quality of service. As far as advising with respect to student career objectives, it appears to vary with the quality of the advising relationship.

Additional regular and systematic assessment of advisement services is needed. The development of an Advisement Council would benefit both faculty and students because it could create a forum for information sharing, consultation, training, and overall improved communication and marketing of the advisement process.

RETENTION & SUPPORT SERVICES FOR SPECIAL POPULATIONS

Retention initiatives and support services exist for a number of special student populations, including transfer, honor, minority, and student athletes.

TRANSFER STUDENTS
Fredonia annually enrolls more than 400 new transfer students in the fall semester and an additional 100 in the spring. Transfer students are an integral part of Fredonia's population, accounting for 36% of the past 5 years' May graduating classes. The average entering GPA for SUNY Fredonia transfer students is 3.0.

In 2001, Fredonia developed an articulation database system which provided an accurate evaluation of transfer credit, which was followed by a web-based version in 2003 that allowed student selection of the most appropriate equivalent courses to transfer. In 2006, the undergraduate admissions office began sending transfer credit evaluations to transfer students at the time of acceptance rather than at the time of deposit. These efforts provide transfer students a more accurate picture of how previous course work credit will transfer to Fredonia.

Fredonia offers an online degree audit system to aid students in academic planning and formulation of a graduation timeline. Although this tool is not currently available to prospective transfer students, it is a consideration for the future. The system will provide the necessary documentation of earned transfer credit in an easily accessible format to ensure compliance with graduation requirements.

Retention efforts for transfer students are scant and/or not formalized into an overall strategy. Although transfer students attend a separate orientation program, no further formal institutional efforts exist to retain transfer students.

STUDENT ATHLETES
From 2001-2006, the number of unduplicated students participating in athletics has grown from 239 to 304. Roughly the same number of men as women participated in sports. According to the SUNY Fredonia Athletic handbook, "the Athletic Department believes it is a privilege for the student-athlete to represent Fredonia State on the field of play and expects behavior both on and off the field to be exemplary. The department also views members of the college's athletic teams as student-athletes. The student-athlete's main purpose at Fredonia is to obtain an academic degree."

All student athletes receive a copy of the Student Athletic Handbook which outlines the academic responsibilities of athletes regarding major declaration, appropriate course load, academic eligibility, and procedures for notifying professors about class absences. Student athletes are encouraged to use the services provided through the Learning Center and peer tutoring services. If a student athlete is placed on probation, in addition to meeting with an academic advisor, he or she is required to meet with a faculty athletic representative twice during the probationary semester.

The graduation rates for student athletes include only athletes listed on the roster of the first scheduled contest of their freshman year. The six-year graduation rate of entering freshmen athletes from the years 1995-2000 reveals that 72% of student athletes graduated from Fredonia. The general student six year graduation rate at Fredonia is 62%. The consistently higher graduation rate of student athletes suggests that the Athletics Department is satisfying its mission (See Appendix C.4i).

HONOR STUDENTS
Since its inception, the campus has experienced a steady increase in the number of students enrolled in the Honors Program. The program is open to all first-time freshman applicants and eligibility for admission is based on the prospective student's SAT scores and high school GPA. The application process consists of a written essay on a book or article of the student's choice.

Students accepted into the program receive a one-time monetary award of $500. Approximately 300 students are currently enrolled in the program, and there are no limitations to the number of students invited to apply.

Graduation rates for Honors students are very high. The 2001 cohort consisted of 31 students, and had a four-year graduation rate of 81% and a six-year rate of 84%. The 2002 cohort (49 students) had a similar graduation rate (4 yr: 80%; 6 yr: 92%). These figures reflect both the quality of incoming students and the program. Although there are indications that some improvements have been made ($500 student award, one-credit hour honors colloquium, first choice of classes), the program could flourish with increased staffing and resources.

MINORITY STUDENTS
As evidenced by the 115 new minority freshmen on campus this past fall, SUNY Fredonia continues to work toward increasing diversity. Fall 2008 minority applications reached an all-time campus high of 1,432. Retention and completion rates for first-time, full-time, minority students, display a fluctuating pattern. Six-year graduation rates for minority students in 1995-2000 varied between 26.9% and 53.7%, with an average six year graduation rate of 38.6%. This contrasts sharply with the 62.9% graduation rate of non-minority students during the same time period. The obvious conclusion is that minority students are underrepresented in degrees awarded.

Data further indicate that, after the four-year mark, the completion rate of minority students consistently declines each year. On average, only 1.4 % of minority students graduate in their 6th year as compared to the non-minority student rate of 1.9%. The data suggest that if a student does not graduate within four years, the chances of completion are greatly reduced.

The first-time, full-time minority student population for the years 1995-2006 indicates an overall improvement in the total cohort, with 26 minority students enrolled in 1995 and 91 enrolled in 2006.   Completion and attrition rates for first-time, full-time, minority students over the period 1995-2006 demonstrates a significant reduction in the number of minority students withdrawing from college each year. In 1995, 73.1% of minority students withdrew from college whereas in 2006 only 26.4% withdrew. Although no supporting documentation was available, one may surmise that the quality and increased number of minority students as well as the implementation of programs that address diversity, pluralism, and race have had a positive impact on minority retention rates on the Fredonia campus. As supported by the *SUNY Student Opinion Survey*, 67% of Fredonia students surveyed are satisfied with racial harmony on campus, 85% of students are satisfied with their social experience, and 92% are satisfied with their academic experience.

RECOMMENDATIONS:
1. Improve Academic Advising process by instituting an assessment process to evaluate overall effectiveness. Consider instituting an Advisement Council and more proactive attempts to organize advisement as an integral part of our teaching mission
2. Each academic program should institute a retention and graduation analysis so as to better inform programs of potential barriers to student success.
3. Further analysis of minority retention and graduation rates is warranted. Although there have been successes, there is cause for concern and we should try to discover reasons for less than satisfactory student performance and achievement.
4. Include graduate student populations in university-wide recruitment and retention reports.

CHAPTER 5

Academic Programs and Related Educational Activities (Standards 11 & 13)

This chapter offers an analysis of the University's educational offerings of all types, excluding the College Core Curriculum (General Education Program), both on- and off-campus, with a special emphasis on how well these programs enhance Fredonia's *Culture of Learning*, incorporate diversity, demonstrate an effective culture of assessment, and address the needs of our transitional students (specifically First-Year and Graduate students). The following are emphasized in this chapter: procedures and assessment, information literacy, first-year experiences, international programs, experiential learning, graduate studies, and lifelong learning. We demonstrate that SUNY Fredonia's educational offerings are of a high quality, consistent with its mission, and are delivered in an effective way.

ACADEMIC AND EDUCATIONAL PROGRAMMING AT SUNY FREDONIA

Fredonia has a long tradition of academic excellence and is consistently rated as one of the finest public universities and best values in the Northeast. In addition, Fredonia is time and again ranked in the top ten for four-year graduation rates among public, master's-granting universities. SUNY Fredonia currently offers 82 undergraduate majors and 41 minors in the arts, humanities, social and natural sciences, business, and education as well as 18 master's degree and 2 advanced certificate programs at the graduate level. Although best known for its professionally- accredited and nationally-recognized programs in the fine and performing arts, music, early/childhood and adolescence education, and speech pathology, Fredonia is gaining recognition for successful and innovative programs in English, the natural sciences, psychology, international and interdisciplinary studies, business and accounting, and computer science. All of these program developments reflect Fredonia's continuing commitment to offering "a broad range of liberal arts and professional programs at the undergraduate level and increasing numbers of programs at the master's level" (Fredonia Vision Statement, See Appendix B2) and to enhancing the university's established academic strengths with "a variety of interdisciplinary programs, the appropriate use of new technologies, and an emphasis on international and multicultural studies."

SUNY Fredonia has also established or expanded a number of other educational programs and initiatives in keeping with its stated mission and vision. In 2006, the campus adopted the Fredonia Plan (See Appendix B5). Among the key developments in this long-term effort to enhance the culture of learning at Fredonia were:

- the establishment of the Office of Student Creative Activity and Research (OSCAR), which provides funding for student presentations at professional conferences and coordinates an annual Student Research and Creativity Exposition;
- the development of the Liberal Arts Freshman-Year Experience program and Freshman Seminars aimed at retaining first-year students and enhancing their initial college experience through the "Foundations of Excellence" program;
- the eventual implementation of Capstone Experiences in all degree programs across campus;
- increased student participation in Study Abroad Programs, e.g. partnership program with Ege University in Turkey and an initiative to globalize the curriculum under a Title VI Department of Education award for SUNY Fredonia**'s** International Experience Program;

- ▪ increased infrastructural support for internships within the Career Development Office;
- ▪ increases in multicultural and interdisciplinary studies programming;

Finally, in keeping with its mission "to develop and support service to individuals and organizations beyond the campus by opening the university's extensive educational, recreational, and cultural facilities to the community," (See Appendix B1)Fredonia has begun or strengthened several significant community outreach and partnership initiatives including the establishment of the SUNY Fredonia Technology Incubator in nearby Dunkirk, NY, participation in the National Endowment for the Arts' Big Read program; and continued support for the Center for Rural Regional Development & Governance, the Community Outreach Partnership Center, SUNY's Native American Consortium, and faculty exchanges with Oaxaca (Mexico) in conjunction with outreach programs for Dunkirk's substantial Oaxacan immigrant population. All of these programs provide opportunities for Fredonia students to participate in service learning and internship activities in the broader Fredonia/Dunkirk and Chautauqua County communities.

ENHANCING OUR CULTURE OF LEARNING THROUGH EDUCATIONAL PROGRAMMING

PROCEDURES AND ASSESSMENT
We examined the effectiveness with which faculty and administration communicate, disseminate, and make accessible statements of expected learning objectives at the institutional, program, and course levels across campus, and particularly, the degree to which students understand and apply this information to their own studies and their success in achieving desired outcomes. We examined a variety of institutionally-generated documents, including program and course descriptions in Fredonia graduate and undergraduate catalogs; college, department, and program websites, including analysis of the connection to the Mission Statement and course descriptions; and representative course syllabi. Fredonia does an effective job of making statements of expected learning objectives and outcomes readily available to students and the general public through a variety of means. Institutional expectations for appropriate student behavior both inside and outside the classroom are embedded in course syllabi as well as in institutional documents such as the course catalog and university website. More significant, however, is the effectiveness of this communication, as indicated by the most recent National Survey of Student Engagement (NSSE) 2008 data. According to NSSE Student Questionnaire 2008 results, the use of this information by students is considerable and is applied to improving their analytical thinking and applied knowledge skills. These results are verified by the SUNY Student Opinion Survey for 2007, which indicates that 85.6% of students are aware of and frequently work hard to meet instructor expectations.

Institutional data indicate students complete baccalaureate degrees within six years or less at a rate of over 62%. One key element in maintaining these high graduation and retention rates is students' ability to enroll in needed classes at appropriate times in their programs. All Fredonia course offerings carry a frequency code indicating how often each course is offered. This information is intended to give students the ability to plan their academic future at Fredonia. But how well does Fredonia adhere to these established and posted frequencies? We drew a representative sample of programs from across the institution's colleges and divisions and examined program information provided in the catalog, on the departments' websites and on student program check sheets, and compared them to university catalog course descriptions and frequencies, over the past five years. Our analysis indicates that, in most cases, the actual availability of fundamental courses matches the frequency noted in the catalog and that these courses are being offered "every semester" or "every year," allowing students to graduate in a

timely manner. However, some courses either are not offered with the expected frequency or have not been offered at all in the past five years.

Finally, given that effective assessment is a key component of creating and maintaining a culture of learning on campus, we evaluated what types of analysis are being done across campus and how well relevant assessment findings are incorporated into decision-making about educational offerings (see Chapter 8, Assessment for a more complete analysis). We found that faculty examine national trends and regional needs in developing new programs and that, recently, in response to these assessments, new major programs in Journalism, Childhood Inclusive Education, and Sport Management, and a minor in Museum Studies have been developed at the undergraduate level, while a Master of Science in Adolescence Science Education and a new TESOL certificate program have been established at the graduate level. In addition to initiating new programs, assessment also leads to timely suspension of programs that no longer fulfill the needs of our students or the broader community in terms of effective use of resources. For example, after careful review, it has been proposed that the M.S.Ed. programs in Biology and Social Studies Adolescence should be suspended pending modification. All proposed changes to existing programs as well as new courses and programs are evaluated at the institutional level by the Professional Education Council (for all education programs), the Academic Affairs Committee (undergraduate programs), and the Graduate Council (graduate programs), as appropriate.

INFORMATION LITERACY/TECHNOLOGY
The Fredonia Plan identifies a set of action items designed to improve campus performance in five strategic areas, including technology. Although Fredonia is rated highly by students on the use of technology in the classroom, it is not a measure of students' own information and technology literacy. Moreover, Fredonia's College Core Curriculum guidelines mention in several places "critical literacy," a term that refers to written, oral, quantitative, visual, and electronic media literacies. The Fredonia Plan calls for the implementation of an Information Competency Skills Program that pairs the instruction of Information Literacy Skills with Computer Literacy Skills across the curriculum (See Appendix B5, Action item 18). However, due to limited resources, there has not been any coordinated campus-wide effort to infuse information competency skills development across the university curriculum. Instead, these skills and concepts are currently being introduced and implemented into the curriculum in two primary ways: 1). through the College Core Curriculum, especially the Upper-Level requirements; and 2). through Reed Library's Library Instruction Program. Students' information management skills were assessed through pre- and post-testing administered in 2002-2003 and 2005-2006 as part of Fredonia's General Education Assessment Review. The information literacy skills addressed by these assessments fell into three categories: basic operation of a computer; basic research techniques; and the ability to locate, evaluate and synthesize information. The results in 2005-2006 showed an increase in the number of students who exceeded or met the desired standard, no change in those who approached the standard, and a decrease in the number of students who did not meet the standard for all three categories. The area of least improvement was in students' ability to locate, evaluate and synthesize information, which involves the highest order of thinking and the skills that our college students most need to master in order to be successful in higher education and as lifelong learners. This area requires the greatest attention. The most productive way to improve students' information management skills is a commitment to collaboration and partnership between faculty and librarians. Currently, students receive information management instruction in an inconsistent manner that often fails to address the larger context of information literacy or fails to teach students to evaluate and analyze information in order to build personal knowledge and perspectives, create new knowledge, and use information wisely for the benefit of others. Ideally, the curriculum *should* consist of a series of standards and outcomes that are graduated

throughout and across the curriculum, moving progressively from a focus on information technology to a focus on the higher order skills necessary for wise information use. To facilitate this process, from fall 2003 to spring 2008, Reed Library's Library Instruction Department taught 957 information literacy classes in collaboration with faculty from a wide range of disciplines, each of which incorporated learning outcomes developed from the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (See Appendix C.5a).

FIRST-YEAR EXPERIENCES
Another key component of the Fredonia Plan and of our Self-Study Design is a concern for first-year experiences aimed at retaining transitional students and ensuring their success. SUNY Fredonia currently has a number of programs in place to address the First-Year Experience. These programs include Summer Orientation, Liberal Arts Seminars, Introductory Departmental/Major Seminars, the Educational Development Program, the 3-1-3 Program, the Full Opportunity Program, the Honors Program, and the Fredonia-in-4 Program. SUNY Fredonia's first-year academic initiatives attempt to balance programmatic or departmental goals and a comprehensive, universal first-year experience identified by the institution. Since 2002, all first-year students without a declared major have been required to take a Liberal Arts Seminar during the fall semester. Students entering with a declared major discover that nearly all departments offer some type of freshman seminar. Typically these are credit-bearing courses that also occur during the fall semester. Examination of representative syllabi suggest that the rigor and content vary considerably across departments, but in most cases these courses provide first-year students with a formal introduction to their chosen major. Currently there are no "best practices" or common curricula recognized by the University for first-year seminars across disciplines. Depending on the department, transfer students may or may not be required to take such seminars. Students with unique talents or special financial or educational concerns may be placed in one of the following programs: the Honors Program, the Educational Development Program, or the Full Opportunity Program.

Since the Fredonia Plan states that "Every incoming student should have an incoming student experience," it is evident that Fredonia has a general philosophical framework for the first-year, but the integrity of that experience has been a matter of concern. The university has attempted to gain a better perspective on the first-year experience at Fredonia since 2006 by engaging both Academic Affairs and Student Affairs professionals on committees and by administering a series of surveys of first-year students, while partnering with outside institutions to assist with our internal self-study and exploration

Data collected from the Foundations of Excellence project (See Appendices C.4h and i), MAP Works Survey tool, and the National Survey of Student Engagement all indicate that Fredonia is doing well so far in its first-year programming, retention efforts, and student success. First-year programs appear to be on target with the university's mission for first-year retention and six-year graduation rates as negotiated with SUNY System Administration in the MOU II (See Appendix B4). Throughout the last ten years SUNY Fredonia has consistently exceeded the relevant averages for other comprehensive colleges; on average 84% of first-year students re-register during their third semester and 62% have graduated within six years. Moreover, the 2008 National Survey of Student Engagement data indicate that student satisfaction is equally positive: 84% of first-year students surveyed in 2008 feel that Fredonia has a substantial commitment to their academic success, 92% of first-year students surveyed reported a favorable image of the institution, and 80% of seniors would choose SUNY Fredonia again if starting their college career over.

INTERNATIONAL EDUCATION
As evidenced in the Fredonia Plan, as well as the university's Mission and Vision statements, SUNY Fredonia has a strong commitment to offering students an education that "provides an awareness of global interdependence and cultural diversity" and acquainting students with pluralistic perspectives on the world around them. Since 1997, Fredonia has undertaken a number of initiatives to integrate cultural and global perspectives into the curriculum, including originating new international partnerships for academic exchange, creating the International Studies interdisciplinary program, approving upper-level CCC credit for study abroad, developing international credit transfer processes and procedures, and implementing a campus-wide "globalizing the curriculum" initiative under a U.S. Department of Education Title VI grant in the Undergraduate International Studies and Languages Program in 2003-2005 in the amount of $163,000. The Title VI grant led to the creation of six three-course sequences that included a study abroad component, all but one of which have been implemented and taught at least once. In addition to their curricular initiatives, the grant also funded two faculty workshops in which roughly 20% of all faculty participated: the first dealt with "Bringing the World to Our Classrooms," while the second involved the identification and development of SUNY Fredonia interests in Mexico and was instrumental in identifying and establishing the university's current agreements and programs in Oaxaca, Mexico. Beyond the Title VI grant, the university has also established a permanent faculty Coordinator of International Learning, who coordinates campus efforts to further internationalize the academic curriculum. COIL works closely with faculty and staff involved in international efforts, particularly Fulbright Fellowships (10 Faculty awards since 2000) (See Appendix C5b), the Director of International Education and the Coordinator of the International Studies major. All of these efforts are aimed at providing increased opportunities for the use of short- and long-term study abroad programs in the curriculum to encourage more students to take advantage of these opportunities.

From 1997 to 2009, forty-one new short-term international courses were created incorporating study abroad in such countries as Brazil, Costa Rica, England, Ghana, Japan, Mexico, Morocco, Turkey, and Venezuela. Short-term international initiatives include opportunities to student teach in Queensland, Australia, and in the United Kingdom and to participate in a service learning project in Belize. Long-term agreements involve study abroad opportunities at American University in Blagoevgrad, Bulgaria; Northumbria University in Newcastle-Upon-Tyne and the University of Plymouth, in England; at the Institute for American Universities in Aix-en-Provence and the Université du Littoral Côte D'Opale in Dunkerque, France; at Aichi University of Education in Japan; at Universidad Autónoma "Benito Juárez" de Oaxaca in Mexico; at the Conservatorio Superior de Música in Seville, Spain; at the Instituto Universitario de Estudios Musicales in Caracas, Venezuela; and at Swansea University in Wales. During roughly the same period, registration in international courses and programs grew 436%, from a total enrollment of 48 students in 1997 to 209 students in 2008 (See Appendix C5c). This increased interest in international education has led to the creation or expansion of several international clubs—Eurosim Club, French Club (L'Alliance des Amis Francais), International Club, and Latinos Unidos; increased participation and attendance in International Education Week events; increased enrollment in international internships; increased demand for international service learning projects; and increased demand for foreign language courses.

EXPERIENTIAL LEARNING
SUNY Fredonia's commitment to the general education of students by offering a variety of opportunities for experiential learning is clearly evident in the university's Mission Statement and the Fredonia Plan (See Appendix B5, Action items 1 and 2). In fact, the first action item in the plan proposes expanding scholarly, creative work, and student learning that extends beyond the typical classroom and the formal academic department, including increasing the number of student internship placements, study abroad programs, community service, volunteer, and

service learning activities. The second action item similarly focuses on increasing the diversity of students' learning techniques, especially experiential learning, through further development of innovative and effective faculty teaching methods.

The most widespread experiential learning courses are internship courses, which are available in over 60% of the university's undergraduate majors. Also predominant are directed study courses, though the role that these courses play in the curricula of different majors varies significantly--some are required parts of the major, some function as capstone experiences, and some are available as electives. The National Survey of Student Engagement includes an analysis of the time students spend on various learning activities. According to these data, 70% of Fredonia students have participated in some form of internship, practicum, field experience, co-op, or clinical assignment by their senior year. In addition, over 24% of students have done research in collaboration with a faculty member.

INTERNSHIPS
Internships are coordinated though the Career Development Office. Before September 2006, they were coordinated through the Office of Internships and International Education, with half of that staff member's time devoted to internships. When responsibility for internship coordination was moved to the Career Development Office, an Internship Coordinator was hired, with 50% time devoted to internship coordination and 50% time devoted to career counseling. The Internship Coordinator has established uniform eligibility criteria, specific guidelines and requirements for earning credit, and revised learning contracts, which are clearly explained in the *Internship Handbook* (See Appendix C.5d). Student interns and site supervisors complete evaluation forms at mid-semester and at the end of the semester.

In 2003-2004 there were 207 interns, and this number has grown steadily in ensuing years, and in the 2007-2008 year, at least 322 students completed Learning Contracts. In the year prior to the establishment of the Internship Coordinator position in the Career Development Office, Fredonia students completed 197 Learning Contracts, while just one year later this number had increased to 283. However, not all departments currently require their students to complete a Learning Contract when arranging internships, so the data may underestimate the actual number of student interns. In fall 2007, the departments registering the most internship credits were Business Administration (65), Sport Management and Exercise Science (84), and Psychology (42). In spring 2008, these same departments had a high number of internship credits along with Communication (68) and Interdisciplinary Studies (45). For 2007-2008, a total of 1052 internship credit hours campus-wide were recorded.

INDEPENDENT STUDY
Independent study (also called directed or individual study) is conceptualized differently across programs and departments. The type of independent study that is perhaps easiest to assess involves students' experiences with research or creative activity under the supervision of a faculty member. According to the 2008 National Survey of Student Engagement data, 24% of Fredonia students have worked on research with a faculty member by their senior year and 23% have taken an independent study course. The Office of Student Creative Activity and Research (OSCAR), established in 2006, provides funding for student research and travel to academic conferences and meetings. OSCAR also organizes a substantial conference on campus each year, at which students' present creative products, productions, or research results produced during their independent study experiences. According to OSCAR data, the levels of participation have risen steadily since establishment of the conference five years ago. In 2004, for example, 12 departments participated. This number increased to 17 in 2006 and 2007 and to 19 in 2008. Similarly, 98 students participated in the conference in 2004. This number grew to 135 in 2006 and 143 in 2008. Student travel to professional conferences has increased steadily and

substantially, as have the funds available to facilitate such travel. In the 2006-2007, 47 students traveled using $8,746 in available funds, whereas in 2007-2008, 72 students traveled drawing on $18,085 in monetary support (See Appendix C.5e).

GRADUATE STUDIES
SUNY Fredonia offers eighteen degrees and two advanced certificates at the master's level. Approximately 400 graduate students are enrolled across all colleges and schools. Of these students, 45% matriculate in the College of Education, 21% in the College of Natural and Social Sciences, 20% in the College of Arts and Humanities, 11% in the School of Music, and 3% in Interdisciplinary Graduate Studies. The majority of these programs lead to initial or professional teacher certification in New York State and therefore the preponderance of graduate courses offered are those in teacher preparation programs. At present, the vast majority of programs have assessment plans that adhere to the National Council for Accreditation of Teacher Education (NCATE) standards. These programs systematically evaluate students' progress through the curriculum as do graduate programs that are accredited by national professional associations, including Communication Disorders and Sciences (American Speech-Language-Hearing Association--ASHA) and programs in the School of Music (National Association of Schools of Music--NASM). Evidence from departmental five-year reviews, external accreditation or certification reports for departments and programs, Graduate Council minutes, and program and course proposals indicate that faculty regularly reassess and modify graduate program requirements and offerings to promote and improve student learning in skill and content areas deemed essential to graduate- or master's-level competence within their disciplines.

All graduate programs must have a significant final project or requirement (oral or written exam, portfolio, thesis, or capstone project or practicum) appropriate to the master's level. Theses and final projects are reviewed and approved at the department, college, and graduate studies levels. A survey of selected graduate syllabi also reveals a broad range of specificity in stating student learning objectives, desired competencies, and research or program expectations.

LIFELONG LEARNING
SUNY Fredonia's definition of "lifelong learners" is broad, is executed formally and informally, and encompasses many facets of the university's activities. In 2005, following a consultant's report, the University created a separate Lifelong Learning and Special Programs office separate from Graduate Studies. This new office oversees noncredit training, Summer Sessions, intersessions (J-term and May term), the Lifelong Learning Credit Program, course auditors (community members enrolling in regular college classes on a noncredit basis), and credit-bearing online education offered in conjunction with the SUNY Learning Network (SLN). Its mission, drafted in 2007, demonstrates a commitment to providing quality educational opportunities to individuals and organizations beyond the campus (See Appendix C.5f).

In addition to the offerings of Lifelong Learning and Special Programs, a wide variety of interests and geographic areas are served on a less formal basis by departments throughout the University. Some examples include the Rockefeller Arts Center, which comprises a 1,200-seat concert hall, two theatres, and two art galleries that are used frequently to showcase the talents of students and faculty as well as outside artists and performers; the School of Music, which features its own Community Programs; the Center for Rural Regional Development and Governance, which promotes regionalism and ways to energize the local economy; the Community Outreach Partnership Center (COPC), a community-based program intended to build partnerships between residents of Dunkirk's target area with local organizations and SUNY Fredonia; Fredonia State Athletics, which offers athletic camps to area youth; the

Carnahan-Jackson Humanities Fund, which funds activities that result in cultural enrichment for the campus and community and include a significant element of community involvement, and benefits more than one campus constituency; and Daniel A. Reed Library, which offers computer access and borrowing privileges to the community and hosts The Big Read (across Chautauqua and Cattaraugus Counties). In short, Lifelong Learning and Special Programs targets current SUNY Fredonia students, visiting students (those attending other post-secondary institutions), local high school students, and community members residing in Chautauqua, Cattaraugus, and southern Erie Counties with a variety of education and training programs.

Based on assessment data gathered to date, it appears that the educational needs of these constituencies are being met. While a formalized assessment model is not in place to gauge the cumulative effect of these outreach activities, the Office of Lifelong Learning and Special Programs has formally assessed the efficacy of its programming using a variety of methods: some regulated courses require formal written evaluations upon course completion; surveys are administered after Summer Sessions (faculty <u>and</u> students were canvassed in 2007); and enrollment numbers are monitored and then compared between academic years.

RECOMMENDATIONS:

1. Academic departments would benefit from a review of their course frequencies as they relate to their major requirements in order to ensure that accurate information is provided for our students to meet their academic planning needs.
2. The university should continue to explore options for integrating information literacy skills into the curriculum in a sequenced, skill-building manner across all programs.
3. With a significant number of first-year students taking a Liberal Arts Seminar as an introductory course, this program has significant potential to provide students with a more comprehensive first-year experience and should be explored further.
4. Existing academic policies relating to the translation, transfer, and application of international credit toward individual degree programs should be reviewed and amended as needed.
5. Faculty knowledge of and training in international course development and implementation procedures should be evaluated with the goal of establishing means by which faculty awareness of the special requirements of international courses can be increased.
6. The university should establish a policy directing all departments to work through the Internship Office in setting up internships and similar experiences.
7. A unit-wide graduate assessment plan and formal assessment plans for student learning at the program level for non-education programs should be developed and implemented.
8. Informal departmental guidelines for graduate syllabi should be replaced with a formal university-wide standard to ensure more attention to learning objectives and required competencies.

CHAPTER 6

General Education (Standard 12)

A fundamental part of a culture of learning at a liberal arts institution is the general education curriculum required of all students. Since the last decennial review, SUNY System Administration has mandated a general education core curriculum for all of its campuses. This self-study process has allowed SUNY Fredonia to conduct a much needed self-reflection on our General Education program and how SUNY's requirements have shaped our program. We also confirm that Fredonia's College Core Curriculum demonstrably provides students with the opportunities to learn and develop the knowledge, skills and competencies expected of a general education program.

THE PURPOSE OF GENERAL EDUCATION AT SUNY FREDONIA

According to the SUNY Fredonia website and the University Catalog , the object of general education at Fredonia "is to further the development of a total human being who seeks to relate learning and living, ideas and actions" (See Appendix A5). Seen in this way, general education seeks to provide the basis for responsible action and to develop the habit of questioning and of using "questioning as a basic tool." The catalog elaborates further that the purpose of general education is "to facilitate the development of a conscious philosophy or world view and to develop the skills by which such fundamental beliefs can be articulated clearly." General Education is viewed at SUNY Fredonia as fulfilling the need for a large context in which to place students' specialized knowledge. It provides a means of educating not only specialists but informed citizens.

RECENT HISTORY OF GENERAL EDUCATION AT FREDONIA

The current general education program is referred to as the College Core Curriculum (CCC) but Fredonia has required some sort of general education program for many decades. Though the programs have varied over that time, sometimes in significant ways, they have all faced a similar problem: how to promote "general education" requirements as beneficial to students, cost-effective to the running of the program, and demonstrably worthwhile to faculty and professional staff. Two FIPSE-funded studies, one in 1989 and another in 1995, assessed student learning of the previous general education incarnation, called the General College Program (GCP). These assessments showed consistent problems in students' metacognitive and analytical learning, and, of the nine tests given to freshmen and juniors, results showed "non-significant gains" in four areas: in writing, reading, reflective thinking and quantitative problem solving. There were "significant gains" in two areas: scientific thinking and socioethical reasoning, but "the demonstrated level achieved in these skills by juniors is not high."

The campus engaged in a significant effort to rethink General Education following that report. A significant redesign, creating several possible models generated lively discussions at University Senate meetings. The campus was poised to adopt a new program when the SUNY Board of Trustees undermined that effort by mandating a general education model that compelled campuses to include discrete requirements across the traditional areas of mathematics, humanities, arts, social and natural sciences. The SUNY General Education Requirements (SUNY GER) encompassed 10 knowledge and skills areas: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language and Basic Communication. Additionally, it required, but not through specific coursework, that all graduates of baccalaureate programs within SUNY demonstrate competencies in "critical thinking (reasoning)" and "information management"

(See Appendix C.6a). The SUNY GER was mandated to involve no less than 30 semester credit hours and to be completed "by all undergraduate baccalaureate degree candidates within their first two years of study." Course content and overall curriculum remained the responsibility of the individual campuses. However, all assessments of general education were to be approved by a specially created General Education Assessment Review (GEAR) committee comprised of faculty and administrators from universities and colleges within the SUNY system.

The greatest challenges for Fredonia were the requirements that all students take a foreign language; take three separate courses in American, Western and non-Western history; and meet a speaking-intensive requirement. These mandates were largely unfunded and necessitated a significant reallocation of limited resources to expand teaching resources in specific areas, forcing compromises in terms of curriculum and class size. A major perceived weakness in the new program was that there was really no writing requirement. The "Basic Communication" requirement can be satisfied through courses that involve either written or oral communication, although Fredonia has required a written communication course, unless the communication course has been transferred from another campus.

The campus resumed its debate on a new general education curriculum, incorporating the required elements of the SUNY-mandated program. The general education program (CCC) that emerged from this discussion and implemented in 2001 supplemented the SUNY GER required components and also managed some of these components in ways that strove to provide a "Fredonia" identity to the CCC, while also conserving costs. Chief among these modifications were:

- English Composition (ENG 100) was designated as the sole course fulfilling the "Basic Communication" category. Oral communication would be satisfied through courses designated as Speaking Intensive (see next bullet).
- The Speaking Intensive requirement must be met by two courses (0-3 credit hours each), one of which must be in the major. Any course could be designated "Speaking Intensive" so long as it met certain criteria as set out by the CCC Committee.
- The narrative US History course is required only for those students who did not achieve a score of 85 on the appropriate NYS Regents exam. Students with sufficient background knowledge in this area may take a more analytical US history course.
- An additional course each from the Natural Sciences and Social Sciences was added to our lower division general education requirements. The second course must be in a discipline different from the first.
- A six-credit hour foreign language requirement was added for B.A. programs, while retaining the original 3 credit hour requirement for other degree programs.
- In mirroring a distinctive component of the prior general education program at Fredonia, the current CCC has a requirement of two upper level courses, taken outside of the major, that satisfy the following criteria:

    o ***The Quality of Literacy***: the ability to understand and to respond to the various forms of human utterance and expression, and the ability to comprehend and employ the written and spoken language of one's own culture.
    o ***An Historical Perspective***: the ability to interpret concepts, structures, and events within their temporal structures in order to develop an historical awareness that affords an understanding of those influences which provide a common bond for one's own society.
    o ***An Understanding of Contemporary Civilization***: the ability to understand the present, the imminence of change, and the accelerated rate of change, including an appreciation of cultural pluralism in national and

> international contexts, technology, and scientific advancement, and the basic methods of science and the major technological tools.
> - o ***Acquisition of a Critical and Analytical Method of Inquiry***: the ability to conceptualize on the basis of limited experience and to subject one's own bias to critical analysis.
> - o ***Confrontation with the Variety of Human Values***: the ability to comprehend the religious, artistic, moral and intercultural dimensions of human experience and thus to evaluate critically one's own values, their nature, genesis, rationale and conditions necessary to their articulation and maturation.

THE STRUCTURE OF THE PROGRAM

The framework of the College Core Curriculum (CCC) is comprised of 12 areas of study that are described in the University Catalog (pg 177 of 2007-09) and in material provided to all freshmen during orientation activities. The twelve sections are:

1. **Basic Written Communication** (3 credits) of English Composition.
2. **Mathematics/Quantitative Reasoning** (3 credits)
3. **Foreign Language** (0-6 credits). Students are exempt if they earned an 85 or better on a foreign language Regents exam. B.A. students are required to complete 6 credits; all other students must complete 3 credit hr.
4. **The Arts** (3 credit hr)
5. **The Humanities** (3 credit hr)
6. **Social Sciences** (6 credit hr) two courses from different disciplines, only one of the two may be from Business Administration, Education, History, Communication or Speech.
7. **Natural Sciences** (6 credit hr) two courses from different disciplines, only one from Mathematical Sciences, or Computer and Information Sciences.
8. **American History** (3 credits) Students who scored less than 85 on the American History Regents exam will take one of History 105, 106 or 133. Other students may take any course in the category.
9. **Western Civilization** (3 credit hours)
10. **World History or Non-Western Civilization** (3 credit hours)
11. **Speaking Intensive** (0-6 credit hours) Two courses; at least one of which must be in the major. Courses satisfying any category above will satisfy this requirement if they are also certified as speaking intensive.
12. **Upper-Level Requirement** (0-6 credit hours). This requirement must be fulfilled by coursework taken at Fredonia only. Students must either complete two courses in this category outside of their major discipline; or complete one of the following: a second major or minor or concentration, an education certification, or an accredited study abroad program. The second major, minor or concentration cannot be in the same discipline as the primary major.

The responsibility for overseeing the CCC lies with the Associate Vice President for Academic Affairs through the Director of the CCC and the CCC committee. The CCC Committee is a standing committee of University Senate. Their main responsibilities are to review and approve courses within the categories of the CCC, perform the assessments of general education, report assessment results to the campus. The Director adjudicates appeals for waivers and substitutions of specific requirements on a case-by-case basis. The CCC Committee is also charged with reviewing CCC syllabi each semester to ensure that CCC requirements are being met. Syllabi for courses are routinely collected by departments and are lodged as a matter of

record in the University Archives. Currently, however, there is no oversight on whether departments have submitted all their syllabi to archives.

With the exception of Category 1 (Basic Written Communication), each CCC category is open, so that any department or faculty member may submit a course for that category. The course is submitted to the CCC committee and CCC Director and must adequately address each category's list of learning outcomes. Once the course is approved, if needed, it is sent to SUNY System Administration for final approval. Each of the 10 knowledge and skills areas and the two competencies are assessed every three years.

Table 6.1: Total number of approved courses in CCC (March 2009) and Number of sections of courses within each category (Fall 2009 semester).

CCC Category	Number of approved courses	Number of sections (Fall 2009)
C01: CCC Composition	1	29
C02: CCC Mathematics	17	49
C03: CCC Foreign Languages	22	32
C04: CCC Arts	15	52
C05: CCC Humanities	27	56
C06: CCC Social Sciences	15	46
C07: CCC Natural Sciences	34	39
C08: CCC American History	32	32
C09: CCC Western Civilization	28	25
C10: CCC World Hist or Non-West Civ	22	23
C11: CCC Speaking Intensive	133	115
C12: CCC Upper Level	180	49

COURSE OFFERINGS AND THE CCC

As indicated in table 6.1, a feature of the CCC is that there is only one approved course in Written Composition (ENG 100), and a large number of courses that have been approved in the "speaking intensive" and "upper level" categories. As only courses in part 12, Upper Level, must be taken outside the major, a significant number of course sections in other categories are reserved for majors. For example, of the 52 sections in the "Arts" category in fall 2009 semester, 30 are reserved for particular majors, usually in the Arts area, but also in certain education fields. In Category 10 (World History or Non-Western Civilization) 10 of the 23 sections are reserved for majors, and of the remaining 13 sections, four enroll a total of 438 students, whereas classes containing majors are restricted to 30-35 students. Somewhat similarly, lecture classes in the Natural Science category have high enrollments (19 of 39 sections enroll more than 50 students, and 9 sections enroll over 100 students each). However, the highest enrollment in upper level CCC classes is only 35, with most courses enrolling 20 or fewer students. Similarly, speaking intensive classes by their very nature are not high enrollment classes (highest enrollment was 35), and ENG 100 classes and certain Mathematics classes are capped at moderate enrollments (20 for ENG 100, and 20-40 for mathematics courses).

DO COURSES MEET PROGRAM REQUIREMENTS?
An examination of syllabi for past semesters indicates that most of the requirements are being met, though very few syllabi explicitly mention that the courses are part of the CCC. While the absence of any reference to a requirement on a syllabus does not mean that the requirement is not being met, it tends to reinforce the impression that CCC courses within a category are divorced from those in other categories, and makes it difficult to envisage the program as an integrated and interdependent program.

PROGRAM ASSESSMENT
The SUNY Fredonia general education webpage lists the learning outcomes for each CCC category. This relatively long document indicates the care that SUNY Fredonia put into the program at its origin. Each category of the CCC is assessed every three years. A committee is formed to run the assessment, design rubrics and evaluate the results. The committee assessing a particular section of the CCC designs the methodology. Some committees will give instructors specific questions to be answered while others will allow instructors to submit student work on questions that are part of the instructor-designed assessments that are already a part of the class. Some use work from class exams, some allow work done outside of class, some assessments are done through standardized exams outside of class. Each instructor teaching a course in a category being assessed is asked for a 20% sample of student work on questions measuring knowledge of the learning outcomes. SUNY schools are required to use SUNY approved exams or rubrics in assessing three areas: critical thinking, mathematics/quantitative reasoning and written communication.

We can report that assessments indicate the vast majority of students exceed, meet, or approach basic proficiency in all areas being assessed. In some areas assessed the results are very encouraging. For example, in the Arts 94% of students tested met or exceeded expectations, and 84% of students assessed in written communication also met or exceeded expectations. Although basic proficiency seems to be achieved by a very large number of students in all areas of the CCC, there are results from the assessments that have elicited concern. In comparing a 2003 to 2006 assessment results in the Natural Sciences, the data suggest that approximately the same percentage of students did well (as defined by the overall percentage exceeding or meeting the standards). However, the percentage for the 'not meeting' category rose from 8.2% to 19.5%. The interpretation placed on this finding was not conclusive, but might have been the result of students being less prepared to take science courses in college, or a problem with student expectations on how science should be taught in the classroom (See Appendix C.6b).

The largest deficiencies exist in certain aspects of critical thinking and information management. The assessment for critical thinking skills was administered using a nationally normed standardized test, the Collegiate Assessment of Academic Proficiency (CAAP). 47% of students tested met or exceeded expectations, the "expectations" being defined as the national mean response, and 24% did not meet expectations. Thus, almost 50% of our students score at or above the national mean, however, almost one quarter of students score more than one standard deviation below this mean.   As the impetus to develop the CCC was the result of a comprehensive assessment that demonstrated that our students were not performing well enough on measures of reflective thinking, this result does bring into question whether the CCC is any advancement on the prior general education program, at least in the area of thinking skills. However, the later assessment has flaws, chief of which was that 36% of those taking the assessment identified themselves as freshmen, and could not have experienced much of Fredonia's general education program. That being said, there is still much to be concerned about regarding our students' abilities to evaluate information in a critical manner.

Overall, in the area of information management assessment results show an increase in the number of students who exceeded or met standards, show no change in those who approached standards, and show a decrease in the number of students who did not meet standards for all three categories: basic operations of a computer, basic research techniques, and the ability to locate, evaluate and synthesize information. However, one skill in which students showed little significant change was their understanding of deciphering article citations. This important information literacy skill is one that needs emphasizing in both courses and in library instruction. The area of least improvement was in the category of locating, evaluating and synthesizing information, an area that requires the highest order of thinking and represents skills that our college students need to master in order to be successful in higher education and as lifelong learners. It is, therefore, this area that needs the greatest attention. (See Chapter 5, Academic Programs, for more information on Information Literacy).

There is evidence that General Education assessment results have been used to modify courses, or to initiate new or enhanced ways that students can learn. In response to assessments in the area of foreign languages and literatures that demonstrated "vast differences in the level from exceeding standards to failing to meet standards," the Department of Modern Languages and Literatures recommended and later followed through with placement tests in order to make each introductory level language class as much as possible a course geared to real beginners in the language. As a consequence of the information management assessment, members of the library instruction faculty have altered their instructional approach to require students to critically evaluate information sources, understand citation procedures, and other aspects of information management.

Additionally, changes in the way knowledge and skills are assessed through the general education assessment process have also occurred, or are under consideration. For example, in assessing the World History/Non Western Civilization category, responses by students showed a marked underperformance to one particular question which addressed perspectives on western versus non-western cultures. Many of the students showed by their responses a lack of comprehension of what the question entailed, and the committee made two recommendations: 1. That the question be either modified or not be a part of the assessment, and 2. That some consideration needs to be made as to the overall educational experience of the student taking the assessment (e.g. freshman vs. senior).

THE CCC AS PART OF THE CURRICULUM
What is the impact of the CCC on the culture of learning at Fredonia? This is difficult to answer as, to date, assessment of the CCC addresses the learning outcomes of the *lower* division requirements of the program only (Categories 1-10). We tried to approximate an analysis of the impact of the CCC across the curriculum by examining the Upper-Level (Part 12) requirement of the program as a "stand-in" for the rest of the curriculum (See Appendix C.6c). Because many of the Part 12 courses are designed as part of a major, it is reasonable to view them as representative of a large part of Fredonia's curriculum. Generally speaking, Part 12 of the CCC is the liberal education component of the CCC Program. It provides for the enhancement of intellectual, analytical and communicative powers with the ultimate goal of topping off the final set of necessary tools to evaluate the human experience, to share those evaluations with others, and to prepare for continuous lifelong learning. It brings a variety of intellectual, aesthetic, and emotive perspectives to bear upon issues of enduring concern to educated people.

Forty or so courses are given each semester under the Part 12 Upper-Level category. Nearly half of these are humanities courses (English, history, film, foreign literature in translation, communication, philosophy). Almost half are courses in the social sciences (anthropology, economics, political science, psychology, sociology). Occasionally, the professional programs

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(business administration, education, music) offer a Part 12 course. Two or three courses on a yearly basis are given in the natural sciences and mathematics. A small number of courses are cross-listed between programs, suggesting that few Part 12 courses are designed to be interdisciplinary.

A review of a representative group of Part 12 syllabi revealed the following:
1. Virtually all require the reading of primary sources as opposed to textbook-based information or redacted material.
2. Most are courses designed initially for majors in the discipline. This aspect is both good and bad. It is good since the courses are challenging, requiring students to address important questions in a particular field of learning. It is bad since it may be less effective in helping students bridge the divisions between disciplines and integrate learning across two or more disciplines.
3. All syllabi reviewed required serious writing by students, often based on independent research. It was clear in most of the syllabi that student writing would be evaluated for content and for the elements of effective writing.
4. Many courses require students to make oral presentations.
5. A couple of courses require group projects.
6. Virtually all syllabi indicated a focus on the critical/analytical treatment of the subject.
7. The historical treatment of the subject is central to the Part 12 courses given by the History faculty. This focus is less clear in other Part 12 courses, though it is reasonable to suppose that some attention to historical development is provided in these courses.
8. A similar comment can be made regarding an understanding of contemporary civilization. Focus on this capacity is clear in the description of some courses, less so in others.
9. Many courses focus on the variety of human values whether disclosed in literature, history or the manifold social and cultural differences among the people of the world.

Based on this review it seems fair to say that the courses regularly given for completion of the Upper-Level (Part 12) requirement appear to challenge our students as intended. They require a serious engagement with subjects outside a student's major. They expose students to different modes of analysis, and different social and cultural values. They require serious writing, seriously evaluated. In this sense, the Upper-Level requirement of the CCC is a strength of the program.

On the other hand, this upper-level requirement asks students to take two arbitrary courses outside of their major. There is no rationale for the courses that students take, and while all knowledge is worthwhile, the arbitrary nature of these courses detracts from their value to the overall CCC program at Fredonia. In addition, many students are exempted from taking Part 12 courses to complete their CCC requirements. For example, students pursuing a professional education curriculum, students who complete a minor (or second major), or a recognized study abroad experience, are not required to take these Part 12 courses. The Registrar's Office estimates that over 70% of Fredonia students are exempted from this portion of general education.

HOW THE CCC IS PRESENTED TO FACULTY
Currently, the purpose of general education is conveyed to faculty in a number of ways. New faculty members learn about the CCC during the New Faculty Orientation program and from their department chairs when they are assigned general education courses to teach. New faculty members or faculty who have not previously taught a particular general education course may consult with colleagues who have taught these courses before or review their syllabi. Well in advance of the start of a semester, general education instructors are also reminded by the

Associate Vice President for Academic Affairs via an email communication to review the guidelines for their respective courses as they prepare their syllabi. Responses from faculty in our focus groups who teach in the CCC indicate some inconsistency in applying these directives, and that perhaps more attention needs to be given to the problems and challenges associated with general education at Fredonia. Our faculty focus group mentioned a lack of enthusiasm about the CCC caused by the SUNY Board of Trustees' mandate as one possible reason for this apparent disinterest.

HOW THE CCC IS PRESENTED TO STUDENTS
When prospective students come to the SUNY Fredonia campus for a visit and information session, a representative from the Office of Admissions explains the purpose of the CCC. Students and parents are then directed to the Undergraduate Catalog where they can view the specific requirements of the program and discuss how Advanced Placement, NYS Regents curriculum, CLEP exams and college credit earned through high school would apply to the program. Once students decide to attend SUNY Fredonia, they are required to participate in either summer or in-person registration where a representative from the Office of Academic Advising again explains the purpose of the CCC during a welcome address.

Students are again exposed to the CCC in individual advisement sessions with faculty/staff during summer orientation and during the fall and spring semesters. Based on information gathered from student and faculty interviews, emphasis is placed on presenting the *requirements* of the CCC to students, rather than the *purpose* of the CCC program. That students feel that the CCC is a "list" of requirements to be completed by the end of their college career is really not that surprising, but it is clear that the institution could do a better job of proclaiming the purpose of our general education program to students in a more deliberate and effective way.

SATISFACTION WITH THE CCC
It should be obvious that the college as an institution and the individuals in the college, faculty and students, invest a great deal of energy and resources in the CCC. How satisfied are faculty and students with the program? Most of the information used in answering this question was gained at the focus groups held by the Working Group: two LART150 classes (first semester freshmen, liberal arts students), two meetings with faculty, and two meetings with differing groups of Learning Center peer tutors.

FACULTY
The faculty focus group was asked to respond to a series of prompts. Although turnout was sparse (only 6 out of 30 invitees), those in attendance felt general education was important, and that the CCC was at least achieving the broad aims of a general education curriculum, but that there was much that could be done to improve it. A theme that was echoed a number of times was the lack of a feeling of "ownership" of the program as a result of the SUNY mandated portion of the curriculum. Some felt that a greater degree of integration between components of the curriculum would be helpful, citing as an example the "American Experience" series of CCC courses that complement each other. Following on from this, was the impression that there was little logical connectivity between the categories. Structuring the program to place more emphasis on development of writing skills was also mentioned by a significant number of attendees. Other suggestions/comments included: More varied course offerings, less reliance on large course sections, and greater support for adjunct faculty who teach in the CCC.

STUDENTS
Students generally seemed satisfied with the courses in the CCC that they were taking, and agreed that the CCC had been explained to them, usually during summer orientation, but also at

other times. Students' stated understanding of the purpose of general education ranged from achieving a "general" knowledge, to providing an opportunity to explore a major, to simply being a list of requirements to be met.

A recurring theme among students' responses was that many CCC courses that would be classed as "introductions to the disciplines" (in particular some courses in the US History, Western Civilization, Non-Western Civilization, Social Sciences, and Natural Sciences categories) that serve both majors and non-majors, are not geared to the exploring non-major student. These courses were often cited as being too difficult for non-majors. Another issue was that students often times could not get into a CCC class that they felt was appropriate for them, and rather than wait until later in their college careers to take the desired class, would take whatever class in the category that was available. In some cases those courses would be "totally wrong" for that student. Freshmen students felt that they had little input into choosing which CCC courses to take during summer orientation, and they had the impression that those courses were essentially chosen for them by advisors.

One disappointing finding was that most undeclared students do not use CCC courses as a means for "exploring" possible majors, nor do they tend to register for non-CCC credit electives that might assist in their search for a major. This finding may partly be due to the emphasis on finishing the lower level CCC requirements students feel. Whether this pressure comes from parents, themselves, or advisors is not apparent. Nevertheless, a few of the undeclared students in our focus groups said they appreciated having the ability to explore possible majors via their CCC courses.

THE CCC AND THE CULTURE OF LEARNING

There is sufficient evidence to assert that students learn in CCC courses, and their skills do improve. However, we are not convinced that the CCC advances Fredonia's mission as a comprehensive liberal arts school well. Students have had little input into the idea of what might constitute "general education" and typically do not feel much enthusiasm for the requirements imposed on them. Furthermore, assessment findings are less than helpful when the instruments used do not correlate well within the CCC. For example, students may satisfy SUNY GER and Fredonia CCC requirements in Mathematics (Quantitative Reasoning) by choosing a mathematics course spanning skill levels ranging from basic college algebra to advanced calculus! This mishmash of assessment measures, not surprisingly, can lead to somewhat confused findings. What we can state with some assurance is that Fredonia students improve in basic skills – mathematical reasoning, written expression, and others – over their four years. Our students seem to be able to respond well to basic kinds of knowledge in the humanities, sciences and arts. In some cases, our students perform above the average – the arts seem to be one of the consistent categories. But in nearly all assessments, students seem to score less well on those areas that ask them to integrate knowledge across disciplines, or to engage in meaningful analytical and critical thinking.

There is a widespread feeling that if we were allowed to design our own program, we could do much better: students would learn more, students and faculty would be more interested in general education, and general education would contribute to the intellectual excitement of the campus. As part of our campus' General Education Assessment Report submitted to the SUNY system on March 1, 2008, the CCC Committee wrote:

"Regarding our current program, one of the ideas is that we should try to make our CCC courses more topic-oriented (as opposed to survey courses), more focused and cohesive, more interdisciplinary so that students learn more about connections across disciplines. It has been

suggested that we revise our program to make it more effective, exciting, and of contemporary relevance. It has been observed that smaller class sizes, greater emphasis on student engagement, more attention to developing critical thinking and writing skills, and greater use of learning portfolios would be desirable. It has also been said that we could make greater efforts to help our students appreciate the value and importance of their general education experiences, both immediately and for their life-long learning." (See Appendix C.6d)

Rather than wait for the System to act, the CCC Committee made a start at an event called the "CCC Idea Fest" in Spring 2007, following a discussion over an assessment measure in the humanities. The faculty who participated in the two sponsored sessions discussed the possibility that Fredonia could implement local changes while still meeting system-wide requirements. The discussions included suggestions for more integrated courses across the colleges, more specially-designed general education courses that would serve broad goals rather than disciplinary requirements, and more opportunities for team-teaching around themes and current issues facing the nation. Session participants enthusiastically recommended that the CCC committee attempt to implement revisions to the current structure while remaining within the framework of SUNY General Education requirements (See Appendix C.6e).

RECOMMENDATIONS:
1. The value of general education must be recognized and discussed in both student and faculty forums as fundamental to Fredonia's mission as a comprehensive liberal arts institution.
2. Adequate resources should be allocated to ensure that the administrative overhead required for a functioning general education program is present.
3. All CCC syllabi should be collected and reviewed every semester, not only to be sure that all requirements are being met but to monitor the program's effectiveness.
4. Syllabi should refer to the CCC category to which the course belongs.
5. New CCC courses should be developed that are designed with general education in mind; courses that are not simply introductions to or requirements for majors.
6. Similarly, the upper-level requirement should be revised. One suggestion is to mount a campus-wide discussion among the faculty about the desirability and feasibility of developing a small number of interdisciplinary courses designed specifically for Part 12, and given in multiple sections by faculty from a variety of disciplines.
7. Writing, quantitative skills, research skills, and critical thinking should be made more prominent in every appropriate course in the program.

CHAPTER 7

Faculty (Standard 10)

A culture of learning is represented by our faculty through their scholarly and creative activities, through their teaching, and all their interactions with students, and through service to their discipline, the university and the community. Here we evaluate not just the quality of the faculty but the commitment of Fredonia to ensuring that faculty have the supportive environment and resources to achieve the core mission of the university. We show that instructional, research and service programs at SUNY Fredonia are developed and served by a highly qualified, professional faculty.

ACADEMIC FREEDOM

SUNY Fredonia has in place policies and procedures that serve as a guarantee of academic freedom. The SUNY Policies for the Board of Trustees (2001), under *Article XI: Appointment of Employees* includes *Title I: Academic Freedom*, as well as the collective bargaining agreement between United University Professions (the collective bargaining organization for faculty and professionals across SUNY) and the State of New York under Article 9 of the agreement, states in part that "*It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research.*" (See Appendix A.6)In 1986, the SUNY-wide University Faculty Senate reinforced the essential nature of this policy in a resolution that further defined academic freedom:

1. As scholars, faculty have the right to define the areas of their scholarship, research, and professional activities in accordance with their studies and share their results subject to no restraints save their own professional integrity and the collective judgment of fellow scholars. 2. As academic professionals, faculty have the right to have their work evaluated solely by those who are competent to judge it, and the responsibility to evaluate others on the same grounds.

Ensuring and promoting academic freedom falls under the purview of the Faculty and Professional Affairs Committee (FPAC), a standing committee of the SUNY Fredonia University Senate (See Chapter 3, Leadership and Governance). This committee is responsible for recommending policy on all matters on campus relating to the welfare of the faculty and professional staff except for those matters that contractually are the responsibility of the union representing the faculty and professional staff. An examination of minutes of meetings of the University Senate revealed no instance of any discussion of any challenges to the faculty's academic freedom rights.

FACULTY DEMOGRAPHICS

Current faculty composition as of spring 2008 indicates that there are 243 full-time faculty and 201 part-time faculty teaching on campus, for a total of 444 instructional faculty. Of the full-time tenured/tenure-track faculty, >90% possess the highest degree attainable in their field of study.

In support of the campus's goal of increasing diversity of faculty and staff, and in compliance with NY state and federal regulations, the University is committed to a policy of affirmative action and equal opportunity in its hiring practices and has made a concerted effort to ensure

that qualified female and minority candidates are encouraged to apply. Since 2000, of the 307 full-time faculty and professionals hired, 21% (63) were African-American/Hispanic/Asian/Native American hires; 49% (149) were male; 51% (158) were female. Gender composition of faculty within academic ranks has changed significantly as a result of increased recruitment of female faculty. In 2003 there were 77 female faculty (36.7% of total), whereas the most recent numbers place female faculty at 101, representing 42.6 % of total full-time tenure/tenure track faculty. Since 2000, The University has hired a female or a minority candidate in 60% of its searches (See Appendix C.7a).

There has been less progress in advancing racial/ethnic diversity among senior academic ranks. In 2003, out of 143 faculty at associate professor or professor rank, there were 18 minority faculty (12.6%). That proportion has actually declined slightly in the intervening years, as in 2008 there were 18 minority associate/full professors representing 11.9% of the total. This decline was despite a consistent effort to attract minority faculty, as the proportion of minority assistant professors over this time period ranged from 15.7% to 18.7%, with a rise in this proportion in recent years. Retention of faculty of color remains a challenge at Fredonia.

FACULTY RECRUITMENT

The university has in place policies and procedures that attempt to ensure it can recruit and retain high-quality candidates to the faculty ranks. The President, after review of the annual budget projections and information provided by the Vice President for Academic Affairs (VPAA), and in consultation with his Cabinet, determines the number of new faculty lines that can be created, or replacement hirings due to resignations or retirements. The deans of each college, in consultation with department chairs, determine where any newly created lines will be most beneficial, as well as whether any replacement lines will be re-defined. This process is largely based on department assessments of current and future staffing needs and may be the result of changes in disciplinary focus, advancements in the field, perceived need based on assessments of student learning, discipline-based accreditation needs, or other evaluations of need. The VPAA Council, through a process of deliberation, ranking and consensus, establishes which of the positions from each of the colleges will be advertised and searched.

Once approved, departments conduct searches in accordance with procedures developed by the Office of Human Resources and the Office of Affirmative Action. A Recruitment Form is submitted and approved at all levels of Academic Affairs. Positions are advertised in national media, both general (e.g. *Chronicle of Higher Education*), ethnic-based (e.g. *Black Issues in Higher Education*) and, if appropriate, in discipline specific journals (e.g. *Science*). For each position, a search committee comprised of appropriately qualified faculty and staff, and increasingly including student representation, is formed. This committee is chaired by one of its members and the composition of the committee is approved by the appropriate dean, VPAA, and Affirmative Action Officer (AAO), as is the list of candidates. All candidates who are considered for an on-campus interview must successfully pass a background check through HireRight to ensure their credentials are accurate and that there is no history of a criminal background that would affect their performing the duties of a faculty member. Offers cannot be made until the AAO has certified that all AA/EOE policies have been followed. Temporary full-time replacement searches may be done in a limited fashion on an emergency basis, but a full comprehensive search must take place in the following academic year. Part-time faculty hiring does not require a comprehensive AA/EOE search, but departments are encouraged to hire underrepresented class candidates when feasible (See Appendix C.7b).

As indicated in Table 7.1, the majority of tenure track faculty searches conducted have been replacements for faculty who have retired from or left the institution. Most of these cases have

been "like for like" replacements, though there are instances where lines are reallocated. Recent budgetary difficulties have reduced the number of faculty searches, and a number of open positions are being held vacant for one year in order to address budgetary challenges; additionally, three faculty positions have been indefinitely postponed. However, prior to this past year, a number of new lines were created to fill particularly important staffing needs (e.g. hires in Dance, Political Science and Communication).

Table 7.1 Results of faculty tenure track searches 2007-08 through 2009-10.

	Replacement Searches[1]	Hired	%	New Searches[2]	Hired	%	Total Searches	Total Hired	%
07-08	28	22	78.6%	5	5	100	33	27	81.8%
08-09	23	17	73.9%	5	5	100	28	22	78.6%
09-10	10	9	90.0%	0	0		10	9	90.0%

[1]Replacement searches refer to existing faculty lines vacated by resignation, non-reappointment, or decease. [2]"New" searches include new lines and lines converted from adjunct budget funds.

The high success rate in hiring (~80%) is in some way indicative of the quality of the programs and the current faculty, in that highly qualified new faculty generally accept offers of employment at Fredonia. Moreover, of the searches classified as "failed" searches, the majority are due to dissatisfaction with the perceived quality of the candidate pool either prior to or after the on-campus interview process, rather than all acceptable candidates refusing market-appropriate offers.

SHARED GOVERNANCE
In addition to the Faculty Senate and its committees (see chapter 3 on Leadership and Governance), faculty participate in the shared governance process through department meetings, *ad hoc* committees of the Faculty Senate and through the President's office, and administrative meetings. All departments on campus meet on a regular basis to discuss issues concerning the department and the university. It is regarded as a matter of faculty responsibility to attend and participate at departmental faculty meetings. Deans meet regularly with chairs both individually and as a group. The Vice President maintains a VP Council to discuss matters concerning the division as a whole.

TENURE AND PROMOTION
In the SUNY system, "tenure" is referred to as "continuing appointment." However, the term "tenure" is used much more often in discussions and appears in some documentation, and its meaning is well understood on campus and is synonymous with the more official term. Fredonia's tenure and promotion policies are guided by four documents: *The Policies of the Board of Trustees of the State University of New York*, the *Agreement between United University Professions and the State of New York* (the collective bargaining agreement for

SUNY faculty and professionals statewide), the Faculty Handbook, and individual department faculty tenure and promotion policies as contained in department handbooks. Fredonia has no university-wide tenure/promotion committee, nor are there college-wide or university-wide standards.

As an institution, SUNY Fredonia has a strong tradition of department-centric procedures for tenure and promotion. Briefly, tenure-track faculty are reviewed at least annually up to and including a decision on tenure and promotion. Tenure-track faculty are reappointed on successive annual, and in some cases biannual, contracts up until the tenure decision. The process is designed to give tenure-track faculty a one year "grace" period of employment should they receive a non-reappointment decision. Promotion in rank from assistant to associate is usually decided at the same time as a decision on tenure. Tenured faculty may be considered for promotion in rank following achievement of tenured status, and as defined by departmental policies and procedures. This timeline is not uniform across campus.

The following describes the process for tenure-track faculty seeking tenure and promotion to associate professor/associate librarian. Following a strict timeline as set forth by Human Resources, tenure-track faculty prepare dossiers providing evidence of their activities and accomplishments in the broad areas of faculty responsibility: teaching, scholarship and service, and submit them to their department for review. The dossier normally contains outlines of goals and plans for the forthcoming year for faculty dossiers submitted for reappointment prior to a tenure decision. A "tenure" dossier contains evidence of accomplishment in all the areas of faculty responsibility and is cumulative and inclusive of all activities performed since arriving on campus in the tenure-track title.

The Department reviews the dossier following its own particular personnel policies and procedures, which may or may not include review by the faculty as a whole, review by only faculty at rank above the candidate, or review by a standing or specially-formed personnel committee of faculty. The Department chair may be regarded as part of the faculty for the purposes of initial dossier review, or may make a recommendation separate from the department committee. Again, depending on the department's policies, the faculty, or the personnel committee, may indicate to the chair either separately or by vote their recommendation. The department chair then prepares the official recommendation from the department to the Dean, which is most often based on the results of the faculty vote, but may contain a split vote between the Chair and Department Committee. A copy of this official recommendation letter(s) is given to the candidate. In cases of a recommendation for non-reappointment or denial of tenure, candidates are given the opportunity to contest the decision to the Dean through an appeal letter.

The candidate's dossier is then reviewed by the Dean, who prepares his/her recommendation to the Vice President for Academic Affairs, following the timeline. The VPAA then prepares a recommendation that is submitted to the President. Decisions on reappointment and promotion in rank are made by the President. The President makes recommendations to the Chancellor on matters of tenure, and the tenure decision is ultimately communicated to the candidate and the campus from the Chancellor's office. At each stage, the candidate and the department chair receive copies of the recommendation letters. In cases where the recommendation is for non-reappointment or denial of tenure, the candidate may prepare an appeal to the decision.

As part of MOU II, the campus agreed to look into permanently adding an automatic external review as part of our tenure and promotion process (See Appendix B.4). We also took this opportunity to assess our own promotion and tenure policies and, as a result, a Task Force on

Tenure and Promotion was established to look into several issues including the use of external review of dossiers. The Task Force, which completed its work and issued its report to University Senate in May 2008, found that procedures for tenure and promotion as well as personnel committee structures, although adequate, vary greatly between departments (See Appendix C.7c). A number of recommendations and procedural changes were forwarded from the Task Force to the University Senate and the VPAA. The VPAA, along with her council, submitted a set of recommendations for changes to the University Senate. These recommendations are currently under review by the University Senate, in particular the Faculty and Professional Affairs Committee, and the UUP (Faculty and Professional Staff Union).

In summary, the task force noted that the respondents to the survey did not favor automatic external review of dossiers or the creation of a university-wide tenure committee. Overall, faculty found the tenure/promotion process to be fair and equitable. Many department policies cite the primacy of teaching, followed by scholarship/creative activity, and then service. Service in most instances seems to be given least weight; therefore, it was recommended that departments and the broader university community give service more credibility as part of their re-evaluation of their own appointment and promotion policies. The recommendation included that rubrics should be established to assess the effectiveness of a faculty member's service, going beyond the simple listing of service activities.

Mastery of subject matter and professional development are also included in the *Policies of the Board of Trustees*. The task force recommended that personnel policies be reviewed to include these two additional criteria.

Finally, it was recommended that all department policies should be reviewed to ensure they include and adhere to a clearly outlined process conforming with stated and agreed upon institutional policies. In addition, the task force recommended that the administration should devise some fundamental uniform policies and procedures in regard to tenure and promotion in order to ensure as fair a process across all departments. Of particular note was the need to ensure fair and consistent processes for appeal of negative decisions.

PROFESSIONAL DEVELOPMENT

Professional development opportunities for faculty have always been a priority at SUNY Fredonia. Two action items in the *Fredonia Plan*, Student Learning and Scholarship and Creative Activities, are specifically related to fostering faculty development. One action item within the *Fredonia Plan* calls for the creation of a Center for Teaching and Learning, which was founded as the SUNY Fredonia Professional Development Center (PDC) in 2008. The PDC employs a full-time director and a full-time instructional design specialist who report directly to the Vice President for Academic Affairs. The PDC has a 14-member Advisory Board and offers a series of workshops and seminars for faculty devoted to teaching and learning, leadership, civic engagement, technology, and other relevant issues. The PDC oversees the administration of three internal grants and promotes the application process for several other grant programs that are meant to promote innovative classroom teaching strategies. The PDC's comprehensive website is a valuable tool that faculty may use to explore both internal and external resources that can aid in their professional development (See Appendix C.7d).Full and part-time faculty at SUNY Fredonia receive mentoring both informally and through formal mentoring programs at the departmental and university levels. Departments such as Psychology and Modern Languages & Literature chose to provide mentoring to faculty on an as-needed basis. Other departments, such as English, Visual Arts & New Media, and the School of Music have formal processes in place. For example, the English and Visual Arts & New Media departments utilize the Department Chair or Associate Chair to mentor new faculty initially, but at the end of the first year, the faculty selects a faculty mentor.

A formal mentoring program titled "Connections" currently involves 20 pairs of faculty and staff from across campus. The purpose of "Connections" is to assist new or mid-career faculty and professional staff with adapting to and growing throughout their lives as members of the SUNY Fredonia community. Mentors and mentees in this program participate in an orientation, meet as a pair throughout two semesters, and attend a 'graduation' event to reflect upon the mentoring experience.

Part-time faculty are invited to participate in "Connections," yet time constraints often prevent them from participating in formal mentoring programs. Consequently, in 2008, all part-time faculty were invited to participate in a year-long program called "Adjunct Success" which is "the only organization dedicated solely to the professional development needs of part-time professors, and the instructional leaders who coordinate their work." Participating part-time faculty have access to a series of online webinars that are focused on supporting and guiding them through the unique issues they face as part-time faculty. Emphasis is placed on helping them engage and assess their students, infuse technology in the classroom, and develop as professionals.

Table 7.2. Sabbatical and other leave requests, 2007-08 through 09-10.

	Full year Sabbatical Requests/Granted	One Semester Sabbatical Requests/Granted	Other leave Requests/Granted[1]
07-08	4/4	20/19	3/3
08-09	6/6	17/17	0/0
09-10	2/2	9/9	3/3

[1]Other leave includes leave with or without pay.

Faculty are eligible to apply for sabbaticals (one year or one semester) once every seven years of service after the conclusion of the prior sabbatical. Sabbatical proposals are prepared by faculty and must be approved by the department (usually the chair), the dean, and the VPAA and are awarded by the President. More faculty tend to choose to take one-semester sabbaticals (Table 7.2) as opposed to one-year sabbaticals, since by contract one-year sabbaticals come with a reduction in salary of 50%, while one-semester sabbaticals are fully funded. This policy makes it more difficult to fund sabbaticals, as there is no cost savings connected to a one-semester sabbatical, and ways must be found through adjuncts, overload or other means to cover the teaching load of a faculty member on a semester sabbatical. This formula, however, is governed by the CBA, and any redress of the situation is matter for contract negotiations. The President also has discretion to award other leaves with or without pay. Faculty members file a sabbatical report upon return.

TEACHING ASSIGNMENTS AND TEACHING LOAD
Teaching assignments for full- and part-time faculty are handled at the department level. The chair of each department makes the final decisions about the scheduling of classes, but generally does so only after receiving input from the faculty as to their desired teaching schedules. The proposed schedules are then sent to the Registrar's Office for inclusion in the course offerings bulletin. The concept of "teaching load" across the campus is also determined by individual

departments according to "past practice." There is no set determination of teaching load in the *Policies of the Board of Trustees* or in the CBA. The Faculty Handbook of Fall 1993 does contain the following statement:

At Fredonia the standard for generating course load in most departments is four three-hour course sections (i.e. 12 credit hours), or the equivalent, every semester. (Faculty Handbook Fall 1993, II.23).

Departments have tended to define "or the equivalent" within the context of their own departments. Based on analysis of recent Course Offering Bulletins, it seems that a standard teaching load consists of three courses per semester for a full-time tenured or tenure-track faculty. However, most departments maintain a 4/3 or 3/3 teaching load, while others may offer a 3/2 teaching load to faculty members engaged in "significant research." As long as a department meets its FTE targets, it has discretion over individual faculty loads.

According to a Campus-Wide Workload History report faculty generated a total of 81,963 student credit hours (combined undergraduate and graduate) for an average of 262 student credit hours per full-time equivalent faculty in fall 2007. While the SCRH/FTE Faculty ratio has remained fairly consistent over the past 10 years, the number of FTE faculty has risen from a low of 241.65 in the spring of 1999 to a high of 335.31 in the fall of 2003, with the fall 2007 figure being 312.86. In addition, the student/faculty ratio has also dropped from 19.9 in 1999 (with a student FTE count of 4,910) to the fall 2007 figure of 17.6 (5,508 FTE) (See Appendix C.7e). These figures could be an indication that, while the enrollment of the university went up, the teaching load of the full-time faculty went down, resulting in smaller SCRH/FTE faculty ratios, a lower S/F ratio, and more reliance on part-time faculty.

The current level of adjunct faculty on campus is high, but has not yet crossed the 50% threshold. No data exist at this time to gauge the kind of impact part-time faculty have on the learning process at Fredonia. However, an analysis of the proportion of student credit hours generated by adjunct faculty reveals that in the College of Education and in the College of Arts and Humanities, adjuncts account for over 50% of the lower division SCRH. Upper division SCRH are generated mostly by tenured/tenure track faculty in all colleges (60-75%), and graduate level instruction is even more so (65-80%). Although full-time faculty appear to teach less than they used to, and as more part-time faculty have been hired to pick up the slack as the university has gained more students, there does not seem to have been any significant change in the proportion of SCRH generated by adjunct faculty at least over the past three years. Indeed, the data suggest that a slightly greater percentage of SCRH has been generated by tenure/tenure-track faculty lately. Certainly, with more part-time faculty being hired while budgets generally have remained flat or been reduced, the money to pay adjuncts has resulted in an inflation of adjunct costs and a decrease in funds for faculty travel, academic equipment replacement, and supplies and equipment (See Appendices C.7f and g).

FACULTY SCHOLARSHIP AND CREATIVE ACTIVITIES

See Appendices C.7h and 7i for a select list of faculty scholarly and creative activities. Engagement of faculty in scholarly research and creative activities is a requirement for recruitment, tenure and promotion. Teaching is the primary responsibility of faculty, but scholarship resulting in tangible accomplishments, respected by the faculty member's own peers within each discipline, is evidence of continued growth and professional development. These accomplishments provide confirmation of the quality of the faculty, and also provide opportunities for students to connect with faculty in the practice of the discipline.

Table 7.3 summarizes one year's accomplishment by the faculty at Fredonia, abstracted from departmental annual reports. Only exhibitions and performances at major national/international venues are included. The faculty produced a significant number of peer reviewed articles, chapters and books, particularly in the non-performance fields, whereas performances and exhibitions were more common in the performing arts areas. In addition to

Table 7.3 Faculty Bibliography, Major Performances and Exhibitions. 2007-08					
Academic Division	Books	Book Chapters	Refereed Articles	Performances/ Exhibitions	Commercial Recordings/ Compositions
Arts			2	51	5
Humanities	5	11	48	16	
Natural Science	2	5	33		
Social Science	1	5	16		
Education	3	5	18		
Business		1	6		
Total	**11**	**27**	**123**	**67**	**5**

these categories of scholarship, faculty also presented the results of their research in the form of conference proceedings, invited presentations and posters at hundreds of venues, and also were involved in reviewing both published works and performances. In a large number of cases, publications and presentations included Fredonia student authors, strongly supporting the tradition at Fredonia of student/faculty collaboration in disciplinary activities, promoting a culture of special learning opportunities for students, and one of the core objectives of the Fredonia Plan.

Faculty have also received honors as a result of their scholarly achievements. In the ten year period from 1998-2008, thirteen Fredonia faculty were awarded Fulbright Fellowships to study and teach abroad. Venues included Uzbekistan (2), Japan (2), Finland, Honduras, Bulgaria, Azerbaijan, Hungary, Germany, Russia, Egypt and Norway. In addition, two current Fredonia faculty members, one from Visual Art and New Media and the other from Psychology, have received promotion to SUNY's highest academic rank, Distinguished Professor, due to their considerable scholarly/creative attainments. Faculty members have also received multiple awards and other recognitions from their particular disciplinary organizations.

At SUNY Fredonia, externally and internally funded research projects are administered by the Office of Sponsored Programs (OSP). The OSP provides periodic workshops for new and active investigators. The OSP compiles and distributes requests for proposals (RFPs) from various sponsors, provides photocopying and express mail services for proposal submissions, acts as a conduit for correspondence between investigators and potential or active sponsors and the SUNY Research Foundation, manages budgets, purchasing, and salaries associated with funded projects, and finally submits and archives final reports when a project has been completed.

One other quantitative way to assess the opportunities for researchers at Fredonia is to investigate grant activity on this campus. From 2002 through 2008, an average of 48 proposals (range = 40-68) per year was submitted to outside agencies. For that same time period, an

average of 66 active externally funded projects (range = 52-74) were administered in any one particular year. Given that SUNY Fredonia has about 240 full-time faculty members, these data suggest that perhaps one third or more of the faculty are either engaged or actively pursuing extramural funding. Also, an average of $13.3 million/year in grant money was requested, and research funds expended averaged $2.8 million/year over this period. Research spending at Fredonia increased modestly but steadily from $2.5 million in fiscal year 2004 to $3.1 million in 2008, demonstrating some success in recent initiatives to increase extramurally-funded projects. We can compare these expenditures to three SUNY colleges that have similar enrollments and number of faculty as Fredonia: SUNY Geneseo: five year average = $1.3 million, SUNY College at Oneonta: five year average = $4.9 million, and SUNY Potsdam: five year average = $5.3 million. From these data, SUNY Fredonia seems to fall in the middle of SUNY institutions of similar size

For many years, SUNY Fredonia has implemented the Scholarly Incentive Program, which is designed as a small grant (typically $1000 per award) for researchers to pursue and investigate new topics that might one day lead to externally funded projects. From 2003-2008, an average of 20 proposals (range 19-22) was submitted per year, and enough funds were available to support an average of 11 (range 9-12) per year, or about 55%. For the academic years 2002-2003 and 2003-2004, only $5,000 and $7,500 respectively were earmarked for this program, but since then the program has been maintained at $10,000/year. Unfortunately, no data were provided showing the percentage of Scholarly Incentive Award recipients that ultimately submitted or received an external grant.

As for creative activity, Fredonia has three very active fine and performing arts departments: the School of Music, the Department of Theatre and Dance, and the Department of Visual Arts and New Media. In addition, the Department of Communication has an active film production program. According to the Rockefeller Arts Center Statistical Report for 2007-08, 158 total events took place in the Center (which has four venues: King Concert Hall, Marvel Theatre, Bartlett Theatre, and the Art Gallery), with a total attendance of 42,092. These events include a mix of faculty-directed and performed works along with events booked in by the RAC itself, notably the Kaleidoscope series for children and the World Travel Series. All the performance facilities are in very good condition, with recent upgrades to the Marvel and Bartlett theatres, the Dods Hall Dance Studio, the addition of Rosch Recital Hall, renovations in the Art Gallery, and replacement of the Sound Recording Technology studio. An addition to the Rockefeller Arts Center is included in the upcoming 2009-13 Capital Construction Plan, which is intended to alleviate inadequate classroom and studio space as well as provide additional rehearsal space (See Appendix B7).

Annual reports from these departments indicate that, while support for faculty artistic endeavors is adequate, the teaching load, studio time, and time spent with students in ensembles, theatrical productions, and other artistic events means that faculty have little time to pursue outside professional activity. The rural location of the university also restricts professional opportunities. Obtaining grants and other outside funding is difficult for creative artists, since the National Endowment for the Arts no longer funds individual artists and the Arts Council of the State of New York is prohibited from funding arts produced by another state agency. Faculty who do perform in external venues are usually paid as professionals, and the pay received serves as support for their work. Those doing scholarly research and publications in these departments also report that the teaching load limits their ability to publish work.

Annual reports from these departments indicate ongoing issues with financial support for their on-campus creative activities. The Department of Theatre and Dance must produce with funds derived solely from their box office receipts, which limits their ability to choose shows based on

their artistic or educational merits as opposed to their box office appeal. The School of Music was compelled to institute a Comprehensive Music Fee on all music majors in order to support its growing programs and provide additional personnel in the way of accompanists and technicians. Given the rural location of the university, the county's declining population (and thus declining audience base), and the difficulty of securing external funding, it is remarkable that the university produces as much artistic work as it does.

ASSESSMENT AND CURRICULUM DEVELOPMENT
An in-depth discussion on Assessment of Student Learning can be found in Chapter 8. According to the *Report of the Task Force on Personnel Policies* (May 2008), departments use a number of ways of assessing teaching and learning performance in their policies. However, there appear to be a number of cases where departmental policies may be incomplete or do not incorporate required institutional practices. Two examples were cited in the report as required assessment methods that are not explicitly mentioned: peer observation and self-reflection. The Task Force felt that faculty should be both encouraged and expected to offer self-reflections about their teaching effectiveness, reflecting on both strengths and weaknesses, and that departments devise effective policies for peer classroom observations.

Student course evaluations count as part, but not all, of the assessment of teaching effectiveness. Evaluation methods vary across the campus; there is no uniform or unified student evaluation procedure. The Task Force felt that any forms used for student evaluations should be regularly updated, and items need to be evaluated for meaningfulness. For example, the items currently used on the university's "standardized" course evaluations assume that lectures rather than other modes of instruction predominate. Also, responses to items about instructor competence might be unreliable, since it was felt that most students are not in a position to assess the expertise of a faculty member. A separate task force was created in June 2008 to develop criteria and assess the potential implementation of online course evaluations. They concluded that online course evaluation may cause a significant decrease in response rate, and online course evaluation should be conducted as a pilot study before implementation at the institutional level.

Curriculum development is generally initiated at the department level. The Academic Affairs Committee, a standing committee of University Senate, is charged with overseeing all changes to the undergraduate curriculum and ensuring that the university's catalog reflects accurately a department's curricular offerings. All changes must pass through the Academic Affairs committee for its approval. Depending on the type of change, the process is either simple or complex:

- Simple changes such as title changes, course number changes, or changes in content of an existing course require no further action than approval from the department, Dean, Academic Affairs committee and VPAA.
- New course offerings require additional information, such as examples of syllabi, bibliographies and such, but only require the same approval process as simple changes.
- Substantial changes in program requirements need the approval of the Dean, Academic Affairs committee, University Senate and VPAA. The VPAA in consultation with the dean and the Academic Affairs Committee makes the determination as to whether the changes are substantial enough to require approval at the state level also.
- Major changes to degree program offerings, as well as all new degree programs, also require approval by SUNY System Administration, the State Education Department, in addition to approval at the campus level.

Table 7.4. Enrollment in on-line courses

	A&H		NSS		EDU		INDS		GRAD		Total	
	S	E	S	E	S	E	S	E	S	E	S	E
00-01			14	288							*14*	*288*
01-02			14	247							*14*	*247*
02-03			17	262							*17*	*262*
03-04			23	470			1	5			*24*	*475*
04-05			31	488			2	14	1	18	*34*	*520*
05-06			28	388			2	9	2	26	*32*	*423*
06-07	1	9	23	317					3	60	*27*	*386*
07-08			18	278					2	39	*20*	*317*
08-09	4	70	10	149	1	10			3	72	*18*	*301*

S = Number of sections; E = Number enrolled

Note: All GRAD courses had EDU prefix

IMPLEMENTATION OF TECHNOLOGY

The University has been encouraging faculty to incorporate technology into their teaching as evidenced by four "action items" related to technology in the Fredonia Plan (See Appendix C.2e). Over the past ten years, the number of "smart" classrooms (classrooms equipped with computers, projectors, internet connections, multimedia players and other projection equipment) has multiplied rapidly. The university now has 30 of these classrooms, with at least one in every academic building. It also has 23 computer labs across campus, again with one lab in every academic building. Many departments have "specialty labs" dedicated to particular majors. These labs have increased the amount and quality of instruction that incorporates technology into the learning process. In addition, the campus has completed its "wireless initiative," ensuring that faculty and students have wireless access to the internet in almost every area of the campus.

All courses taught at the university are immediately given an ANGEL (a learning management system or LMS) presence, and instructors can use as many or as few of the features as they like. The ANGEL system in 2009 moved from being serviced at the local level to becoming a part of SUNY ITEC, which supports multi-campus, computer-related, group activities targeted at improving the quality, quantity and cost- effectiveness of campus-based and University-wide computer services. This provided us with secure backups of each course and enabled us to host online courses on our ANGEL system.

Online instruction at SUNY Fredonia has been hosted through the SUNY Learning Network in the past. The university has been greatly handicapped in this area by the slow development of a statewide system. While the SUNY Learning Network is a good idea in theory, since it tries to leverage the collective resources of SUNY to deliver high-quality online instruction, it had not succeeded in producing a user- and instructor-friendly interface for delivering such instruction. SLN has recently adopted the ANGEL platform for its delivery of online courses. This enabled Fredonia to use an already familiar system and there has been an increase in online courses offered. As can be seen from Table 7.4, enrollment in on-line courses peaked in 2004-05, and although new courses in the Arts and Humanities area were initiated recently, most of the on-

line courses are in the Natural and Social Sciences area, and within that college the majority of course offerings are in support of the Computer and Information Sciences program. Assistance in gaining the experience and tools necessary to incorporate technology into instruction have been implemented and managed through the newly created Professional Development Center. In addition, the SLN offers through its offices located in Syracuse, NY, a series of instruction in on-line course delivery training which is available to Fredonia's faculty..

ETHICS

The Office of Human Resources provides access, on its web page, to the State of New York's Ethics Law as it pertains to public employees (See Appendix C.7j). The ethics law deals with matters pertaining to conflicts of interest, acceptance of gifts, misuse of office, political activities and the like. The University Catalog clearly provides instructions on how to file complaints against faculty or the institution. Also in the catalog is the University's policy on sexual discrimination, sexual harassment, plagiarism and the process for student grade appeals. The Office of Sponsored Programs provides on its web site the Campus Policy on Scientific Misconduct and Human Subjects, copyright laws and how to avoid copyright issues, and the State University of New York Policy on Conflict of Interest. Even though policies and instructions are clearly displayed and established, very few grievances have been formally filed by students against faculty members.

RECOMMENDATIONS:

1. The university needs to continue to enhance its ability to attract and retain minority faculty.
2. The university, through ongoing communication within its process of shared governance, needs to establish clear and reliable guidelines for workload, tenure and promotion processes at the university and at the department level.
3. The university needs to find additional ways to support travel for faculty, especially for tenure-track faculty.
4. As conditions allow, the university should continue to make strides in decreasing the number of adjunct faculty.
5. Additional support for faculty in the areas of assessment, technology, and professional development should be provided to help faculty keep up with developments in these areas.

CHAPTER 8

Assessment (Standards 7 & 14)

Here we explain how Assessment has developed into an organic component of all the essential functions of the University, both in terms of effectiveness as an institution, and especially in support of student learning.

In the last decennial review for MSCHE, Fredonia focused its self-study on Assessment. At that time the process of using outcomes assessment of institutional effectiveness and of student learning to validate programs was not nearly as widespread as it is currently. In the intervening period Fredonia has built on its strong history of careful analysis of both institutional effectiveness and student learning outcomes, and developed them into an overall assessment plan. This plan recognizes the diversity of programs and functions within the institution and, in particular, it acknowledges the wide expanse of learning styles and processes found among the disparate academic disciplines that comprise liberal arts, sciences and professional programs. Nevertheless, the plan also provides a clearly articulated structure upon which individual program assessment plans that enhance SUNY Fredonia's culture of learning can be built. Fredonia does not have a monolithic assessment process. Individual departments and programs are responsible for formulating their own individualized assessment processes to measure effectiveness in achieving goals. Assessment procedures are supposed to evolve and be refined over time, and thus the institutional emphasis has been on "doing" assessment and using the results to inform the process itself.

THE ASSESSMENT PROCESS

The Assessment Committee (the Committee) is a campus-wide group charged with reviewing assessment practices both in support of student learning and institutional effectiveness, and recommending new or revised procedures. The Committee is chaired by the Director of Campus Assessment, an individual appointed by the President upon the recommendation of the VPAA, and consists of representatives from Academic Affairs, Administration, Advancement and Student Affairs. The Committee meets biweekly during the academic year, and the Chair has biweekly standing meetings with the VPAA. The Director of Campus Assessment runs the Office of Campus Assessment, which functions as a resource for academic departments and non-academic units in the development of appropriate assessment measures and techniques.

Up until very recently, the emphasis has been squarely on addressing assessment of student learning, rather than on a broader support for assessment in both academic and non-academic units. This strategic direction was driven by the development of assessment of student learning as a key component of MSCHE requirements, the demands for similar assessments by other accreditors, and an analysis that demonstrated a strong need for improvement and organization of assessment practices and policies as they relate to student learning outcomes. Thus, particularly as it applies to Assessment of Student Learning, the Office is charged with promoting assessment through:
1. Dialoging with departments on assessment practices;
2. Evaluating assessment practices within departments and reporting to Deans;
3. Through the Deans and Chairs, consulting with departments on amending assessment practices as warranted;

Emphasis is placed on the integral role of departments in formulating and executing assessment of student learning, with oversight provided by Academic Affairs primarily through the appropriate Dean.

The Committee was active in progressively incorporating the assessment of student learning standards of MSCHE as presented in "Characteristics of Excellence in Higher Education." Beginning in 2004-05, the Committee recommended and Academic Affairs instituted a system whereby departments identified 3-5 learning goals for graduates of their programs, formulated assessment measures, described a timeline for these measures to be taken, identified individual(s) responsible for collecting and analyzing the assessment data, and a format for faculty to review and use these analyses for program improvement (See Appendix C.8a). These initiatives have been incorporated into the campus's Comprehensive Assessment Plan (the Plan) (See Appendix C.8b).

By the time the Plan was formulated by the Assessment Committee in 2006, progress had been made on improving assessment of student learning practices among the academic programs. The Plan, which was designed to comply with the expectations of MSCHE for meeting both Standards 7 and 14, describes the rationale and procedures for academic departments and non-academic units to perform assessment of both student learning and institutional effectiveness. Much of the Plan's procedures were already in place within academic departments as a result of initiatives brought forward by the Assessment committee. The Plan, therefore, simply codified already existing practices and policies within Academic Affairs, but expanded assessment rationales and procedures to non-academic units. The Plan, originally presented to the University Senate's Planning and Budget Advisory Committee (PBAC), was approved by University Senate in April 2007. The Plan forms the basis for performance of assessment activities in all units on campus, including academic departments. Assessment reporting in academic units is more or less uniform, and follows a defined template. However, assessment reporting in units outside of Academic Affairs is specific to the division. One of the recent recommendations of the Assessment Committee is to broaden the reporting template used by Academic Affairs to be relevant and usable by all units within the University. This recommendation is currently under review by the Vice-Presidents and President, and will be taken up for further discussion in 09-10 academic year.

REPORTING ON ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Similar to reporting on assessment of student learning, the various units within the University report on their assessments of effectiveness in two ways:
1. In annual reports which are compiled by each division as an "Annual Report and Assessment Update."
2. Through periodic divisional administrative reviews.
   a. Fredonia University Senate By-Laws prescribe that each division (Academic Affairs, Administration, Student Affairs, and University Advancement) and the Office of the President undergo an on-campus review once every 3 to 5 years.
   b. Each division may have its own internal review process.
   c. Periodic external audits provide assessment of accounting practices and accuracies.

ASSESSMENT UPDATES
Under the heading of "Assessment Update," each unit within a Division (with the exception of University Advancement) provides a short summary of broad goals and activities of the past year within their annual reports Institutional data, particularly historical trends, form the basis for comparison or for gauging progress in achieving goals. A set of objectives for the forthcoming year may be included in the Assessment Update. Each unit leader also communicates their assessment findings to the relevant Vice-President. This process of assessment reporting is designed to inform planning and resource allocation, helping to

prioritize actions within the context of the assessment findings, and in congruence with overall strategic planning goals (See Appendix C.8c).

PERIODIC REVIEWS
a)   University Senate reviews
The Senate by-laws stipulate that:

"Administrative review committees shall be created no more often than every three years and no less often than every five years for the office of the President and the offices of the Vice Presidents...These committees shall review the activities of the office over the past three to five years, the problems and challenges it faces, the current issues facing the office, and the immediate future needs of the office. These committees shall endeavor to work closely with the person directly responsible for the operation of the office. Each committee shall produce a summary evaluation and recommendations which shall be presented to the office. A copy of these committee reports shall be available in the Library and the University Senate shall be notified."

Recently, one of these administrative review committees was not created within the time-frame stipulated in the by-laws. This lapse is being rectified and currently administrative review committees are being formed and a time-line for upcoming reviews has been announced at Senate.

b)   Internal Reviews
Each division may instigate internal review processes either on a regular basis (e.g. Administration, Student Affairs) or on a more irregular time schedule (Academic Affairs, University Advancement). Administration and Student Affairs units undergo review every five years. In Administration the reviews are done in order to "Assess the quality of the unit in terms of mission, goals, objectives, and future success," and to "Document changes that are needed with regard to future success of the unit." The review entails an internal report, including assessment processes, outcomes and discussion of improvements made as a result of assessments. An external reviewer examines the report, visits campus, and composes a report that outlines the strengths, areas for improvement, and recommendations. All reports, internal and external, are reviewed by the Vice President for Administration, and review reports are then submitted to the President. In Student Affairs the results of the internal review are shared within the Division and submitted to the Assessment Office (See Appendix C.8d).

c)   External Audits
A number of units, primarily within Administration, are required either by State Law or by Charter to undergo regular external accounting audits. These audits may be undertaken by State agencies, or on occasion by private accounting firms. The results of these audits are reported to the Vice President of Administration and the President, and are summarized in the divisional annual reports (See Chapter 2, Resources and Planning and Chapter 3, Leadership and Governance).

REPORTING ON ASSESSMENT OF STUDENT LEARNING

Academic departments generally report on their assessment of student learning activities in each of two ways:

1.   As part of their annual report to the Dean which may include a separate Assessment Report.
2.   As a component of the Periodic Review of Academic Programs done every five years.

In addition, some programs may have discipline-based Accreditation bodies that require ongoing assessment of academic programs. Programs may also contribute to general education and may participate in general education assessment reporting (see Chapter 6).

ANNUAL REPORTS
Section 6 of the annual report template used by academic departments is an "Update on Student Learning Outcomes and Resulting Program Improvement"(See Appendix C.8e) The Office of Campus Assessment provides Deans with evaluative reports on programmatic assessments within their colleges, based primarily on an analysis of these departmental annual reports. The Dean and the Director of the Office discuss the reports and identify departments and programs that may need assistance in modifying their assessment strategies. The Director may also consult with department chairs and attend faculty meetings to engage faculty in discussions on ways to improve assessment (See Appendix C.8f).

PERIODIC REVIEW OF ACADEMIC PROGRAMS
As part of SUNY-wide assessment of academic programs, each program undergoes periodic review every five years. This process is outlined in the "SUNY Fredonia Guide for the Periodic Evaluation of Academic Programs." (See Appendix C.8g) Briefly, the review consists of the creation of a comprehensive self-study document, followed by an onsite review by an external evaluator who submits an assessment of the department's academic programs. Subsequently, the department faculty and academic administration engage in discussions on the substance of the self-study recommendations and the external evaluator's report, resulting in a memorandum of understanding between Academic Affairs and the department indicating planned courses of action to address the recommendations. Assessment of student learning is an integral part of the self-study. Section 3 of the self-study specifically calls for a description of the assessment process itself, recent assessment results, descriptions of any program changes and improvements, and evidence of effective change. The entire periodic review is centered on using the results of assessment activities to derive an authentic realization of the current state of the academic program and to use this as the basis for recommendations and planning (See Appendix C.8h).

DISCIPLINE-BASED ACCREDITATION
A major shift occurred on this campus in 2000 when NYS Department of Education required all teacher preparation programs in NYS be accredited by NCATE (National Council for Accreditation of Teacher Education) by 2004. What followed was a major transfer of resources of faculty time and energy to learning the new language and culture of this accrediting body, and in particular the minute dissection of prescribed "standards" and how these standards should be interpreted in the context of the various teacher preparation programs. Within the NCATE umbrella are other Specialty Professional Associations (SPAs), which provide a further level of accreditation standards to be met by specific programs within the Professional Education Unit. For example, Adolescence Science Education programs are recognized by the National Science Teachers Association. As the content curriculum of many of the adolescence education programs is based on the liberal arts/science major, many of the assessment measures used to demonstrate student learning in the content portion of an adolescence education program can also be used in corresponding non-teacher education programs.

In addition to NCATE accreditation, professional programs in Social Work (Council on Social Work Education) and Communication Disorders and Sciences (American Speech and Hearing Association) are accredited. Music programs are accredited through National Association of Schools of Music; Theater programs through National Association of Schools of Theatre; and Chemistry has an approved program through American Chemical Society. Business programs are preparing to be accredited through Association to Advance Collegiate Schools of Business, as

evidenced by their increased emphasis on assessment of student learning through use of field tests

The Comprehensive Assessment Plan recognizes that duplication of effort in assessment of student learning is not only inefficient, but also has a detrimental effect on faculty morale and on the willingness to perform authentic assessments. Ideally, assessment practices done in support of a discipline-based accreditation body can be pressed into service to fulfill more general assessment requirements; however, in reality, this is not always possible.

ASSESSMENT IN PRACTICE

INSTITUTIONAL EFFECTIVENESS
We examined the divisional annual reports and reviewed the "Assessment Update" portions of these reports. We were particularly interested in analyzing the assessments for the following characteristics:

1. Were the assessments clearly defined, and consistent with the mission of the unit, the division and the University?
2. Were the assessments data driven and were the data used to support findings and recommendations for subsequent action?
3. Is there overall evidence that assessments are planned, sustained, and useful to the units and the division?

It is clear that activities, outcomes and assessment of outcomes are connected directly to the stated mission of the units within Student Affairs and Administration. This connection is made explicit on many occasions, particularly within Administration, in that direct reference is made to either the University's Mission or Vision statements in placing the mission of the unit in context. For example, a stated goal of Building Services and Grounds "...is to support the academic mission of the campus by providing quality customer service and a safe, clean environment that enhances appearance and condition of the campus..." To this end, work assignments in this unit are modified to respond to assessments of building cleanliness, and the appearance of the campus environment.

Within Student Affairs it is also evident that activities and assessments of individual units derive directly from the mission statements of the units themselves. Each unit explains how its "mission related goals" are reflected in the functions and component activities of the unit. A good example is how the Department of Athletics states that one of its goals is "to provide an environment which affords opportunities for participants to develop their talents to the best of their ability," and goes on to list the ways in which this goal is addressed and provides evidence of accomplishment of those overall goals. In addition, each unit also derives a series of short term goals which are laid out as activities for the forthcoming year.

In Administration, what is perhaps less clear is usage of the term "Assessment," in that what is referred to as "assessment statements" are really mission statements for the units involved. With that understanding, activities that are listed under "assessment activities" relate directly to the overarching assessment/mission statement for the unit. "Assessments", in the sense of using evaluations to monitor progress in achieving objectives, may also appear in the list of "assessment activities." For example, in the 2007-08 report, the Structural Trades unit indicates that surveys are sent to originators of "trouble calls" and the information gathered is used to "enhance services provided by the department."

Of the 34 operating units within Administration, our analysis of annual reports indicates that 26 (76%) explicitly refer to sources of institutional data in support of assessments of effectiveness. Of the remaining 8 units, it is likely that at least six make use of data sources to assess effectiveness, but evidence is not clearly stated in the annual reports. The percentage of units within Student Affairs utilizing evident data-rich assessments to support claims of effectiveness is close to 100%. Additionally, in just about every case, multiple sources of data are referred to in the assessments, indicating that the unit examines a variety of information sources in evaluating its progress in attaining objectives. What is less evident from reporting is whether analysis of assessment data leads directly to recommendations for any change in practice. Rather, assessment data are used generally to demonstrate attainment of goals. We would recommend that greater attention be paid to ensuring that this "closing of the loop" in assessment practices is reported routinely, and, if assessment data does not actually result in change in practice, where warranted, that steps be taken to ensure that it does.

However, our analysis also showed a development over time of more sophisticated and deliberate assessment activities that would better serve the units, and form a more concrete

Table 8.1 Indicators of compliance with Assessment Plan 2005-06 & 2007-08: Percent of Departments within a College performing the activity, as reported in Departmental annual reports.

	05-06			07-08		
Activity	NSS	A&H	EDU	NSS	A&H	EDU
Program has an Approved Assessment Plan	62%	75%	100%	92%	100%	100%
Assessment Data were Collected	69%	63%	100%	85%	88%	100%
Assessment Data were Analyzed	54%	63%	100%	77%	88%	100%
There was Formal Faculty Discussion	46%	50%	100%	69%	88%	100%
There was a decision on action/no action	46%	75%	100%	69%	88%	100%
If applicable, appropriate action was taken	46%	63%	100%	69%	88%	100%
There was Assessment revision	46%	75%	100%	69%	100%	100%

basis for evaluating effectiveness. For example, in the 2004-05 annual report from Health Services (Student Affairs) the report concentrates primarily on providing data on the *activities* of the unit, whereas the 2007-08 report, in addition to activity data, shows the results of client satisfaction surveys accomplished using a contract service.

From our analysis of annual reports it is clear that the process of assessment of institutional effectiveness in the divisions is planned and sustained. Each report provides a rich summary of assessment activity that follows a distinct pattern. In Student Affairs, the assessment data collected are directly aligned with specific objectives of the unit, and are cited to support activities of the unit in their progress on achieving unit objectives. And in similar fashion, the

assessment information reported by Administration evidently allows members of the unit to evaluate their attainment of stated goals. This is a very routine and organic component to the functioning of these units on campus.

STUDENT LEARNING
We analyzed the experience of Academic Departments with assessment of student learning through examination of departmental annual reports from 2005-06 and again in 2007-08 in order to gauge overall compliance with the Assessment Plan (Table 8.1). We were particularly interested in the experience of those departments and programs that did not have a disciplinary-based accreditation body providing an external impetus to performing assessments.

Compliance with the Assessment Plan has always been 100% in the College of Education due to the implementation of NCATE. There was an improvement in fulfillment of the requirements of the assessment plan in departments within NSS and A&H between 2005-06 and 2007-08. Approved assessment plans, the basic component of the assessment process, are in place in all but one program, and that one has been recently approved. Data gathering and analysis along with discussion among the faculty and use of assessment results have substantially improved. In the 2008-2009 academic year, the Associate Vice President of Academic Affairs, the administrative officer to whom Interdisciplinary Studies programs report, has prioritized the creation of assessment plans in each interdisciplinary program. Faculty in some of these programs have completed their assessment plans, while others are still in progress.

On closer examination of the practices of assessment used by the various departments and programs we found that there was great variability in types of evidence used, the measures used to assess student learning, how these results were analyzed, and what was done with outcomes or planned as a result of these assessments. Table 8.2 details the measures departments use to assess student learning. Variation in assessment measures is expected given the diversity of academic programs, and may be influenced by the nature of the disciplines themselves. For example, departments in the natural and social sciences and departments which administer education programs tend to rely more heavily on standardized tests, whereas examination of portfolios and juried performances are more popular in the fine and performing arts departments. Similarly, some departments focus on gains or lack thereof in content knowledge while others put more emphasis on skills development. The approaches typically reflect the goals and objectives of the particular program. However, there is broad consensus among even disparate programs that assessment of student skills in communication, both oral and written, and assessment of critical thinking and analysis skills are very important.

In its Vision Statement, SUNY Fredonia aspires to prepare students "to think and communicate critically and creatively." Departments' learning goals indicate that faculty have taken this vision to heart. By Fall 2009, all departments on campus have developed student learning goals; every departments' learning goals include the development of students' critical and/or creative thinking skills and the development of students' communication skills.

As mentioned at the beginning of this chapter, the strategic emphasis in assessment has been on bringing assessment of student learning activities into each academic department (a process known as "doing assessment") and allowing departments and programs to develop those assessment strategies that seem to work, that are not too demanding of faculty time, and that

Table 8.2: Departmental Measures of Student Learning (As reported in Departmental Assessment Plans and Departmental Annual Reports, 2003-2008)

Department	Portfolios	Course-Specific Assignments	Juried Performances	Standardized Tests	Pre-Post-Tests	Student Teaching/ Internship/ Clinical Experience Eval.	Student Surveys	Alumni Surveys	Faculty Surveys	Employer Surveys
College of Arts & Humanities										
Communication		X					X		X	
English	X	X		X		X	X			
Health & Wellness							X			
History		X		X	X	X				
Modern Languages & Literature		X		X		X				
Philosophy		X					X			
School of Music		X	X	X		X				
Theater Arts	X		X							
Visual Arts & New Media	X									
College of Education										
Curriculum & Instruction		X		X		X	X			
Language, Learning, & Leadership		X		X		X	X			
College of Nat. & Soc. Sciences										
Biology		X		X		X				
Chemistry		X		X		X	X	X		X
Comp. & Info. Sciences	X						X	X		

Department	Portfolios	Course-Specific Assignments	Juried Performances	Standardized Tests	Pre-Post-Tests	Student teaching/Internship/ Clinical Experience Eval.	Student Surveys	Alumni Surveys	Faculty Surveys	Employer Surveys
College of Nat. & Soc. Sciences (Continued)										
Geosciences	X	X		X		X				
Mathematical Sciences	X	X		X		X	X			
Physics		X		X		X				
Political Science		X								
Psychology				X			X			
Sport Mgmt. & Exercise Science										
Comm. Disorders and Sciences		X				X	X			X
Sociology, Anthropology, Social Work & Criminal Justice	X	X					X	X		
School of Business										
Business Administration				X		X	X			X
Economics		X		X			X			
Interdisciplinary Studies	X	X				X	X			

yield reasonably authentic data that are then used to form the basis for discussion on the effectiveness of the departments' and programs' curricula. As would be expected, those programs for which assessment of student learning has been an integral part of curricular review for some time have developed well-integrated methodologies tied to particular well-accepted standards. Professional programs, particularly Communication Disorders and

Sciences, and increasingly programs in the Professional Education Unit, all of which have developed assessment plans based on national accreditation standards, have the most advanced and sophisticated assessments linked solidly to curriculum. Other programs that have significant interaction with a discipline-specific accreditation body may have brought some of that experience to bear on forming assessments in the liberal arts and sciences major, although in most cases departments deliberately segregate assessment of professional education programs in their area from assessment of the liberal arts and sciences major. For example, the History Department has different discipline-based assessment plans for the B.A. in Social Studies Adolescence Education and the B.A. in History. Whatever the measures employed, programs have found considerable variability in student performance. As a result, departments have been able to identify both strengths and weaknesses in student achievement. Assessments of writing and communication skills among SUNY Fredonia students reveal that such skills need to be better developed. Scores on national assessment instruments have generally been satisfactory, but deficiencies in particular areas have been revealed. For example, the Biology Department has discovered that students have scored lower on their responses to analysis questions than to comprehension and recall questions on the Departmental Assessment Exam.

Surveys also have been a popular means of assessment. Students, faculty, and alumni have provided perspective on the various programs. This type of feedback has often resulted in significant curricular changes. Success rates at getting into graduate school and the subsequent performance of alumni has been used to gauge the effectiveness of some programs. In addition, performance in capstone courses and performance on course-specific assignments provides information regarding student learning.

Faculty have been carefully analyzing the data they have been obtaining to identify those areas that need improvement. Sometimes departments have been pleased with their results. For example, Mathematics discovered that their students improved their problem-solving skills after taking their capstone course.

More importantly, as indicated in Table 8.1, faculty are identifying areas that need improvement and are taking corrective action. For example, the History Department found that Social Studies Adolescence Education majors were underperforming in the Economics section of the state Content Specialty Test for teacher licensure. In response, in consultation with the Economics Department, the History faculty in 2008 revised program requirements in Economics. Survey results have led to the proposal of new courses, changes in curriculum, and modification of courses. As an example, in 2007-2008, the Department of Mathematical Sciences developed a "Software of Mathematics" course in response to student input. The College of Education regularly makes programmatic changes based on data from standardized assessment plans. A number of departments have started freshman seminars as a result of assessment activity. Some departments have made modifications to specific courses or have made across the board adjustments. For example, the Physics Department redesigned its labs, and in 2004-2005 began to provide more opportunities for oral presentations across the Physics curriculum. In 2005-2006, the faculty in Psychology developed a Correlation Lab to address weaknesses in student knowledge revealed by student test scores.

ASSESSMENT OF STUDENT LEARNING IN NON-ACADEMIC SETTINGS.
In 2007 the Division of Student Affairs began the process of defining student learning outcomes, and concomitant assessment measures, for many of its units, with the hope that eventually each department will derive major learning outcomes for their unit and address progress on meeting those objectives. Five general learning outcomes, each stated as an overall goal, e.g. "To foster the development of decision making, problem solving and leadership skills," were initially developed upon which learning outcomes specific to individual units within Student Affairs

could be scaffolded. As of 2008, three units within Student Affairs had developed learning outcomes: Career Development Office, Counseling Center, and Residence Life, though Residence Life has listed learning outcomes for its unit since at least 2004. The process used by Student Affairs involves placing the learning outcome within the appropriate context, and identifying supporting evidence for meeting the learning goal largely through analysis of already existing surveys, and activity reports (See Appendix C.8i).

THE EFFECTIVENESS OF ASSESSMENT PRACTICES

Here we try to answer the questions: What has been the experience of academic and non-academic units with assessment? Are these assessments "useful" to the units doing the assessment? Are they "useful" to the institution as a whole? Do they demonstrate progress in attainment of goals?

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS
Certainly, we demonstrated that individual units, through their mission statements, can show how they are relevant to the University and can give us some insight as to how their separate activities, goals and accomplishments are melded together to provide for the functioning of the complete university. However, here we would like to demonstrate further how assessment practices can be broadened to provide relevant, authentic information that affects multiple units across several divisions. As discussed in earlier chapters, the major university-wide goals at Fredonia are encapsulated in two planning documents: the current MOU with SUNY System Administration (MOU II) and the Fredonia Plan. From the perspective of achieving the goals of MOU II, the measures of such success are relatively clear and straightforward: Attainment of overall enrollment and selectivity targets. However, a much more complex situation exists, and a more complete measure of success would be to achieve a balanced pattern of enrollment, between new students (freshmen and transfers) and existing students (retention and persistence) while maintaining graduation rates. Additionally, achieving a balance across majors (balanced teaching requirements between academic departments), ensuring residence halls are populated but not overcrowded, and that all students have access to classes they need, among a myriad of other considerations, requires a coordination of planning and action involving many separate units on campus.

The Enrollment Management Committee is charged with overseeing the achievement of these MOU II outcomes. This committee meets regularly throughout the year and uses multiple sources of institutional data, both historical and contemporary, to inform itself of progress in meeting enrollment goals. The data are used not only to track enrollment patterns, but also to assign individual enrollment targets to particular programs. These assessments provide the evidence that is used to develop particular recruitment strategies that address perceived opportunities to enhance selectivity, or to better achieve balance in recruitment across academic programs. Data are presented primarily from Admissions, but also from Residence Life and other areas of Student Affairs, Institutional Research as well as information gleaned from Open House visits with academic departments, web traffic to recruitment sites, and other sources of information. Through this process and the combined efforts of multiple units on campus, the University's enrollment and selectivity targets set out by MOU II have consistently been achieved or surpassed.

We can also demonstrate significant achievement in meeting the goals of the Fredonia Plan since its initiation in 2006. The following are some of the campus additions/changes that have been instituted based on the Fredonia Plan recommendations:

- The campus has a new Office of Scholarly and Creative Activity and Research, promoting undergraduate research through networking, conference travel, and annual research symposia.
- The Office of Graduate Studies and Research supports graduate efforts in research and also provides graduate assistantship support across campus.
- The campus has a new Professional Development Center (PDC), which stemmed from the Center for Teaching and Learning outlined in the Fredonia Plan.
- The Chair of the Campus Assessment Committee meets annually with the Deans and Department Chairs to provide assistance with the development of program assessment plans, a key component to any student learning initiatives.
- Each department is proposing some sort of capstone experience for their majors; most already have one.
- The Convocation series has been revitalized through the hard work of the various divisions.
- Creative and Scholarly activity is supported, even in the face of budget cuts, by the Deans and the Vice President for Academic Affairs.
- Campus technology continues to improve as budget dollars allow. For example, all of the academic buildings are now wireless, and the number of smart classrooms continues to increase.
- The Diversity Committee monitors statistics and makes recommendations regarding recruitment and retention of faculty, staff and students of color.
- Cyber security continues to be a major priority, with the establishment of a task force to monitor threats and make recommendations to the campus.
- Fredonia has migrated to the ANGEL platform, enhanced BANNER offerings, provided online course offerings, and has moved to its first annual online university catalog for the 2009-10 academic year.

University Advancement now has a portal for social networking for alumni who can readily access information; Admissions utilizes a responsive web-based email campaign management system to recruit students from across New York State, the region and the nation; SUNY Fredonia is now participating in The Common Application system; and the Graduate Studies office has moved to an online application process.

While we can see good evidence of utilization of assessments by units in documenting attainment of University and unit goals, and we can also see evidence of actual achievement of progress through the assessment process, we can also see areas where improvement can take place. There is uniformity of reporting of assessment practices within divisions (especially Student Affairs and Administration), but not across all Divisions. Although the Assessment Committee has campus-wide representation, there has been little evidence until comparatively recently that the Committee had interests beyond Assessment of Student Learning initiatives. More consistency in reporting assessment activities and accomplishments across all divisions would allow for better appreciation of what these units do to advance the mission of the University. Coupled with this consistency in reporting, a better understanding of the process of assessment will come. As mentioned above, there remains some semantic confusion regarding what "assessment" actually is. A more uniform approach to reporting assessment activities will go a long way to rectifying this apparent misunderstanding.

Our analysis of annual reports did show progress in achieving goals. There are multiple examples of how initiatives begun in one year develop over the course of time, demonstrating persistence in the achievement of goals, and the utility of assessment activities. We also see instances of goal setting that describe a practice without any concomitant assessment. For example, stating that "training is provided to ensure assignments are completed accurately,"

while no evidence is provided that the training is effective in achieving the goal. There are also instances where assessment data is obviously collected by a unit, but there is no analysis presented, and no examples of any change in practice initiated through assessment findings. It is very likely that the data collected are useful and have resulted in recommendations for improvement, but documentation of such is lacking, at least in annual reports.

As might be expected, individual units report the need for greater resources in achievement of their goals. However, only rarely are these requests, which are usually for greater staffing, coupled with direct evidence from assessments showing how improvements in service would be attained with these greater resources. The assessments as reported in these public documents tend to demonstrate achievement of goals, and it is very understandable that these successes are a matter of professional pride for members of the unit, and for leadership of the division. However, as the purpose of assessment is not only to demonstrate achievement of goals, but also to critically evaluate any need for change in resource allocation, one of the prime functions of "doing assessment" is not realized. We would recommend that resource requests be tied more directly to assessments of those needs.

ASSESSMENT OF STUDENT LEARNING
All academic departments have adopted student learning goals and assessment plans driven by those goals. Beyond this, there has been no universal "experience" among departments. However, there are several noticeable trends.   With few exceptions, faculty across campus have accepted that assessment is here to stay, and most go so far as to acknowledge that the assessment of student learning is worthwhile, that it leads to the improvement of academic programs, and that it fosters a culture of learning. The most notable turn-around of this nature is the Communications Department, which initially rejected assessment and then, several years later, found itself revising all of its majors in response to the assessment of student learning. The belief that the assessment of student learning is a valuable part of teaching and curriculum development has become generally accepted across campus.

Having said that, department annual reports also demonstrate that a number of departments have challenges with assessment of student learning. Although they may have adopted student learning goals and may assess one goal each year, and even propose changes to courses or curriculum, there does not seem to be much follow through. In some cases, departments are having difficulty in analyzing their assessment data, or are finding it difficult to interpret the findings. Departments need assistance with this and receive some through interactions with the Office of Campus Assessment. In addition, the onus falls on departments to report to their Dean the need for such help. The Office of Campus Assessment engages Deans in discussion of departments' assessment activities and processes. There seems to exist a greater need for communication between departments and Deans on assessment needs and difficulties, and a better articulated system of accountability from administrative offices to departments for departments to involve themselves deeply in assessment. Additionally, the limited resources of the OCA do not seem sufficient to address all the perceived needs of departments and programs.

The most common problem departments report with assessment is the fact that faculty are often required to assess multiple programs in response to the demands of multiple external agencies. This problem is especially acute for those departments with adolescence education programs and with a strong commitment in the general education curriculum. These departments are required to implement assessment plans which will satisfy the demands of NCATE, SUNY General Education requirements, and other programs they administer. The work required from faculty responsible for administering and analyzing these multiple plans, all of which assess different aspects of student learning, can become overly burdensome. The Mathematical Sciences Department (2006-2007) and the History Department (2007-2008) had to ask for

postponements of their periodic reviews because the faculty were too busy with assessment activities related to NCATE accreditation to conduct the self-studies necessary for these reviews.

On April 3, 2008, an Open Forum on Assessment attempted to initiate a campus-wide discussion of some of the problems faculty were encountering with assessment. The Forum was well attended; approximately 40 faculty members and administrators, including the VPAA, and several Deans, were present. Faculty who spoke indicated that they believed assessment was an important activity which could improve student learning, teaching, and programs across campus. However, they also reported being overwhelmed by the data-processing burdens that assessment requirements dictated by multiple agencies imposed. A follow-up response from administration is expected soon.

Some departments have gone to the next stage of assessment of learning by instituting changes based on assessment, and then measuring student learning outcomes to assess the changes. Two departments which routinely close this loop are Mathematical Sciences and Communication Disorders and Sciences. A closer look at their assessment procedures provides useful insights for other departments. First, there is a tendency in most departments to respond to assessment data with dramatic program changes. In some cases, this may be appropriate. However, departments might be better served by following the model the Math department uses: "as we notice problems [with student learning outcomes] we sometimes design an assessment to look at these areas, try making a change and then try the assessment again. We use this to see if there was in fact some improvement" (Annual Report, 2005-2006 See Appendix C.8j). The changes the Math department implements using this method tend to be incremental and more easily measurable. The Communication Disorders and Sciences plan intentionally focuses on one student learning goal over a period of several years in order to more effectively gauge student learning outcomes and more effectively measure the effects on learning outcomes of any changes. In its 2004-2005 annual report, Communication Disorders and Sciences indicates that it takes an average of two years from the time a learning goal is identified to have sufficient data to begin an analysis of that learning goal (See Appendix C.8k). The experiences of these two departments suggest that departments need to approach assessment incrementally and that they need to allot a realistic time frame to gather data, analyze that data, make changes, and begin the process again. Currently the assessment plan mandates that each department should assess one student learning goal each year. Most departments believe that this means they need to assess a *different* learning goal each year. However, as the Communication Disorders and Sciences example indicates, alternative approaches may be more beneficial.

ADMINISTRATIVE SUPPORT FOR ASSESSMENT OF STUDENT LEARNING
Here we examine evidence for tangible support of assessment of student learning activities. We were particularly interested in reviewing evidence of support through deliberate action as a result of assessment findings in broad-based academic planning and resource allocation. Departments formally report assessment activities to the Dean in their annual reports. Deans are responsible for ensuring that appropriate assessment activities occur within their departments, and are assisted in this through the Office of Campus Assessment, and its evaluation of programmatic assessment efforts. Decisions on curricular change in teacher preparation programs are based to a large extent on appropriate assessment activities, as evidenced by "Decision-Making Matrices" provided by each academic unit (See Appendix C.8l). These matrices provide the rationale, grounded in appropriate assessments, for units recommending and carrying out curricular changes.

Consequent modifications of plans and activities (2007-08) resulted in increased compliance with campus expectations for assessment (see Table 8.1). Current initiatives taken on by Deans

of NSS and A&H include the incorporation of more explicit connections between learning outcomes and curriculum, and the demonstration of connections between learning outcomes and individual courses through incorporation of statements on learning outcomes in course syllabi.

In 2006 the Course and Program addition/removal/change forms used by all programs within Academic Affairs was modified to include a statement of rationale for program/course addition/ removal/change that explicitly required programs to outline the assessment results used to formulate the proposed curricular action steps(See Appendices C.8m and n. This form is required for review at all appropriate stages. Analysis of the latest course approvals (Table 8.3) indicates that slightly more than half of course approvals should have contained a rationale based on results of program assessment. However, over one third of these proposals had no assessment measures cited.

Generally, programs with well articulated assessment plans consistently used assessment data to justify new or modified courses. It is also evident from reviewing the rationales that some programmatic assessment is likely being used by most departments in arriving at the decision to modify courses, but that there seems to be little deliberate application of systematic assessment strategies used in formulating explanations for new courses and/or programs. These findings suggest that review of curricular change above the level of the Department does not consistently enforce the expectation that programs demonstrate their use of assessment data in arriving at decisions.

Table 8.3. New or changed course approvals for 2009 catalog

Total number of courses	**301**	
Courses where assessment data not directly relevant	**146**	**49%**
Accrediting body requirement	*7*	*4.8%*
Change in other course	*15*	*10.3%*
Editorial/minor technical change	*108*	*74.0%*
Lack of staff	*15*	*10.3%*
Technological change	*1*	*0.7%*
Courses where assessment data should/ could be cited	**155**	**51%**
No assessment process used	*53*	*34.2%*
Minimal data used	*21*	*13.5%*
Some data used, more needed	*26*	*16.8%*
Adequate amount and type of data used	*29*	*18.7%*
Exceeds requirements	*26*	*16.8%*

We surveyed chairs of departments asking them for their experience and impression of administrative support for assessment of student learning. In particular we were interested in how administration responded to identified resource needs and curricular change as a result of assessment. We received responses from eight department chairs. These chairs felt strong support from administration in effecting curricular change supported by assessment. As might be expected, support requiring significant resource allocation in terms of faculty hiring, space allocation or equipment purchase was more problematic, though there seemed to be broad

understanding that budgets and space are not limitless and priorities must be established in allocating limited funds. However, innovative funding approaches are sometimes used. For example Physics was able to construct a working Rydberg atom spectroscopy apparatus to support a new faculty member's research program, and Psychology reports that space requirements were met, as well as a faculty line in support of counseling. However, other departments report that many recommendations from periodic reviews are recurring and that administration seems to be unaccommodating in some areas, particularly technical support.

Chairs report that curricular change supported by strong assessments will be sustained by administration. Assessment practices in departments have shown significant improvement, but there is need for further advances in order to ensure full compliance. Administration has been slow to "put its weight" behind assessment initiatives, going so far as to allow some departments to postpone mandated periodic five-year reviews. However, support for the comprehensive assessment plan, reviews of assessment methodologies, and use of assessment data in planning and resource allocation, all point to progress in achieving an organic process of using assessment practices as an integral guide to programmatic change.

RECOMMENDATIONS:
1. A more uniform reporting of assessment of institutional effectiveness should be implemented so as to aid in providing a common understanding of assessment and its purpose.
2. Increase resources to enable departments to assess student learning more effectively, such as more professional development programs to enhance assessment practices among faculty and chairs; investment in Major Field Tests, or other means of evaluating student learning; administration evaluating the work-load associated with assessment practices, and acknowledging, in a meaningful way, when work-load is extensive.
3. Increase levels of accountability so that there is a clearer connection between curriculum revision and assessment. Administration at the Dean level should take the lead in ensuring that all programs perform their assessments as scheduled, and that effective assessment of student learning be seen as a priority. Leadership in this area will help to cement assessment as an organic component of academic practice.
4. In all units, examine ways to ensure that assessment results are consistently tied to consequent action. This "closing of the loop" on assessment applies to both assessment of student learning and institutional effectiveness. Particularly, requests for additional resources should be explicitly related to assessment analyses demonstrating unit need.
5. Review the role of Office of Campus Assessment, with a view to "professionalizing" the office and providing greater resources. The development of practices and reporting of Assessment of Student Learning and Institutional Effectiveness will require a more sustained and skilled approach, and should be combined with the Office of Institutional Research and Planning.

Chapter 9

Integrity (Standard 6)

Integrity crosses all aspects of the functioning of the University, and we decided to assess this standard through examining aspects of integrity in the findings of the other working groups. This group's plan was to monitor the other working groups to ensure that they were investigating issues of integrity relevant to their individual domains (e.g., Leadership and Governance, Academic Programs). The Integrity Working Group also had the charge of compiling and integrating the findings of the other working groups related to institutional integrity. These findings are presented in Appendix C.9a.

During the process of the self-study, it became evident that there were some aspects of integrity that were not being addressed by any of the other working groups. This was expected as the other eight working groups each had charges focused on 1-2 other standards. Thus, the Integrity Working Group sought to investigate fundamental elements of Integrity that were not yet being addressed. Information regarding these facets of integrity is presented below. We show that Fredonia follows its stated policies and adheres to high ethical standards.

INSTITUTIONAL FOCUS ON INTEGRITY
Although SUNY Fredonia has not as an individual campus previously conducted an assessment of institutional integrity, SUNY has recently conducted on a survey of ethical standards and behavior across all the campuses. The SUNY Faculty Senate Committee on Professional Behavior, Ethical Conduct and Institutional Integrity developed a voluntary survey which was made available to faculty and administrators on all SUNY campuses in February, 2009. Example items included, "If a Code of Ethics or other rules of behavior for faculty exist on your campus, are those rules adequate to govern faculty behavior?"; "Is there an effective process used to address and resolve questions of administrative ethical behavior on your campus or at your SUNY workplace?"; "Please describe a recent faculty ethical issue you faced or heard about while engaged in your professional responsibilities." A brief summary of the results of this survey became available in May, 2009 (See Appendix C.9b). There were 1023 respondents across the SUNY campuses; 64% of participants were faculty members. The response rate to the survey was considered low (2.1% of faculty members across the campuses participated). One concern raised by faculty was faculty members' obligation to report observed misconduct in others. Conflict of interest related to personal financial gain and nepotism were also noted as ethical concerns by the SUNY faculty member respondents. For administrators who completed the survey, transparency of decision-making and ethical distribution of discretionary funds were listed as major concerns. The summary report also indicated that on most campuses, there is no process for required ethics education for faculty. The SUNY Faculty Senate Committee on Professional Behavior, Ethical Conduct, and Institutional Integrity concluded that seminars on ethical topics are needed within the SUNY system, and that there should be a standing Ethics Committee.

DISCLOSURE OF CHANGES IN MISSION AND GOALS
Over the past five years, whenever there have been changes in the university's mission or goals (e.g., Fredonia Mission Statement, Fredonia Plan, Fredonia Vision Statement) that have been approved by the administration and campus governance, this information has been posted quickly on the Fredonia website. The Fredonia Mission Statement is also included in the *Undergraduate Catalog*. The most recent versions of the Fredonia Mission Statement, Vision Statement, and Academic Master Plan were included in the Middle States Periodic Review Report (2005), even though there had not been changes to the Mission or Vision Statements.

STUDENT ETHICAL BEHAVIOR

There are clear guidelines for ethical behavior of students, including academic integrity, professional behavior, and behavior which does not cause harm to other students. Expectations are outlined in the *Undergraduate Catalog, Student Handbook* (See Appendices A5 and A7) *and On-Campus Living Guide, Alcohol and Drug Policy*, and "Ten Professional Dispositions of Pre-Service Educators" (See Appendix C.9c and d) There is a Code of Conduct which is included in the *Undergraduate Catalog* and *Student Handbook*, and is available on-line as a link from the Judicial Affairs web page. Specific topics addressed across these various materials are plagiarism; drug and alcohol use; interference with the health, safety, or rights of other persons; care of university property; use of electronic media and communications; and sexual discrimination. For pre-service educators, the Academic and Dispositions Concerns Review Board convenes for a hearing whenever there is a negative Candidate Dispositions Report. There are three levels of intervention possible, contingent on the specific concerns. The Office of Judicial Affairs has the role of adjudicating cases of alleged violations of the Code of Conduct and other campus rules. During the 2007-2008 academic year, 400 cases were reviewed through the Office of Judicial Affairs. The majority of these cases had to do with alcohol use. The most recent SUNY Student Opinion Survey data available (2006) indicate that Fredonia students have a higher than average rating of satisfaction with the clarity of conduct rules (Fredonia students' satisfaction = 3.90 on a scale from 1-5, with 1 referring to "very dissatisfied" and 5 referring to "very satisfied"; the SUNY college average was 3.79).

One specific area that was investigated further was student academic integrity. We examined whether faculty provide information to students regarding academic writing integrity (i.e., plagiarism) in their course syllabi. Syllabi were examined for two sets of courses, ENG 100 (English Composition) and courses characterized as "writing intensive." ENG 100 is a required course which is part of the CCC. Twenty-two faculty members taught ENG 100 in Spring and Fall 2008. Syllabi were obtained from 21 of the 22 faculty members; the need to avoid plagiarism was mentioned in all 21 of the reviewed syllabi. Nineteen of the 21 syllabi (90%) offered a definition of plagiarism as well. Courses which were considered "writing intensive" according to the now defunct General College Program (GCP) were identified from the last course registration booklets in which they were listed (Fall, 2001; Spring, 2002). Twenty-nine of these "writing intensive" courses are currently taught at Fredonia. We reviewed 23 syllabi for 16 courses (i.e., some courses have multiple sections, with different instructors) and, of those syllabi that still included writing requirements, 60% specifically mentioned plagiarism and 35% also defined plagiarism.

INTEGRITY OF ACADEMIC POLICIES

The integrity of academic policies at SUNY Fredonia was investigated with regard to dissemination of information regarding policies, rules for academic standing, processes related to academic standings appeals, the university's "Academic Forgiveness" policies, and consistency in adherence to stated academic policies. The integrity of online courses was also reviewed.

The *Undergraduate Catalog* includes information regarding the academic policies at SUNY Fredonia. The information contained within the catalog (2007-2009, p. 217 – 227, See Appendix A5) is extensive, including policies in regard to students with disabilities, declaring majors and minors, registering for courses, recommended course load, course auditing, class attendance, scheduling of final examinations, course and other university assessment, grading system, course repeat policy, transfer credit, student appeal of grades, plagiarism, academic standing and probation, course and university withdrawal, leave of absence, academic bankruptcy, university readmission, registered degree programs, general degree requirements, and graduation with honors.

The Academic Standings Committee, consisting of personnel from Academic Affairs as well as from Student Affairs, has established rules for processing a student's academic standing at the conclusion of a semester. The last revision of these rules occurred in December, 2008. For example, students with a cumulative GPA from 0 to 1.99 are placed on some level of academic probation (i.e., if they are not dismissed). Students who do earn an academic dismissal status have the option of appealing the dismissal, using the on-line Academic Dismissal Appeal Process. Department Chairs are informed which students from their department are appealing a dismissal and asked to provide input regarding the likely academic success of a student if she/he is reinstated. Department Chairs may ask faculty members to provide information regarding the student's work in a particular course.

Table 9.1. Number of academic dismissals from Spring 2006 – Fall 2008, along with the number of appeals and number of reinstatements.

Semester	Dismissals	Appeals	Reinstatements
Spring 2006	157	64 (41%)	25 (39%)
Fall 2006	132	54 (41%)	41 (76%)
Spring 2007	175	93 (53%)	52 (56%)
Fall 2007	126	55 (44%)	38 (69%)
Spring 2008	166	89 (54%)	39 (44%)
Fall 2008	104	53 (51%)	32 (60%)

An Academic Standings Meeting takes place after Department Chairs provide input (i.e., this meeting occurs approximately two weeks after semester grades have been submitted by faculty). Data were obtained from the Registrar regarding the proportion of students who appeal dismissal, and what proportion are successful in their appeals for reinstatement. These data (Table 9.1) reveal that approximately 40-55% of students who are dismissed appeal the dismissal. The proportion of reinstatements subsequent to appeal is higher in the Fall semesters than in the Spring semesters. According to the Registrar, this disparity is due to the fact that the Fall semesters brings many transfer students to Fredonia and a large proportion of the "initially dismissed" group during the Fall semester are first-semester transfer students. It is often considered by the Academic Standings Committee that these students may be more successful academically after subsequent semesters (e.g. they may have been experiencing adjustment difficulties during their first semester at Fredonia). According to the Registrar (e-mail from University Registrar 12/3/08), the Committee looks at each individual case carefully, taking many factors into consideration, including first semester status, previous and future planned program of study, plans to repeat failed courses, resources utilized to improve one's academic standing if the student was already on probation, health-related issues during the specific semester, and the student's plans for improvement.

In March, 2007, The University Senate approved a set of Academic Forgiveness Policies, after substantial discussion about the issues. The three policies are Freshmen Forgiveness, the Restart Option, and Academic Bankruptcy. Information about Academic Bankruptcy is included in the *Undergraduate Catalog* (p. 223-224) as this policy has existed for many years; the two other policies were not approved in time for the 2007-2009 *Catalog* but are available on-line as links from the Academic Policies section of the Registrar's office home page (See Appendix C.9e). Freshmen Forgiveness allows up to 18 credits of "D" or "F" grades to be excluded from the GPA. Students must appeal for Freshmen Forgiveness before the completion of 50 cumulative credit hours. This policy is aimed at assisting freshmen who have initially selected a

major for which they are not well-suited, in which the student has received a very low grade in a course which is not likely to improve should a student repeat the course. The Restart Option allows students to establish a new GPA from the time of a readmission to the university. The student's academic record from the time of initial enrollment at Fredonia is reflected on the student's transcript, but the GPA is calculated only on grades earned after the student is readmitted. Academic Bankruptcy allows students to exclude from the GPA grades from one semester in which there were unusual circumstances. The student receives credit for those semester courses in which he/she received a grade of C- or above, but no grades from the semester are included in calculations of the overall GPA. Students are permitted only to use one of these options during their undergraduate career. The Academic Forgiveness Committee examines all applications for these three forms of academic forgiveness.

It should be noted that the Freshmen Forgiveness portion of the Academic Forgiveness Policies was particularly controversial. The Student Association General Assembly voted 20-0 against the idea, with the view that it "brought academic integrity down" (University Senate meeting minutes, 3/5/07). The students also argued that the course repeat option is a more reasonable way for students to improve their grades. In the University Senate, the set of policies was voted upon as a whole on March 5, 2007, and the motion passed 21-16, and subsequently approved by the President.

Academic integrity was also examined with regard to the extent to which other academic policies for the university are adhered to consistently. Each semester, dates are provided to students regarding course add, drop, and withdrawal deadlines. When the deadline for a course is missed, and the student still wishes to withdraw from the course, he/she must provide a rationale in writing, which is reviewed by the Registrar. This has been in effect for the past 4-5 years and approximately a dozen students request this deadline extension each semester. This exception to the stated withdrawal deadline is made on a case-by-case basis. Parameters which are taken into consideration include perceived student honesty regarding the situation, information from a faculty member supporting the late withdrawal, and student physical or mental health issues.

There is one SUNY-wide requirement for graduation which is never waived: that of a 2.0 overall cumulative GPA. If a student wishes to waive a SUNY Fredonia requirement (e.g., such as having a certain number of Fredonia non-transferred credits), then the VPAA must provide approval. If the student requests to have a CCC requirement waived, then he/she must submit a written request to the Director of the CCC. Having a formalized process to request waivers for CCC courses began in Fall 2008. The Department Chairs have latitude with waivers for major requirements, and can permit course substitutions. However, all of these particular procedures regarding exceptions to policies are not in writing, in order to not encourage students to request exceptions.

The *Undergraduate Catalog* provides information regarding students' ability to appeal grades (2007-2009, p. 222). The steps for appeal are laid out clearly and comprehensively. With department Chair, Dean, or VPAA approval, the Registrar processes grade changes.
The integrity of online academic offerings was also considered in this self-study. There are only a few courses (Spring 2009 = 8; Summer 2009 = 13; Fall 2009 = 10) which are offered online at Fredonia, and the effectiveness of these online courses is only beginning to be assessed. In Fall 2008, an Online Learning Advisory Committee was convened and charged with recommending policies related to a variety of aspects of online learning, including approving online courses, training faculty to teach online courses, student registration for online courses, course evaluations for online sections, and ownership of online learning materials. The work of the

committee is guided in part by a draft of a SUNY Fredonia Online Education Policy, which was prepared by the Chair of the Academic Affairs Committee in Summer 2008 (See Appendix C.9f). The work of the Online Learning Advisory Committee is still in progress.

STUDENT FREEDOM OF SPEECH
Information regarding freedom of speech for students is included in the *Undergraduate Catalog* (2007-2009, p. 229-230, 249-252). For example, it is stated that "the campus must be open to a free exchange of ideas and individuals and groups have protected Constitutional rights." Pages 249-252 of the 2007-2009 version of the *Undergraduate Catalog* include the Rules and Regulations for Maintenance of Public Order on Campus; "nothing herein is intended, nor shall it be construed, to limit or restrict the freedom of speech or peaceful assembly" (p. 249). The Student Affairs Annual Report (2007-2008) indicates that on the 2006 SUNY Student Opinion Survey, SUNY Fredonia ranked fourth out of 12 schools for student voice in college policies; it also ranked first out of 12 schools on the 2006 Student Opinion Survey for openness to the opinions of others. Campus acceptance of differences as assessed by the 2006 Student Opinion Survey was significantly higher than the SUNY average (Fredonia students' satisfaction = 4.03 on a scale from 1-5; the SUNY college average was 3.93). The Student Affairs Annual Report (2007-2008) also reported that the 2007 National Survey of Student Engagement (NSSE) data indicated that Fredonia was about average in the SUNY system in discussing diverse perspectives in the classroom.

SENSITIVITY TO DIVERSITY
The Integrity subcommittee sought to add to the investigation of campus sensitivity to diversity through a consideration of student outcomes. According to the 2006 Student Opinion Survey data, Fredonia students indicated higher levels of satisfaction compared to the mean of all SUNY students on questionnaire items related to "racial harmony" and "racial prejudice rare." The mean of the Fredonia students on the item related to racial harmony was 3.95 (scale ranges from 1-5), whereas the mean of all SUNY students on this item was 3.78. On the questionnaire item related to racial prejudice occurring rarely, Fredonia students had a mean satisfaction score of 4.05 (SUNY mean = 3.76).

AVAILABILITY OF INFORMATION REGARDING STUDENT OUTCOMES
Information regarding student outcomes is available through a variety of sources. Page 227 of the 2007-2009 Undergraduate Catalog provides information regarding student retention at Fredonia. The Fredonia website reports results of the 2003 IPEDS (i.e., Integrated Postsecondary Education Data System) Graduation Rate Survey as a link within Institutional Research, detailing 4-, 5-, and 6-year graduation rates of SUNY Fredonia students versus other SUNY schools (See Appendix C.9g). It is also noted on this webpage that SUNY Fredonia ranks seventh in the nation for graduation rates among public, comprehensive universities. Information is also available regarding student outcomes in the SUNY Fredonia Experience brochure, which is provided to prospective students (See Appendix A7 "Viewbook"). This brochure includes information about distinguished alumni, as well as a great deal of other information regarding SUNY Fredonia.

ACCESS TO INSTITUTIONAL INFORMATION IN A VARIETY OF FORMS
Besides written formats, a great deal of institutional information is available electronically through the Fredonia website. Audio offerings are currently limited to a university podcast site, http://podcasts.fredonia.edu; however, iTunes University will be utilized at SUNY Fredonia beginning in Fall, 2009. There are some videos posted at http://www.fredonia.edu/live. Electronic information can be accessed by individuals with visual impairments or learning disabilities using assistive technology such as screen readers. This technology is available

through Disability Support Services (DSS). DSS can also provide institutional information for students in Braille.

HANDLING OF GRIEVANCES AGAINST FACULTY AND ADMINISTRATORS
The *Undergraduate Catalog* (2007-2009, p. 252-253) provides information regarding how students may make complaints regarding university policies or personal experiences at the university. The Catalog indicates that informal and formal complaints should be initiated at the department level, and if there is not a timely response or resolution, students are encouraged to contact the Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration, or the Office of Human Resources. Students may also file complaints with the New York State Office of College and University Evaluation or the U.S. Office for Civil Rights. The *Undergraduate Catalog* also includes discussion of Sexual Discrimination and Sexual Harassment (2007-2009, p. 248-249), and how students may receive advice and help from university personnel if they feel that they have been the victim of sexual harassment or discrimination. Records of student grievances may be kept if the grievance is made through the Affirmative Action office or Student Affairs. Many times, student grievances do not go further than an academic department, and department Chairs do not typically keep record of these student grievances.

In cases of grievances against faculty, several portions of the *Terms and Conditions of the UUP Agreement* (Article 7: Grievance Procedure; Article 10: No Discrimination; Article 19: Discipline; and Article 31: Personnel Files) serve as a guide for evaluation and disposition of the case. According to the Director of Human Resources at SUNY Fredonia, in cases where a faculty member is accused of misconduct, the university initially undertakes an investigation into the allegations (e.g., witnesses may be interviewed, evidence collected, and exhibits prepared). If discipline is warranted, a Notice of Discipline is issued. The Notice of Discipline details the specific charges brought as well as the proposed penalty. In the event that the alleged misconduct involves matters of sexual harassment or discrimination, religious intolerance, racism, or discrimination based on sexual orientation, the incident would be reviewed jointly by Human Resources and Affirmative Action. In any case of alleged faculty misconduct, the results of the investigation are shared with the faculty member and union representation, if the employee seeks such representation. It is important to note that these internal steps are not currently included in any policy information at SUNY Fredonia.

Procedures related to grievances filed by faculty against the university or administrators are discussed in Articles 7 (Grievance Procedure) and 10 (No Discrimination) of the *Terms and Conditions of the UUP Agreement* (See Appendix A6, UUP Contract). The Grievance Procedure is well-detailed and includes a four-step procedure which starts at the campus level and is potentially arbitrated at the state level. In communications with the then-UUP President of SUNY Fredonia and a UUP Labor Relations Specialist, it was revealed that in cases of faculty grievances against the university, personnel at the level of the Governor's Office of Employee Relations often do not provide written responses in a timely manner. These individuals also reported that there are also frequently delays from the Governor's Office of Employee Relations in having an arbitrator selected and a hearing date established.

ADMINISTRATOR ETHICAL BEHAVIOR
Public Officers Law, Section 74 for the state of New York (See Appendix C.9h) includes a code of ethics for individuals in management positions at SUNY Fredonia (i.e., the union to which these individuals belong is called Management/Confidential). It includes guidelines regarding avoiding conflicts of interest, maintaining confidentiality, not securing unwarranted privileges, and conducting oneself in a way that this trustworthy. Administrators are also subject to New York State Policy Directives regarding ethics in government, political activities, affirmative

action, sexual harassment, sexual orientation, age discrimination, and alcohol and controlled substances in the workplace. Information is also provided in these Policy Directives regarding grievance procedures for Management/Confidential employees, and the right for Management/Confidential employees to review their personal history folders. The State University of New York has prepared a "plain language version" of this information to increase employees' knowledge of the state's ethics laws.

EVALUATION OF ADMINISTRATORS
Administrators at SUNY Fredonia are evaluated on a yearly basis by their supervisors (e.g., Deans are evaluated by the Vice President of Academic Affairs yearly; Vice Presidents are evaluated by the President yearly). For each administrator, a Performance Evaluation and Performance Program are prepared each year. Some specific items included in the evaluation document upon which the administrator is rated include "encourages candor and frankness in subordinates," "exhibits sound judgment," "sets and enforces high professional standards," and "supports college's Affirmative Action and Equal Opportunity policies." A narrative is also included with the Performance Evaluation which requires the evaluator to "note any areas needing improvement." The Performance Program details professional objectives for the coming year, as well as criteria for evaluating the professional objectives for the coming year. The contract between Management/Confidential employees and the state of New York indicates that all administrators are subject to an initial probationary period and also indicates that Management/Confidential employees can be subject to disciplinary actions in cases of "employee incompetence or misconduct." An employee who is subject to a disciplinary action is entitled to representation rights and to a hearing before an impartial hearing officer. The burden of proof of incompetence or misconduct lies with the supervisor or official who filed the written charges against the employee.

Besides yearly evaluations, and disciplinary actions (which can occur at any time), the Vice Presidents and President of SUNY Fredonia are supposed to be evaluated by Administrative Review Committees every 3-5 years, according to the University Senate By-Laws.

Administrative Review Committees are comprised of faculty and professionals representing a broad range of campus constituencies. These evaluations have occurred less frequently than every 3-5 years, however, though this is being rectified. The Vice President for Student Affairs is currently being evaluated by an Administrative Review Committee. It is planned that the other Vice Presidents will be evaluated within the next 15-18 months.

RECOMMENDATIONS:
1. Policies regarding student and faculty grievances need to be enhanced. For example, a set policy on handling grievances against faculty through Human Resources should be established and documented. Student concerns at the department level should also be documented consistently. Faculty grievances against the university should be reviewed at the state level in a timelier manner.
2. The timeline established in the bylaws for the University Senate for the evaluation of university administrators should be adhered to consistently.
3. As online learning opportunities emerge more on the campus, they should be monitored closely to ensure that they meet high standards of academic rigor and support for students.

CHAPTER 10

Enhancing our Culture of Learning: Discoveries

We have discovered that Fredonia excels in many ways that have lead to it having a strong and vibrant culture of learning. By necessity, this chapter will concentrate on ways we can improve and thus serve to form a pathway to *enhancing* this culture. Our threads of Diversity, Transitions and Assessing assessment may weave throughout this discussion, as we have discovered that these often are intertwined together and recommendations for improving one will also improve another.

COMMUNICATION

Much of what we recommend in the individual chapters comes down to improvements in communication, not so much in the volume of communications, but rather in the quality, timeliness, inclusivity and efficiency with which we gather, store and retrieve the information that is communicated. First and foremost we should clarify what we communicate to the campus and to the community on why we are here. We need to revisit our aging Mission statement, revitalize it and make it relevant to what we do and hope to do as an institution. Communication on planning, and on resource allocation as a consequence of the planning process, works well at management level. The process is less well understood or explained to the campus as a whole. The Fredonia Plan and the MOU with System Administration form the basis of planning documents at Fredonia, but neither has been very well promulgated to the campus, and progress on meeting the goals and objectives of these plans should be communicated more effectively. When analyzed, the connection between these planning documents and resource allocation is clear, and in some divisions this clarity and connectedness is well understood and appreciated at the unit level. But an analysis of academic department-level documents suggests that it is not so clear to all the campus equally. The Fredonia Plan will soon enter its last year and the campus is getting ready to forge a new Plan. Moreover, the SUNY Chancellor has announced a new SUNY-wide strategic planning initiative and any future Fredonia Plan will need to be aligned with this process. Communication will be very important on this campus in order to promote effective planning, and to ensure that resource allocation as a result of this planning is apparent to all campus constituencies. To this end we feel that the Planning and Budget Advisory Committee (PBAC) of the University Senate should act as the communication voice to impart this information to the campus in a much more open, frequent and comprehensive way.

Our final recommendation under "Communication" may seem to be demanding more documentation and greater workload, but we have discovered through our analyses how difficult it can be to locate important documents. Information that informs programs and is critical for effective functioning and assessment should be readily available. To this end we recommend that a central repository of all important documents generated on this campus be created and that office be staffed by professionals. With the current demands for assessment reporting, and for data-based decision making in planning and program development, a centralized source for campus documents is absolutely needed

DIVERSITY

Our analysis confirmed that Fredonia has done a great deal over the past decade to address the concerns raised during the last decennial review regarding the lack of diversity on campus. Our commitment to increasing diversity is tangible through our many programs and offices (e.g.

Keeper of the Dream scholarships, Office of Multicultural Affairs, EDP and many others) whose mission is to recruit and support students from underrepresented groups on this campus. We also see the campus's recognition of the challenges of increasing diversity in its planning, and the formation of the Diversity Task Force as part of the Fredonia Plan as positive steps in addressing this issue. Moreover, the campus is experiencing a growth in international student enrollment, increased opportunities for students to study abroad, and new agreements with international partner institutions. Without doubt our campus's location relatively far from diverse population centers has impacted our ability to recruit and retain students and faculty/staff from underrepresented groups. Despite this we have been demonstrably successful in increasing applications, and increasing enrollment of students of color. We have also been active and reasonably successful in recruiting qualified faculty of color. However, we also see that our record of retaining students and faculty, and of graduating minority students has fallen short of our goals. We support the recommendations of the Diversity Task Force and also recommend that greater attention be placed on finding reasons for the difficulties related to retention and graduation of minority students, and for retention of faculty/staff of color. We also would recommend that the campus increase its welcome to students from other countries by making their transitions easier, and encourage more faculty involvement in supporting international initiatives.

TRANSITIONS

The University supports students transitioning into Fredonia through programs ranging from summer orientation, liberal arts and other freshman seminar experiences, the University's commitment to the "Foundations of Excellence" process, the multitude of programs in the Residence Halls, Campus Life, and other areas too numerous to list. This is particularly evident for the traditional freshman student, and rightly so as this is the transitional cohort with the least experience of university life. Although there are less specific programs designed for transfer and graduate students, those programs that are in place seem to fulfill the immediate needs of these groups. It is time to evaluate the advising process throughout the campus, not just advising for first year students. Ideally, the advisement process would include advising on post-graduate opportunities as well. Our Liberal Arts program, which serves so many of our newest students is also due for a targeted assessment.

ASSESSING ASSESSMENT

Assessment of student learning and of institutional effectiveness has been a focus of action and accomplishment at Fredonia for a number of years. The institution has a simple overall plan for assessment that lays out the map for assessment activity, reporting and, most importantly, ensuring that assessment is used to inform programs and unit activities with a view to improvement. The Office of Campus Assessment was instituted eight years ago to provide advice and a degree of oversight for the process; however, the leadership and responsibility clearly lies with the faculty, staff and management in the divisions that comprise the university. All academic programs have an assessment plan in place, and departments are actively involved in evaluating their programs on a regular basis. There is good evidence of effectiveness in assessment. Periodic academic program review processes require departments and Deans to arrive at a formal action plan based on assessment. Departments themselves are "closing the loop" and evaluating changes made as a result of assessment for effectiveness. Assessment of student learning is not confined to academic departments, and many units in Student Affairs division have incorporated, or are in the process of incorporating, student learning outcomes to their interactions with students.

There are areas in need of improvement within assessment of student learning, but these, by and large, can be addressed through greater vigilance in reporting, and are not indicative of any general lack of assessment activity.   In a similar fashion, assessment of institutional effectiveness is clearly an ongoing and organic component of the functioning of the various units comprising the University. There is good evidence of clear alignment between mission and goals, and, for the most part, clear assessment practices that give rise to useful, authentic information that is used by these units for self-improvement.

Implicit in our "thread" of *Assessing assessment*, is the notion that in some areas we are overwhelmed with assessment activities. The additional burden of assessment reporting for external entities, especially NCATE and SUNY General Education, has definitely increased the workload. This experience is not unique to Fredonia, and there is some evidence that external accreditors and SUNY are beginning to recognize how large demands on faculty and staff time in performing assessments for multiple agencies does not advance the purpose of effective assessment well. However, our analysis showed that if the assessments are proven useful, and the department faculty uses the assessment analysis to validate or modify curriculum, then the department is more likely to find the work worthwhile. Our administration helps with this process by supporting departmental decisions based firmly on assessment findings, through approval of curricular change and priority in resource allocation. Challenges remain and Fredonia needs to broaden its assessment of non-traditional courses (on-line, time shortened, graduate and certificate programs), and to continue to work building on the advances in assessment processes gained over the past few years.

We can help ourselves more by finding better ways to present data and assist departments more directly in data gathering, analysis and reporting.   In this study we recommend more uniformity in reporting institutional assessment activities and results. It is also time to further institutionalize effective and efficient assessment reporting and record keeping through allocating increased resources in support of a more centralized and professionalized Assessment Office, and a closer alignment of the office with Institutional Research and Planning.

CONCLUSION

Fredonia bears many hallmarks of a vibrant and successful institution of higher education. Our faculty are productive scholars and creators of artistic works, committed to the teaching mission of the University, and providers of strong service to the functioning of the university, the greater community and the academy. Enhancement of faculty development is a priority for the institution as evidenced through the new professional development center. Our student support services are regarded by the students themselves as excellent; from the quality of the residence halls, to the food service, to the roster of activities available. Despite the fiscal challenges faced by the campus over the past ten years as a result of declining state operating support, and particularly the current economic crisis, Fredonia's financial management team has carefully administered the various budgets of the institution with integrity and skill. Our achievement of the monetary goals of recent capital campaigns, coupled with our increasingly active engagement with alumni, promises to provide Fredonia with greater support for future growth, not only from the financial sense, but also to enhancing our advocacy potential.

Despite economic challenges of the last decade, Fredonia has managed to modernize many of its current buildings and facilities and has added significant new learning and living spaces, including a state of the art Natatorium, the award-winning Rosch Recital Hall, and University Commons to name a few. The SUNY Fredonia Technology Incubator in nearby Dunkirk, NY will open later this Fall, a new Child Care Center is scheduled to open in February 2010, and a $60

million Science will break ground in early 2011, followed one year later by a $40 million Classroom Addition to the Rockefeller Arts Center. There have also been modifications to buildings and utilities that have enhanced efficiency of energy utilization on this campus, resulting in significant cost savings and a lower carbon footprint. Indeed, the commitment of the University to sustainability is shown through its joining the American College & University President's Climate Commitment in April 2008.

Fredonia has a wide array of academic programs and displays innovation and responsiveness with interdisciplinary degree opportunities and new programs in music business, sport management and exercise science, while remaining true to its core values of a comprehensive liberal arts institution. It has seen the further development of its professional education programs achieving NCATE accreditation and organization into a new College of Education, and its business programs combined into a School of Business under a new Dean are poised to gain prestigious AACSB accreditation in the near future. Support for joint student/faculty research has increased through the formation of OSCAR.

In the past ten years Fredonia has experienced increases in applications, and has seen steady, controlled growth in enrollment, while increasing the strength of entering freshman classes and the academic qualifications of transfer students. Overall retention rates are high for a publically funded, residential campus, and graduation rates are among the highest in the nation. It is a testament to the quality of the institution that prospective students want to come here, remain here, and graduate from here.

This study set out to describe, analyze and offer comment on how we at Fredonia can "Enhance our Culture of Learning." There remain challenges, some long standing and others new, but it is very evident that Fredonia has a strong commitment to the education of its students and that indeed the culture on campus is one supportive of learning in all its facets.