

**FINAL REPORT:**  
**ACADEMIC AFFAIRS GOALS 2016-2017:**  
**Progress toward the Impacts of Tomorrow**  
**SUNY Oswego**  
Provost's Office: June 19, 2017

## BACKGROUND

This Report summarizes and reviews Academic Affair's progress towards its 2016-2017 annual goals. The goals are organized in terms of the **five impacts of Tomorrow: Greater Impact and Success**. Each impact is associated with a number of **performance drivers** – calculated actions that interact with the larger academic environment to produce success. Similarly, each driver is associated with one or more **key indicators** – measurements that reflect the progress of our performance drivers.

## OVERALL

Table 1 below illustrates the progress towards the 170 goals established by deans and directors in consultation with the Provost in fall 2016. For ninety one percent (91%) of the goals, deans and directors reported outcomes that represented significant progress, progress, or successful completion; in four percent (4%) of the cases, deans and directors reported no progress. Due primarily to the timing of reports, data was unavailable for a small number (9) of the 170 goals.

Impact	Significant Progress	Progress	Successful Complete	No Progress	Data Lacking <sup>1</sup>	Totals
I. Students thrive	22	17	3	3	7	52
II. Quality demonstrated	19	6	15	2	0	42
III. Communities prosper	9	1	5	1	1	17
IV. Institution effectiveness	21	12	12	1	1	47
V. Grand challenges	7	0	5	0	0	12
Total	78	36	40	7	9	170
<hr/>						
Percent						
I. Students thrive	42%	33%	6%	6%	13%	100%
II. Quality demonstrated	45%	14%	37%	5%	0%	100%
III. Communities prosper	53%	6%	29%	6%	6%	100%
IV. Institution effectiveness	45%	26%	26%	2%	2%	100%
V. Grand challenges	58%	0%	42%	0%	0%	100%
Total	46%	21%	24%	4%	5%	100%
Cumulative	46%	67%	91%			

The narrative below summarizes progress on individual impacts and the associated drivers.

---

<sup>1</sup> In most instances, the data will become available after July 1, 2017.

## **PROGRESS TOWARD INDIVIDUAL GOALS**

**Impact 1: Our students and graduates thrive through knowledge, experience, perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.**

- **Performance Driver 1: Foster a college-wide culture of caring that provides supportive effective advisement and personalized mentoring. Expected outcome: improved retention across undergraduate student body; improved graduate student experience.**

Academic Affairs implemented this driver through tutoring programs offered by OLS and the First Year Program. It also continued to implement the AP program that was enabled by Starfish and other technological tools as well as an expanded Mentor-Scholar Program delivered by CEL, and through customized Library instruction focused on special student populations. The Provost's Office continued to work with the Schools and Colleges to develop the Academic Probation Program. In addition, Extended Learning continued to develop its Prior Learning Assessment (PLA) Program. The Graduate Studies office continued to strengthen undergraduate recruiting techniques making use of technology as well as new informational literature.

As the year progressed, the RAAP Committee recommended adoption of a two-year (2017-2019) Pilot Program named the "OTEAM" under the leadership of the Deans of CLAS and SCMA. This was approved and a professional advisor, hired. The Pilot will be implemented in fall 2017.

- **Performance Driver 2: Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.**

Academic Affairs animated this driver through collaborative activities with the Alumni Office that involved the College of Liberal Arts Sciences and Schools of Business, Education, and Communication, Media and the Arts. CEL increased internship placements with alumni; the Library launched the Oswego Digital Library.

- **Performance Driver 3: Plan for, recruit and retain a highly diverse, prepared and talented student body.**

Academic Affairs implemented this driver by identifying new international student sources in Latin America and the Caribbean and increasing services to international students. Further, the Academic Probation Program will also contribute to this driver. The School of Business and School of Education implemented programs targeted on under-represented populations. OIRA support admission efforts with data and improved mapping and continue its predictive modelling in support of undergraduate Admissions. Individual schools and colleges

maintained or increased their outreach activities and Extended Learning sought to recruit participants in the High School Program and increase the number of participants in Intensive English Programs. Extended Learning created a Five Year Plan for the Syracuse Campus and collaborated with Communications and Marketing to create an integrated marketing plan. CTS presented a business case for a preferred CRM and worked with colleagues to develop a mobile registration application. Transfer Services and FITW worked with sister institutions to develop “passports” for prospective transfer students.

- **Performance Driver 4: Encourage critical thinking, leadership, synthesis of knowledge and motivation to live active engaged lives.**

The Provost’s Office with support from CEL and OIRA worked with Faculty Assembly to fashion responses to SUNY’s Applied Learning initiative and recommended against requiring Applied Learning as a local graduation requirement. OIEP initiated efforts to assess student learning outcomes (SLOs) of education abroad. The Library provided instruction in information and digital literacies to equip students for lifelong learning. RISE supported 116 students in local, regional, national and international conferences; this represents a significant increase from 2015-2016 when 87 students traveled with RISE support. QUEST engaged some 400 students in presentations of their creative and research activity at the April campus-wide celebration.

#### **Impact 2: Our academic quality is demonstrated, extended, recognized, sought-after, and heralded.**

- **Performance Driver 1: Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective.**

Schools and colleges continue to review and refine curricula and pedagogy. The School of Education (SoE) developed and delivered a COIL course collaboration with the University of Potsdam in Germany and submitted a revised CTE certificate proposal to SUNY. SoE also successfully sought CACREP accreditation. CLAS moved a major in Politics, Philosophy and Economics and minor in Digital Humanities through governance and took steps to significantly increase enrollments (to 150-175) in its Bridge Camp. SCMA proposed multiple revisions to its existing portfolio as well as new majors in Interaction Design. OIEP continued to work with faculty to design and promote faculty led programs abroad. Extended Learning explored a possible application for accreditation by the National Alliance of Concurrent Enrollment Programs and is developing a possible one credit course in American culture. A Library Task Force reviewed the feasibility and desirability of developing a credit-bearing course in information literacy and recommended against this step. CLAS completed 5-year reviews of Anthropology and Physics; the SoB is preparing for AACSB review in 2017-18.

- **Performance Driver 2: Provide high-impact, inspiring and transformative learning experiences.**

Academic Affairs relied upon various applied learning experiences and technology-enabled learning to advance this driver. For example, OIEP implemented new applied learning opportunities for student teaching, research and internships abroad and collaborated with the School of Business to deliver the 4<sup>th</sup> Annual SUNY Oswego/SNU Student Research Conference. CEL increased the number of internships to more than 770 annually from 670. Extended Learning continued to refine online course design, stressing the “Five Essential Elements of Online Learning.” SCMA continued to diversify curricular offerings, adding West African Dance to its Theater offerings and submitting three curriculum improvement grants targeted on diversity. CTS expanded its digital textbook initiative to four classes and expects to increase this to 30+ sections in 2017-18. IGE implemented programming in support of Brazil Year.

- **Performance Driver 3: Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.**

Across Academic Affairs, all Schools and Colleges completed 28 out of 31 (90%) authorized (July) tenure track searches. A Library search to fill the Associate Director position led to the appointment of an internal interim. Chairs, RPT Committees, Deans and the Provost’s Office collaborate to complete key personnel processes in a timely fashion. CLAS completed additional reviews of departmental personnel policies and has now completed 75% of this initiative.

- **Performance Driver 4: Incorporate and infuse dynamic and effective teaching practices in curriculum across the college.**

The Provost’s Office in collaboration with the Center for Excellence in Learning and Teaching (CELT) hosted an external speaker for the Academic Affairs Retreat and will repeat this in fall 2017. This contributed to a 90% increase in participation in the CELT “Minds Online” reading group. During 2016-2017, CELT continued to host regular workshops on a broad variety of issues associated with teaching and learning including topics such as flipping the classroom, low-stakes testing, and team-based learning. The Committee on Learning and Teaching (COLT) worked closely with the Center for Excellence in Learning and Teaching in an advisory capacity.

- **Performance Driver 5: Implement robust and creative professional development activities readily accessible to all faculty and staff.**

The institution approved 15 out of 21 (71%) sabbatical applications for 2017-2018 with a total replacement value of \$74,126, the highest figure in recent memory. The institution also

increased travel support to \$1,250 per faculty from \$1,000. The Associate Provost orchestrated a Chairs Workshop that attracted 40 attendees. CELT continued development of “badging”; SCAC provided research support for faculty and students; CTS supported integration of technology into the classroom through \$75,000 in TIP Grants. Finally, the Committee on Learning and Teaching (COLT) oversees the Faculty Enhancement Awards for Curriculum and Program Development and the President’s Award for Excellence in Teaching.

- **Performance Driver 6: Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.**

CLAS supported faculty participation in the Digital Humanities Summer Institute. ORSP took steps that will lead to an enhanced, research focused website and recognized leading faculty grant recipients at the Fall Academic Affairs Retreat. Applications by faculty and students for SCAC grants significantly increased while the value of grant applications processed by ORSP also increased. ADWISR developed upper division elective coursework in support of ECE and SE.

**Impact 3: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.**

- **Performance Driver 1: Elevate and support productive external partnerships.**

Academic Affairs strengthened and deepened existing relationships and, where appropriate, establish new. For example, The School of Education expanded its Professional Development School initiative through Team Sheldon and expects to host several programs in summer 2017. OIEP has created partners in STEM fields and HCI in Costa Rica, Spain and Trinidad and Tobago. CEL increased its internships to 770+ (from 670). Transfer Services and the FITW Grant Program have continued to develop passports for transfer partners.

- **Performance Driver 2: Integrate and embed arts, athletics and recreation offerings in the community.**

Though all schools and colleges in the Academic Affairs Division have significant outreach responsibilities and initiatives, SCMA took the lead in animating this driver through its programs in youth music, arts and theatre. These activities were punctuated by a weeklong series of events associated with the reopening of Tyler Hall (Tyler Hall Take Two Debut) that featured a creative “naming” program for seats in the newly renovated Waterman Theatre.

- **Performance Driver 3: Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.**

The School of Education strengthened its local and regional partnerships including the CiTi BOCES CARE (high school credit recovery), Project SMART, and Project BLEND. OIEP

developed an education abroad program that engages the community; CEL offered STEM mentoring at Fulton junior and senior high schools; the School of Business's VITA program assisted in completion of a record 405 tax returns for seniors and low income citizens; CEL added 22 new internships at non-profit organizations. Finally, Extended Learning in concert with CLAS departments continued and expanded the SUNY Oswego in the High School Programs, reaching 30 school districts through 96 course offerings that together enrolled 2,059 unique students.

**Impact 4: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success.**

- **Performance Driver 1: Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.**

Program review and data rich assessment are embedded across the units in Academic Affairs and supported by the Office of Institutional Research and Assessment (OIRA). Information generated by program review and assessment informed decision making at all levels of the Division. During 2016-2017:

- IRA strengthened its Assessment Program, adding additional academic support units totaling 17 units overall. OIRA also maintained the Factbook, improved its Consumer Information page, and developed summary reports in support of the faculty hiring request process. It also conducted key surveys (NSSE, FSSE, COACHE, Campus Climate) that will inform future decision making. In support of OIRA's assessment initiatives, the Provost's Office provided funds to replace the spring courses that became uncovered by the appointment of three Assessment Fellows.
- Graduate Studies developed and shared program level SWOT analyses with Deans to inform planning and future action plans. The School of Education continued to prepare for CAEP accreditation, SPA standards, and secured CACREP accreditation. These accreditations continue to provide third party validation of quality and inform planning and future development. CEL continued to monitor the Mentor-Scholar Program, with the senior year behind the first entrants into the program, is now positioned to assess impact on OCSD retention and graduation. Finally, the General Education Program continued to collaborate with the AAC and to improve its tactics for closing the loop.
- CTS continued to refine its use of metrics in ITIL processes inside of Service Now and also supported implementation of technologies that assist in measurement and appraisal of the *Tomorrow Plan*. The Library continued its existing assessment program and explored new ways of demonstrating impact. The School of Business completed the Continuous Improvement Review report (CIR) and hosted an outside consultant in anticipation of a maintenance of accreditation review by AACSB in fall 2017. The Registrar's Office continued to exploit the power of technology to make course offering decisions and improve overall effectiveness and efficiency.

- At the conclusion of 2015-16 academic year, the Provost's Office published an Annual Report that, *inter alia*, tracked progress on annual objectives as well as faculty activities.
- **Performance Driver 2: Solicit and obtain robust private support.**

Academic Affairs supported fundraising efforts in a variety of ways ranging from identification and cultivation of prospects to solicitation. Advisory boards were active in the School of Business, SCMA and CLAS. During 2016-2017, SCMA worked with Development to host Tyler Hall Take Two Debut, a series of events that included a meeting of its Board. This on-campus meeting was followed in spring with a Board meeting in NYC. The CLAS Dean assumed a greater responsibility for leadership support of the Engineering Advisory Board and hosted successful fall and spring meetings.

- **Performance Driver 3: Solicit and obtain extramural funding for sponsored projects.**

The Office of Research and Sponsored Programs (ORSP) continued to promote and support grant writing. Though the number of grant applications fell 9% from the high of the previous year, the value of the proposals increased to \$19.8M (17%). ORSP also supported the patent application process initiative by ADWISR that resulted in one provisional patent and one patent application. ORSP also hired an administrative assistant who will assume a portion of the responsibilities that were hitherto performed by the Assistant Provost for Budget and Operations. As planned, OIEP applied for one major internal education grant in collaboration with IGE. OIRA supported the application process as appropriate.

- **Performance Driver 4: Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.**

Continuing efforts to improve efficiency and effectiveness in the Division, Academic Affairs pursued a number of strategies at all levels.

- SoE (Wilber Tower) and SCMA (Tyler Phase II; Hewitt) continued to collaborate with Facilities to advance construction plans and projects.
- Graduate Studies implemented a non-matriculated fee that was used to underwrite graduate student travel to conferences.
- The Provost's Office worked with the MLL Department, EL, and OIEP to clarify administration of the GETGO Program and to formalize these understandings in written guidance.
- CLAS established space committees for Mahar and Marano/Poucher modeled on the Shineman Committee to engage faculty and improve decision making.
- Extended Learning developed a business plan for the Syracuse Branch Campus and presented this at the Dean's and President's Council. This plan is intended to move the Campus towards its enrollment and programming objectives.

- The Library worked with Facilities to construct the “Speaker’s Corner Classroom” that is expected to be finished in July 2017.
- The Registrar’s Office developed four-year templates for about 15 majors; these link degree planning and registration. It also introduced mobile access to the registration process. Both should contribute to improved retention and student satisfaction.
- CTS collaborated with Facilities to redesign the main data Center to reduce energy consumption and improve space utilization. It also increased internet bandwidth to 3.0 GB for January 2017 and upgrades wireless access in Cayuga, Oneida, Seneca and Sheldon residences. CTS further continued to improve information management practices which will increase security and reduce insurance costs. CTS also collaborated with OIEP, the Registrar and the Library to implement CAPA resulting in increased revenues.
- **Performance Driver 5: Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.**

The Office of Sustainability implemented programs that reduced paper use in/out of the classroom, enhanced our plastic waste reduction culture, and significantly increased bike sharing.

**Impact 5: Our work contributes to finding solutions for the grand challenges of our times.**

- **Performance Driver 1: Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.**

Faculty and student research in the several schools and Colleges and in the Library led to published scholarship and professional presentations that addresses critical challenges and raises the visibility of SUNY Oswego. Administrators participated in appropriate professional associations and external groups contributing to increased visibility and to the business intelligence that informs decision making.

- **Performance Driver 2: Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues.**

The Academic Division supported this driver through continuing initiatives such as the Global Lab while considering possible new initiatives such as the Grand Challenges Project. In particular, OIEP engaged faculty, staff and students along with international partners in two academic research conferences. Faculty from the sciences continued to engage in Global Lab projects that have enabled students to engage in high level research at JPL, Hungary and Germany in recent years. The Library collaborated with other offices to bring compelling speakers to campus. Finally, the Provost’s Office commissioned a working group on the Grand Challenges Project that recommended a formal launch of this Project to the President’s Council. The recommendation was approved and the Grand Challenges Project is underway.

- **Performance Driver 3: Promote learning and knowledge to advance the common good and lay the foundation for a better world.**

Units in Academic Affairs engaged critical issues in several ways. The SoE initiated a program in health disparities and continued its weight management and women's health and fitness programs. It also received additional external support to expand its TOC program to support up to 50 students of color. OIEP, the Library, the Registrar and CTS piloted CAPA, making SUNY Oswego a school of record/library of record for selected campuses around the world. In addition, the School of Business hosted a symposium on Diversity, Equity and Inclusion in Business.

The following pages provide detailed summaries of impacts, drivers, accountabilities, expected outcomes and resource needs that were estimated for 2016-17.

**ACADEMIC AFFAIRS GOALS 2016-2017**  
**OUTCOMES AND IMPACTS REPORT**

Provost's Office

June 20, 2017

The following Google Docs spreadsheet details the outcome of progress on goals for the Academic Area during 2016-2017. The “Impacts” are taken from the Strategic Plan Tomorrow as are the “Drivers.” The “subdrivers represent specific actions to be taken to animate the drivers. The cell entries appearing under “Expected Outcomes” and “Projected Resource Requirements” were entered by the accountable Dean or Director in consultation with the Provost.

The entries appearing under the column “June 15, 2017 Results” were reported by the Deans and Directors on/about June 10, 2017. The Provost’s Office added the final column (“Eval”) which represents a best professional judgement regarding progress toward the goal. goals. The legend for the “Eval” column is as follows:

- P = Progress
- SP = Substantial Progress
- SC = Successfully completed
- NP = No Progress
- DK = Data unavailable at reporting time.

## ACADEMIC AFFAIRS GOALS 2016-2017: OUTCOMES & IMPACTS REPORT

**Impact I:** Our students and graduates thrive through knowledge, experience perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.

**Linkage to SUNY Excel: Access, Completion, Engagement**

**Created:** November 1, 2016; Update of June 15, 2017

DRIVER	Subdriver: action to be taken	Person Or Unit Accountable	Expected Outcome	Projected Resource Requirements		June 15, 2017 Results	Eval
				Resource Requirements	Results		
1. Foster a college-wide culture of caring that provides supportive, effective advisement, and personalized monitoring	a. Introduce OLS tutoring programs at Metro Center during Spring 2017	OLS, Metro Center, EL	Increase tutoring support available to Metro Center students; establish baseline retention metrics.	salaries for support staff	On hold; will pursue for the fall 2017 semester	NP	
	b. Orient new SASS staff by November 1; refine current programs to address needs of undeclared first year students on academic probation.	OLS	Improved retention vis-a-vis baseline figures for preceding year.	resource library	Curricular revisions made in EDU 104 by applying "Make It Stick" principles; learning skills workshops developed; February attendance at national NACADA assessment conference	SP	
	c. Inform Deans and department chairs on issues related to retention.	IR&A	Deans and department chairs empowered to take corrective action		Information re: FR and TRS retention shared with Deans; plan developed to assess impact of AP policy on retention. A series for specific action plan has been developed	SP	
	d. Support use of data for early outreach by advisors to at risk students (e.g. starfish data). Particularly for FITW program and transfer population.	IR&A	Continued improvement in year to year retention		Timely outreach and follow up by FITW advisers to TRS from OCC, CCC, MVCC. However supplemental advising for other transfers is not systematic.	P	
	e. IRA director will continue as co-chair of RAAP in planning for a pilot implementation of new advisement model.	IR&A	Recommendation to Provost regarding implementation of Pilot (Dec 15); implementation (Aug 2017) of Pilot; initial evaluation of Pilot (Feb 2018)		Recommendation received; Pilot authorized; renamed as OTEAM and reorganized under leadership of CLAS & SCMA Deans; Prof. Advisor hired; implementation underway	SP	
	f. Improve online user experience for prospective graduate students	Grad Studies	Increase avg. time on page by 5%		Avg time on page up 1% compared to last year. Revised graduate program webpages and other graduate related webpages with improved information and features including better content, content consistency and new technical features that improves content consumption.	P	
	f. Create "group" brochures	Grad Studies	Six group brochures for recruitment use		Clear categories of information on each graduate program page Every program page follows the same content format and style for better consistency. Help text for every application requirement is now listed on each program page. New anchor links to make navigation of content easier Completed.	SC	

h. Strengthen undergraduate recruiting for graduate programs	Grad Studies	Discuss grad technologies with undergrad admissions; email campaigns to underclassmen; attend orientations	Associate Provost working with associate deans and other advisers identifies and contacts students with deficient grades; set up program for recovery and communication; implement	Provost Off	Number of DQs appears substantially reduced entering spg 2017. We are supporting approximately 750 students this spring. IR is performing assessment for retention and persistence at this time.	P	
i. Continue AP Program; evaluate first year of activity	CLAS, SCMA Deans	Improved student retention in pilot majors in 2017-18, improved satisfaction with advisement, and identification of areas for improvement in test of model.	CEL	More college students learning about their community and service as well as enriching the lives of middle school students	EL	Existing PLA opportunities on website and shared with campus community, Recommendations for additional PLA opportunities shared	SP
j. CLAS/SCMA will pilot professional advisement and faculty mentoring project in beginning fall 2017 with select programs to improve student advisement and increase retention.	CEL	Maintain or increase the number of EOP, transfer students, honors students, and other special student populations who receive targeted library instruction.	Library	Partner with EOP and other units.	PLA List finalized and posted on website. PLA policy in draft form.	SP	
k. Mentor-Scholar Program: Increase number of SUNY Oswego college students (mentors) to 120	EL	Maintain or increase the use of library services and resources (print, electronic, or technology; virtual and face-to-face).	Library	Increase Honors students retention	Library statistics will be available in mid-July. Will compare current year to previous year.	SP	
l. Establish a college wide resource list of Prior Learning Assessments and recommend additional ways to evaluate college level learning in order to provide access to higher education for non-traditional students	Honors	Increase Honors students retention	Honors	Update to Deans Council in Dec; baseline data (2015-2016) not available	Starfish is used for all students on AP. We continue to perform progress surveys on new and at-risk students. Behavioral flags is the most significant communication tool faculty are now using to report behavioral concerns about their students. Multiple workshops were delivered on Starfish that were well-attended by faculty and staff.	DK	
m. Provide customized instruction and mentoring for special student populations.	Honors	o. Increase utilization and awareness of Starfish Early Alert and it's functions.	1st-year Program	improve identification and support for at-risk students	Starfish is used for all students on AP. We continue to perform progress surveys on new and at-risk students. Behavioral flags is the most significant communication tool faculty are now using to report behavioral concerns about their students. Multiple workshops were delivered on Starfish that were well-attended by faculty and staff.	P	
n. Provide one-on-one mentoring to all Honors students; monitor academic performance	Honors	p. Analyze the results of the Math Placement data on student success and repeat rates for the math courses with mandatory prerequisites.	Honors	improve identification and support for the math courses with mandatory prerequisites.	This work is still in progress.	DK	
o. Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution							

		Meet with the Alumni and Parent Relations Office to develop a survey to be sent to designated SOE alumni to increase alumni engagement.		Survey and invitation/participation letter was developed and will be sent to alumni in June.	DK
a. SoE Assessment Committee will collaborate with the Alumni Office in fall 2016 to collect information from our alumni to increase alumni engagement.	SoE, Alumni Office	Enhance student perspectives and promote alumni affinity with the college	\$2,000	The Business Symposium was held on October 14, 2016 and featured ten alumni who visited classes and participated in a breakout session. The Symposium also featured a panel discussion on Diversity, Equity and Inclusion in Business. SCMA week events successful and well attended including Alumni Arts Career Panel, Media Summit, Career Connectors in NYC. Hollywood P.O.V. program engaged 16 students with alumni in the entertainment business in L.A. SCMA hosted several alumni through the AIR program through Alumni and Development. Individually met with 11 different alumni visiting campus this past year. Hosted a "Careers in the Arts" alumni panel in October.	SP
b. SoB will work with the Oswego Alumni Association to host alumni participating in the 2016 Business Symposium.	School of Business & Alumni Assn	SCMA in collaboration with ARTSwege, Career Services and Alumni Office	\$6,000	Robust attendance at alumni events on campus and off	SP
c. Support ongoing and increased outreach to SCMA alumni through established programs and new programs that pair alumni with students both on and off campus		CEL		Increases affiliation with the college and student opportunities	P
d. Increase student placement with alumni in internships and co-ops		Library		Oswego DL will be linked from the library homepage by Spring 2017. Partner with campus alumni office/groups to promote.	Time, Collaboration from initial project partners to populate their collections.
e. Improve sharing and access to our unique Special Collections and archives by launching the Oswego Digital Library (Oswego DL) and publicizing the college history holdings.				Oswego DL was linked from the Penfield Library home page in late March 2017. Detailed instructions for uploading content are published online. Partnered with multiple faculty members and Quest for content. Promotion will begin in Fall 2017.	SP
<b>3. Plan for, recruit and retain a highly diverse, prepared and talented student body.</b>				Grammar & writing skills walk-in tutoring sessions added to schedule targeting ELL population; extension of walk-in availability for STEM courses; writing center pilot to provide all walk-in service; received 5 Smart boards from TIP grant to be used by tutors in all areas; CRLA proposal not submitted	P
<b>a. Increase the quality of services provided to International students and students seeking academic support and to demonstrate this improvement</b>			OLS staff and director	Proposal for CRLA accreditation for tutoring program will be submitted in February '17.	Annual membership fee
<b>b. Provide tutors with professional development opportunities.</b>			OLS staff and director	2 tutors and 1 staff will participate in and present at a national conference in spring 2017	Conference travel for 2 tutors and 1 staff
				CRLA annual conference is scheduled for Sept. 27-30th; Call to conference July 5, '17. Action deferred	NP

		1. Holmes Scholars Program has been established. Four participants have been identified. AACTE videographers came to campus to interview SOE about the program. 2. TOC grant awaiting clearance of funds. Twenty eight students were supported. Eagle Academy MOA in process, and series related to college and career readiness being finalized. 3. SCSD Foundation breakfast was attended and financially supported by SUNY Oswego. 6. HPW had an increase of 46% for students of color (new enrollment) since 2013. 7. SOE hosted public middle and high school student groups for day-long visits to campus.	SP
c. Implement Holmes Scholars; partner with Eagle Academies; Expand TOC; participate in SCSD Breakfast; partner with FITW; host Technology Conference	SoE	Increase number of students of color in on-campus programs; strengthen partnerships with feeder schools.	
d. Offer the Career Opportunities in Accounting Program to under-represented minority high school rising seniors	SoB	Increase awareness of opportunities in the Accounting profession. Recruit potential students to the SUNY Oswego Accounting Program	\$5,000
e. Offer a New York City networking event for online MBA and MBA-Health Service Administration students	SoB	Enhance online MBA student connectivity to the School	\$3,000
f. Continue to promote SUNY Oswego by responding to all college ranking/publications and participating in President's Honor Roll.	IR&A	Continued visibility; continued movement up rankings	
g.. Support admission recruitment activities through database of markets and study of yield.	IR&A	Continued undergraduate (FTFR, Transfer) recruiting success	
h. Increase graduate diverse acceptances; added focus to GEOP, current undergrads	Grad Studies	Diverse acceptances above 20%. EOP/undergrad outreach activities	P

		Very successful transfer pathways meeting sponsored by FITIW on April 21 brought many two-year schools to our campus for a day of transfer planning and making connections. The music dept. actively recruited at the Rochester School of the Arts and has successfully recruited two new music majors for Fall 2017 from this very diverse arts high school. Music and Art made several recruiting trips to Westchester and Long Island, working in partnership with our Admissions Office.	P
i. Support outreach efforts of all departments in recruiting students through visits to high schools in NY State as well as to high school conferences and two-year colleges	SCMA	Increased enrollment and diversification of students in art, music and theatre	\$4,785
j. Identify and execute new international student sources	OIEP	Gain enhanced market understanding and recruitment indicators	
k. Increase K-12 and College partnerships,	CEL	Interaction with high risk middle school students interacts with diversified student body that leads to greater understanding of varied community needs	
l. Recruit current and past students participating in SUNY Oswego in the High School and New Vision Programs in both traditional semesters and Summer / Winter sessions.	EL	Campaign established to reach out to past high school program students for traditional semester recruitment and another campaign for Summer / Winter Sessions enrollment	
m. Increase numbers and diversity of international student population in intensive English programs	EL	Reach out to new schools and countries to promote GO ESL and SIEP Programs; run table at NAFSA; professionalize website	
n. Work with Communications & Marketing, Admissions and Extended Learning staff to develop integrated and seamless recruitment, admission and retention strategies for locally anchored students living within an hour's drive of Syracuse taking courses at the Metro Center branch campus.	EL	Increased inquiry, applications and enrollment/matriculation in Metro Center courses and programs	
		PT Secretarial support at Metro Center \$25,000 (reallocation); Addl. Marketing funding	P

		Aligned Non Trad Student Org and Alpha Sigma Lambda Honor Society events to optimize interaction and involvement. Worked closely with department chairs to ensure a 2 year rotation of course offerings at Syracuse branch campus and In Online programs.	
		Presented opportunities for additional Online Undergraduate Programs and minors to Dean's Council. Follow up meetings planned.	SP
		Finalized PLA list and posted on website, drafted formal PLA policy.	
		Served on SUNY's MicroCredentials Task Force and Chaired SUNY FACT2 Task Group on MicroCredentiaing.	
		Launched full Hybrid Program, Course Refresh Program	
		Hosted numerous Veterans events both Internally and externally (such as Sled Hockey Clinic with Move Along Inc. for disabled sports players and American Red Cross Services to Armed Forces Annual Meeting	
		Goal met. Increased the Library's offerings for Cruisin' the Campus, by adding a maker event. Hosted middle school students. Facilitated the regional high school-college K-12 educators.	SP
		14 new Institution specific Advising Guides have been developed based on the top 10 transferring majors and 179 program specific Passports to Oswego among 18 partnering Institutions.	P
		OurOswego database est at <\$100K over 3 years; Admissions CRM TBD	
		Pilot was run with student focus groups in April and May. The application will go live before the end of July. New functionality in the app includes making student academic plans available to them and enabling registration through the app.	SP
	EL	<b>Clearly communicated opportunities for engagement and increased course offerings / programs leading to increased enrollment and retention</b>	
		Showcase library facilities, services, and support offerings as another reason to choose SUNY Oswego at events like Cruising the Campus, Community/Educator and High School Student Borrower card, and facilitate the regional high school/college group of K-12 educators.	
	Library		
		p. Participate in outreach activities/events to local high school students (including library instruction for AP classes and high school visits) and at Admissions events.	
	Trans Svcs	Improved relationship with sister institutions and clarity path to graduation for transfers	
	CTS	Improved integration of data, and view of College interactions with stakeholders; improved recruiting capability	
		q. Develop institution specific articulation/advising guides, based on the top incoming transfer majors	
		r. Develop a vision and strategy for the College tracking interactions with stakeholders including prospective students, applicants, students, graduates and people with relationships with Oswego.	
		s. Develop and implement a mobile app improvement that helps students more efficiently select classes and track their progress towards graduation.	
	CTS, Registrar, Marketing & Communication	In collaboration with Registrar, implement a feature in mobile app that allows online registration for all 2017. (added from Registrar) The new mobile application will be used in a controlled beta test this summer.	\$20K
	OLS; IR&A	Use 2013 survey as baseline; develop instrument by Dec 2016; collect data Dec 2016; analyze and report in spring 2017; close the loop;	
		<b>4. Encourage critical thinking, leadership synthesis of knowledge and motivation to lead active, engaged lives.</b>	
		a. Develop a tutor assessment instrument to assess tutor satisfaction, their knowledge of subject matter, and identification of new skills acquired by tutees.	DK
		Survey results are available; report will be written by March 1	

b. Assess current status of applied learning; identify external collaborators and impact; develop recommendation in response to SUNY request.	IRA, CEL, Provost Office, FA	Timely submission (May 1) to SUNY regarding adding an applied learning experience as a graduation requirement.	SC
c. Enhance database to capture student engagement in community service outside of their coursework.	IR&A	peer mentoring program	NP
d. Complete new InFocus profiles with redesign highlighting engaged lives.	Grad Studies	Four new InFocus profiles online and in print	SP
e. Name and begin assessing of common Student Learning Outcomes on education abroad programs	OIEP	Refine assessment plan for 3 new SLOs	P
f. Offer high-impact internships to help students gain experience in realworld conditions and help them prepare for life after graduation.	Sustainability	Employment in their career field within three months of graduation.	SP
g. Increase number of Mentor-Scholar (M-S) sites by working with CTT	CEL	Number of mentees increases; number of mentors increases; positive reception in community of new sites.	SP
h. Sharpen and hone HON 350: Beginning the Honors Thesis	Honors	Increase the # of students who complete the thesis	DK
i. Equip students with critical literacies for lifelong learning.	Library	Instruct students in information and digital literacies so they can become sophisticated consumers of information.	P
j. Support student presentations at local, regional, national and international conferences	RISE	90 students participate in local, regional, national and internations conferences with \$25,000 in RISE support	SP
k. Highlight and celebrate student research and creative activity	QUEST	Students offer 400 presentations/posters on their research and creative activity at campuswide event in April 2017	P

## ACADEMIC AFFAIRS GOALS 2016-2017: OUTCOMES & IMPACTS REPORT

**Impact II:** Our academic quality is demonstrated, extended, recognized, sought-after and heralded.

Linkage to SUNY Excel: Access, Completion, Inquiry

Created: November 1, 2016; Update of June 15, 2017

DRIVER	Subdriver: action to be taken	Person or Unit Accountable	Expected Outcome	Projected Resource Requirements	June 15, 2017 Results	Eval
1. Create and deliver innovative, rigorous academic programs that match student need and maintain existing programs that have proven effective.	a. Develop summer hybrid, low residency, and accelerated degree programs	Grad Studies	Specific plan for development and implementation, including target dates	Curriculum development support	Not Completed.	NP
	b. Determine five-year target for online expansion	Grad Studies	Five-year plan in place with # seats and courses over time		Not Completed.	NP
	c. At least five programs will be developed/enhanced at the local, regional, national, and/or international levels.	SoE	1. Develop the Leighton - SUNY Oswego Learning Community project. 2. Develop a COIL project where students in an Educational Administration course at SUNY Oswego and a class in Germany collaboratively create blog posts focused on issues of inclusion and diversity in schooling. 3. Work with SCSD to develop a future teachers pathway program. 4. Continue to develop clinically rich teacher preparation programming with APW, OCSD, SCSD. 5. Complete the MSSE non-certification program proposal and secure approval from SUNY and NYSED. 6. Complete the Advanced Manufacturing MS program proposal and secure approval by SUNY and NYSED. 7. Secure SUNY and NYSED approval for a new undergraduate CTE Certificate Program.	SP	1. 12 candidates participated in a Block II course in Spring 2017. Ribbon cutting to celebrate the partnership occurred in March 2017. A PDS liaison was added. 2. COIL COURSE EAD 660 was offered with the University of Potsdam in Germany on organizational change. 3. SOE attended meetings with SCSD to develop the Urban Teacher Prep Program and attended the CTE Expo. 4. Partnered with APW, OCSD, CITI BOCES, and SCSD to run methods and student teaching for clinically-enhanced programming. 5. MSSE submitted to SUNY. 6. Advanced Manufacturing Program proposal is being reviewed through governance. 7. Revised CTE certificate program proposal was submitted to SUNY. 8. Developed a partnership to send student teachers to London.	SP
	d. Successfully undergo review by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and National Council for the Social Studies (NCSS).	SoE	1. Prepare all documentation for the CACREP accreditation visit (fall 2016). 2. Secure approval from NCSS for the Social Studies SPA.	SP	1. CACREP accreditation achieved. 2. Social Studies SPA was submitted.	SP
	e. SUMS project will support summer 2017 Bridge Camp and launch Mathematics Learning Success Center; student learning cohorts, math fellows program, and curriculum review for pre-calculus sequence to improve student success in completion of mathematics gateway courses.	CLAS	Increased enrollments in 2017 Bridge Camp (150-175 participants). Develop 2 new cohorts linked to bridge camp groups (pre-calculus, algebra), math fellows identified, and curricular adjustments identified.	Gary Balduc has identified math fellows and set goals; pre-calculus review is underway. Continued campus support of Bridge Camp, and ALEKS. SUMS funding already in place.	Gary Balduc has identified math fellows and set goals; pre-calculus review is underway. Continued campus support of Bridge Camp, and ALEKS. SUMS funding already in place.	SP

	Audio Design Minor revisions approved in Fall 2016. Broadcasting continues its work on revisions. Theatre department had a spring retreat in May to work on revisions. Music Department created new audio major, Arts new BA and BFA in Interaction Design, revisions to Graphic Design BA and BFA and new track in Illustration approved by FA in April 2017. New Dance Minor approved by Priorities and Planning and will go to FA in Fall 2017.	Time and attention; may have faculty staffing implications	SP
f. Work with Art, Music, Theatre and Communication studies as they all submit curricular revisions and new majors and minors	SCMA	SLOs named, pilot implementation of assessment course with summer STEM research programs. The January Havana program produced video documentary Go Pro footage to review	P
g. Review and maintain short-term faculty-led programs abroad that remain effective and well enrolled	OIEP	Ensure key departmental (ex. GLS) learning goals and campus-wide SLOs are being developed and progress being met	
h. NAECP accreditation approved by Provost in 2015-2016. Develop application process for accreditation of SUNY Oswego High School Programs by the National Alliance of Concurrent Enrollment Programs (NAECP).	EL	Create competitive advantage with NACEP accreditation	
i. Create one credit quarter course for international/ESOL students about American Culture to provide context for success in other classes.	EL	Draft 1 credit course syllabus on American Culture; create plan to approve and deliver course	\$30,000 to fund hybrid course development and hybrid course offerings at Metro Center / online
j. Create, Deliver & Support hybrid courses and blended undergraduate completion programs friendly to the locally anchored target student population within 50 minutes of Metro Center branch campus.	EL	Implement a 2 year rotation in which 51% of core program courses are offered in hybrid format at Metro Center, the balance are online. Determine if recommending HSC program at Metro	2 year rotation map for UG programs created; ongoing implementation; HSC recommended, Dept. Chair requesting resources
k. Investigate and consider reintroducing a credit bearing course in information literacy.	Library	Produce a feasibility report, with particular attention to anticipated demand, ability of the library faculty to support the program, and timeline, by no later than April 2017.	\$2400 for on-campus review of PPE program proposal. Relocation of existing faculty in support of DH program.
l. Propose new programs in Digital Humanities (DH), Politics, Philosophy and Economics (PPE), and coursework in Digital Ethics bridging humanities and STEM inquiry.	CLAS	New interdisciplinary programs and coursework.	Digital Humanities minor approved; PPE program sent to Albany; coursework in Digital Ethics being offered by Philosophy department faculty.
m. Provide a timely response to SUNY call for consideration of requiring applied learning for graduation.	CEL, Provost, Deans, FA	Appropriately inclusive on-campus consideration leading to a response to SUNY by May 1, 2017.	Completed: Task Force Recommendation submitted to President; institutional report (no "applied learning" requirement submitted to SUNY in a timely fashion.

	n. At undergraduate level, implement revised majors and new minors; at graduate level, implement new certificates, MA and MS programs and revised programs.	Deans, Chairs/Depts, Registrar, Directors, Coordinators	Continuously improving, more responsive, and more attractive curriculum.	SP	<p><b>Grad:</b> BH launched, Strategic Conn. launched. <b>CLAS:</b> MS in Biomedical and Health Informatics launched. Revisions to multiple programs moved through faculty curriculum approvals.</p>
	<b>o. Continue to review and improve undergraduate and graduate programs; create and secure approval of new programs as appropriate.</b>	Deans, FA, Chairs/Depts, Registrar, Directors, Coordinators	Environmental scanning of emerging curriculum trends and pedagogies; regular "program review"; new program development as appropriate	SP	<p><b>Grad:</b> need to continue to review underenrolled programs. <b>SCMA :</b> Music Dept. created audio major,(Feb 2017) submitted to Provost's Office. Art's new BA and BFA in Interaction Design, and new track in Illustration approved by FA in April 2017. New Dance Minor approved by Priorities and Planning and will go to FA in Fall 2017. <b>CLAS:</b> 5-yr review of Anthro, Physics. <b>SoE:</b> CACREP accreditation. <b>SoB:</b> Preparing for AACSB review in 2017-18.</p>
	<b>2. Provide high-impact, inspiring and transformative learning experiences.</b>	OIEP	<b>Design and deliver three new international opportunities</b>	SC	<p><b>Completed</b></p>
	<b>a. Implement new applied learning opportunities for student teaching, research, and internships abroad</b>	CEL	Increased opportunities for students to apply theoretical skills in work place settings and build networks	SP	<p>Dedicated outreach coordinator to build and monitor placement opportunities</p>
	<b>b. Increase number of internships to 700 annually</b>	EL	Increased student access to instructors and increased student /instructor engagement In online courses.	SP	<p>Over 45 Professional Development seminars offered via CELT and other sessions year round.</p>
	<b>c.. incorporate 5 essential elements of online learning into the online course development and revision process</b>	School of Business/OIEP	Provide a venue for the presentation of business-related student research. Enhance the global perspective of students	SC	<p>\$20,000</p> <p>The Student Research Conference was held on April 5th in conjunction with Quest.</p>
	<b>d.. Host the 4th Annual SUNY Oswego/SNU Student Research Conference</b>	Library	Continue to develop and assess maker services programming and multimedia creation instruction. Assess attendance and reaction to maker workshops.	SP	<p>Received a TIP grant to acquire new technologies to enhance maker programming. Assessed maker offerings in the fall and restructuring offerings for spring. Assisted students and faculty with learning and maker technologies on 68 occasions. Developed a training program for students to learn to do their own 3D printing, switching from a model of printing mediated by library personnel. Held a community-service themed maker event that drew over 100 participants.</p>
	<b>e. Develop support services and instructional venues that expose students to learning technologies for knowledge acquisition, productivity, creativity, and collaboration.</b>				

f. Work with departments to diversify curricular offerings that reflect the interests and needs of a more diverse student population	SCMA Dean and Chairs	Add West African Dance to curricular offerings in Theatre. Work with other departments to expand offerings	\$6,452 (adjuncts)	SP	<p>One secured a CIG grant for development; Dean will find supplemental funding to support the other two courses that have been developed. A new course was offered in Spring 2017 by new faculty member Francisco Suarez: BRC 460-Global Documentary Production; A SUNY Explorations In Diversity and Academic Excellence Grant Grant was submitted from SCMA Dean's office for 2017-2018 (not yet notified if funded).</p>	P
g. Expand digital textbook pilot by a) exploring reader options; b) examining automated opt-out and charging models; c) measuring cost savings; d) measuring student outcomes. Spring pilot to include 4 classes; Fall 2017 expansion of pilot will need to be determined by March 2017	CTS, CELT	Students have materials on first day of class at lower cost and have better outcomes due to materials for all students.	\$7,500	SP	<p>The Digital Direct Access project is intended to support new learning methodologies, lower the cost of education and assist in student success by providing materials to students on Day 1 of class. In Fall 2016, one section utilized Digital Direct Access, saving 15 students a total of \$445 (34% of the cost of the materials). In Spring 2017, the pilot switched distributors of materials and expanded to four instructors, courses and sections. In total, 315 students were involved and saved between 12% and 51% of the cost of a new text. Students saved a total of \$7,513 (an average saving of 23% /student/class) and had access to classroom materials on Day 1 of the class. All told, students in 5 sections saved a total of \$8,000 in the 2016-17 academic year. The pilot will expand in Fall 2018 to include 34 sections and about 1,500 students.</p>	P
h. Develop and implement programming in support of Brazil Year	IGE	Increased awareness of major hemispheric power with which Oswego has significant ties	\$8,600	SC	Several themed speakers and events	P
3. Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.	SOE	At AACTE, host a table at the Holmes Scholars Program recruitment session to recruit faculty of color.			Hosted a table at AACTE for the Holmes Scholars Program to recruit faculty of color. Several additional representatives from the SOE were involved in Holmes activities at AACTE. One faculty member facilitated a discussion of PhD programs with Holmes students.	P
a. Continue to develop and/or strengthen strategies/programs aimed at recruiting and retaining a diverse faculty so that teaching and learning are enhanced.	CLAS	100% of CLAS departments with updated personnel policies.			Three-quarters of the way complete	P
b. Revise and update all personnel policies in CLAS.						

c. Successfully recruit an Associate Library Director from as diverse a pool as possible.	Library	Embrace the campus diversity initiative in the search process. By early Spring 2017, welcome a new Associate Library Director, increasing capacity to deliver library services.	Search failed. Put existing personnel into one-year interim roles; Acting Associate Library Director, Acting Coordinator of Reference, and Acting First Year Experience Librarian. Will launch new AD search in January 2018.	\$3,500	P	
d. Successfully complete 30 FT faculty searches in CLAS, SCMA, SoE, SoB	Provost, Deans & Search Committees	85% search success; increase in number of FT faculty; continued improvement in diversity	\$150,000	SC	28 of 31 initial searches (90%) successfully completed	
e. Complete the several faculty personnel processes in a timely fashion.	RPT, Chairs, Deans, Prov Off	Appropriate and timely personnel decisions		SC	Appointment, reappointment, promotion, sabbatical, and other personnel processes completed on time.	
<b>4. Incorporate and infuse dynamic and effective teaching practices in curriculum across the college.</b>						
a. Host external speaker for Academic Affairs Retreat	Provost/CELT	Affirmation of commitment to classroom teaching; Increased interest in literature of teaching and learning		SC	Hosted Peter Brown, author of <i>Make It Stick</i> who presented at Fall Academic Retreat on August 23, 2016; presentation contributed to growth of reading group; James Lang retained for 2017	
b. Increase the number of Minds Online reading group participants who implemented techniques into their classroom	CELT	Improved active learning levels in courses		SC	Participation nearly doubles to 62 due in large part to <i>Make It Stick</i> presentation	
<b>5. Implement robust and creative professional development activities readily accessible to all faculty and staff.</b>						
a. Support sabbatical program	Chairs, Deans, Provost	Increased faculty participation in professional conferences; increased visibility; increased reports of faculty presentations and publications		SC	15 out of 21 (71%) applications funded for 2017-2018; coverage cost at \$74,126	
b. Increase faculty travel support	Provost			SC	Faculty travel support increased to \$1,250	
c. Design, develop and implement Chairs workshop	Provost	Increased capacity to lead departments		SC	Workshop delivered in August 2016; evaluation indicates success; will be offered again in fall 2017	
e. Develop external mentoring program in CLAS	CLAS Dean and tenured faculty	Improved mentoring on best practices in teaching, research, applied learning/experimental ed, and leadership skills development	\$500 for Incentives	SP	Implementing Fall 2017.	
f. Continue the development of badging Professional Development	CELT	Increases in the number of badges awarded; number of faculty/staff working towards badges; and number of departments who have badge participants.		SP	Number of badges awarded was more than doubled. This is in part contributed to by the Make Stick Reading where as many as 60 faculty and staff participated.	
g. Through SCAC provide funding for faculty and student research.	SCAC, Provost's Office	Continued development of faculty and student research		SP	These projects/activities are ongoing. During the current year a minimum of \$75K in TIP grants awarded. Full description of the project is available at <a href="https://www.oswego.edu/crab/sites/www.oswego.edu/crab/files/tip_award.pdf">https://www.oswego.edu/crab/sites/www.oswego.edu/crab/files/tip_award.pdf</a>	
h. Through TIP grants continue to support the integration of technology into the classroom.	CTS	Improved classroom use of technology through application of more than \$60K in tip grants		SP		
<b>6. Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work</b>						

a. Support faculty participation in Digital Humanities Summer Institute.	CLAS	Increased use of digital resources in CLAS courses.	\$6000 from CLAS OTIPS	Spring 2017 public panel on Summer 2016 participants' projects. Summer 2017 has three faculty and 1 graduate student attending DHSI.  Met with SCAC Promotions sub-committee in early Spring 2017 to discuss their input on content that should be included, identified and gathered content. Meeting w/Marketing and Communications set for 06/12/17 to discuss layout as this project can now be started by their office. Website design/layout to be finalized during Summer 2017.	P
b. Significantly update/overhaul campus research website to better reflect and recognize faculty and student contributions to vibrant scholarly and creative environment	ORSP	A new research-oriented website by AY 2017-2018	Significant assistance/buy-in from Office of Communications and Marketing	Met with SCAC Promotions sub-committee in early Spring 2017 to discuss their input on content that should be included, identified and gathered content. Meeting w/Marketing and Communications set for 06/12/17 to discuss layout as this project can now be started by their office. Website design/layout to be finalized during Summer 2017.	P
c. Make Faculty Awards at Annual Fall Academic Affairs Retreat	President's Office; Provost's Office; ORSP	Celebrate faculty achievements; illustrate exemplary performance	40000 as a baseline. Funding varies	Successfully completed	SC
d. Orchestrate SCAC processes; make appropriate awards to students and faculty	SCAC Committee	Maintain or increase the number of student faculty, Challenge Grant and Mini Grants awarded	depending on available funds from internal and external grants, ORSP administers these.	Successfully completed	SC
e. Obtain external grant funding that supports student-involved research, scholarly, creative activities	ORSP	Submit 3 new mentoring proposals (e.g., NSF RUI, NSF REURET, NIH R15 AREA proposals).	Successfully completed (5 student-focused grant proposals were submitted).		SC
f. Continue to develop ADWISR as a differentiator for ECE and SE	Provost's Office and ADWISR Director	Offer elective coursework in support of ECE and SE and other STEM fields; position Communication and Radar Lab as site for capstones; utilize resources of Wireless Training Lab.	Supported courses in computational engineering (CSC 472 and stochastic signal processing (ECE 474); senior students invited to consider C&R Lab for capstone work.		P

## ACADEMIC AFFAIRS GOALS 2016-2017: OUTCOMES & IMPACTS REPORT

**Impact III: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.**

**Linkage to SUNY Excel: Inquiry, Engagement**

**Created: November 1, 2016; Update of June 15, 2017**

DRIVER	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Projected Resource Requirements	June 15, 2017	Results	Eval
1. Elevate and support productive external partnerships.	<ul style="list-style-type: none"> <li>a. Create M.O.U. between SUNY Oswego and the Oswego Opera Theatre</li> </ul>	Dean, SCMA;	Formalize relationship between the two departments and this semi-professional opera company' provide professional performance/design/technical opportunities for our music and theatre students	\$1,200 annually (in kind) for facility use	Need to clarify expectations including those about Waterman use.	NP	
	<ul style="list-style-type: none"> <li>b. The SoE will expand and support an ongoing Professional Development School (PDS) initiative through Team Sheldon with Oswego County School Districts.</li> </ul>	SoE	<ul style="list-style-type: none"> <li>1. Plan for the annual Writing Institute to be held summer 2017 for educators in the region.</li> <li>2. Prepare to run the 39th Annual Sheldon Institute for local area youth summer 2017.</li> <li>3. Recruit faculty liaisons for each of the PDS partnership schools in Oswego County, conduct needs assessments, and participate in the PDS showcase at the end of spring 2017.</li> </ul>		<ul style="list-style-type: none"> <li>1. The Summer Writing Institute will be held in August.</li> <li>2. Sheldon Institute is planned for Summer 2017.</li> <li>3. Our PDS partnerships have expanded so that Sandy Creek is now seeking PDS liaisons.</li> </ul>	SP	
	<ul style="list-style-type: none"> <li>c. Identify new partnerships abroad for emerging disciplines and faculty, Including HCI and other STEM fields, and in new locations</li> <li>d. Standardize a model of Mentor-scholar program that can be implemented in other school districts</li> <li>e. Expand relationship with existing internship sites to include other departments</li> <li>f. Improve and increase CLAS community partnerships supporting student internships, co-operative learning experiences and research experiences that provide students with work-integrated learning experiences and benefit external partners.</li> <li>g. Work collaboratively with other institutions to create an effective articulation format that satisfies the needs of both SUNY Oswego and partnering institutions</li> <li>h. Develop institution specific articulation/advising guides, based on the top incoming transfer majors</li> </ul>	OIEP  CEL  CEL  CLAS In collaboration with CEL  Trans Svcs  Trans Svcs	<ul style="list-style-type: none"> <li>Form two or three new such partnerships with universities and other institutions abroad</li> <li>Formal MOUs with 3 existing school districts</li> <li>Increase number of departments with internships at 5% of sites</li> <li>Smooth collaboration between CEL and departments, and increased experiential education opportunities for students.</li> <li>Improved relationship with sister institutions and clarity for transfers</li> <li>Improved relationship with sister institutions and clarity for transfers</li> </ul>	<ul style="list-style-type: none"> <li>Completed: Costa Rica (BIO), Spain (HCI), and Trinidad &amp; Tobago (ECE)</li> <li>MOUs are executed</li> <li>700 internship opportunities, 15 sites offer multiple internships in different departments; represents 11% increase.</li> <li>New partnerships developed with Inficon in Syracuse, BCA Engineers and Architects in Watertown. New paid internship established with Greatwriting.com in Boston.</li> <li>We have met with 3 partnering institutions to discuss key retention data (collaboration with IRA) and developed actions plans for each school to help increase transfer population and retention.</li> <li>14 new Institution specific Advising Guides have been developed based on the top 10 transferring majors and 179 program specific Passports to Oswego among 18 partnering Institutions.</li> </ul>	<ul style="list-style-type: none"> <li>SC</li> <li>SC</li> <li>SC</li> <li>SP</li> <li>SP</li> </ul>		
	2. Integrate and embed arts, athletics and recreation offerings in the community						

		Received \$2,000 grant from the Bowman Foundation, have applied for \$6,000 grant from Jon Ben Snow (still awaiting notification). Initiated conversations with OBCR for administrative support and also began conversations with the Office of Extended Learning to explore summer programming.	P
a. Support and grow community outreach projects for youth in music, art and theatre	SCMA	Increased enrollment/participation in programs, more access and financial support as needed	
b. Celebrate the re-opening of Tyler with events showcasing the school and recognizing the community's and alumni support of its programs	SCMA	Robust attendance and successful events for SCMA Week: Tyler Hall Take Two Debut	\$12,000
3. Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs		1. Faculty and tutors supported CITI BOCES CARE program. 2. Several Issues Analysis projects were completed. 3. Project Smart's social/emotional learning ran professional development activities in multiple schools, including SCSD, Albany, Oswego County. 4. Project BLEND continues to be funded and projects continue in these and other school districts in the region. 5. Technology Department running STEM for Kids Program March, April, May 2017. 6. Technology Department hosted Tech Wars for middle and high school students. 7. HPW has brought a wellness planning program to St. Luke's Skilled Nursing Facility in Oswego.	SP
		1. Continue to support the on-campus CITIBOCES CARE (high school credit recovery) program by providing tutors and faculty support. 2. Respond to regional school district needs by developing "Issues Analysis" projects in the Educational Administration program. 3. Continue to provide collaborative professional development activities through Project Smart. 4. Support the recruitment and preparation of future educational leaders in Oswego County, Syracuse, and LaFayette School Districts through Project BLEND.	SP
a. At least two partnerships will be widened/deepened to serve the social needs of the community.	SoE		
b. Collaborate with relevant departments (music, service learning) to develop new opportunities abroad	OIEP	Develop one new education abroad program with community involvement	SP
c. Offer Stem Mentoring program at one Mentor-Scholar Program site	CEL	Offer structured stem mentoring program at Fulton Jr/Sr High	SC
d. Increase student internships at non-profits and community service organizations	CEL	Add 5% more opportunities at non-profits	DK
e. Connect Penfield to the public through speakers programs, exhibits, and the community borrower program.	Library	Increase public attendance at speakers programs; Increase use of community borrower program.	
f. Provide free income tax assistance to low and moderate income households in the Oswego and Fulton communities through the VITA program.	SoB	Complete 300 tax returns	\$6,000
g. Continue to develop and expand High School Programs	CLAS, MLL, EL	Maintain MLL enrollments; increase history and English enrollments	SP

## ACADEMIC AFFAIRS GOALS 2016-2017: OUTCOMES & IMPACTS REPORT

**Impact IV: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success.**

Linkage to SUNY Excel: Capacity, Engagement  
Created: November 1, 2016; Update of June 15, 2017

DRIVER	Subdriver: action to be taken	Accountable	Expected Outcome	Requirements	Results	Eval
1. Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success						
a. Fund adjunct coverage for Learning Assessment fellows; support graduate program assessment.	IR&A and Provost's Office	Continued Increase in assessment capacity	\$9,000	Coverage for course releases provided by Provost	SC	
b. Continue to improve assessment process for Academic Support Units.	IR&A			EAP, Artswege and CELT will submit full reports this year. All Academic Support Units (17) are now have been in at least one full year assessment cycle. Plan in place to collaborate with SAEM on assessment initiatives.	SP	
c. Support strategic planning through maintenance of Strategic Planning Library.	IR&A	Ready availability of key resources		Significant improvement and updates	SP	
d. Conduct NSSE, FSSE, COACHE, Campus Climate surveys	IR&A	Improved understanding of campus climate, student engagement, and faculty perceptions		NSSE, FSSE, COACHE, SVP surveys have been implemented; results will be available by AV 2017	SC	
e. Collect Tomorrow Plan Key Performance Indicators	IR&A			KPI will be collected beginning May 1, 2017	SP	
f. Support regular academic program review and school/dept accreditation as well as the faculty hiring process.	IR&A	Continuous improvement; data informed hiring, successful reaccreditation and accreditation initiatives.		Provided data for scheduled Program Reviews for Political Sci, American Studies, Chem, Biochem, Info Sci, Physics; provided SOE & SOB accreditation support; provided Campus Profile and individual department's profile to support hiring requests.	SP	
g. Support and refine on-line Academic Affairs annual reporting system	IR&A	Timely development of departmental, school/college and academic division annual reports.		2016-17 Annual Reports by Academic Departments and Academic Support Units have been compiled and submitted to Deans and Provost.	SP	
h. Share SWOT analyses with Deans	Grad Studies	Meet; create resulting action plan and report to Provost		Shared final draft 12/16 w/Provost & Deans. Action plan needs to be devised.	P	
i. Continue to expand and strengthen procedures for collecting and analyzing program assessments and aligning these assessments with Council for the Accreditation of Education Preparation (CAEP) and Specialized Professional Associations (SPA) standards, as well as New York State Education Department (NYSED) and selected TeachNY expectations.	SOE	Improve utilization of TR20 system (assessment and evaluation electronic portfolio) across all six SOE departments. Transition from NCATE to CAEP accreditation at the program, department, and SOE levels. Align academic programs with the latest professional standards, TeachNY agenda, and CAEP standards.		All but one program (Science Education) has transitioned from old SPA standards to new SPA standards. TeachNY policy information was presented to Dean's Council and Presidents' Council. SOE reviewed TeachNY policy document and submitted feedback to SUNY.	P	
j. Working with admissions, graduate studies, and CTS, refine and finalize data-driven international enrollment management	OIEP	Use a workable and regularized data tracking system of international student enrollment for better decision making		Students are in their senior year that started when the program began. Assess the impact on OCSD retention and graduation	Completed	
k. Review Mentor-Scholar program to determine Impact	CEI			On plan after K-12 school year completes	P	
l. Implement standardized evaluations to appraise internship contributions to critical thinking, technical knowledge, professional demeanor, problem solving skills	CEI	Begin assessment reports on annual cycle		Implemented	SC	

m. Prepare, distribute and post Academic Affairs Annual Report in a timely fashion.	Provost's Office, Deans, IR&A	Report is published by September 15	SC
n. Continue existing assessment of library services and resources and explore new methods/measures to further demonstrate impact.	Library	Collect quantitative and qualitative data including: number of research transactions performed in reference services; circulation; database usage; interlibrary loan statistics; building usage; web analytics; usability testing; and user satisfaction.	DK
o. Prepare for the 2017 AACSB Reaccreditation Review	Sob	Complete CIR report, meet with CIR team chair	\$2,000 SC
p. Continue to facilitate improved course offering decisions based on student and programmatic data.	Registrar	Improved courses availability	SP
q. Continue our ongoing refinement of General Education assessment, particularly "closing the feedback loop."	General Ed	Improvement in closing the feedback loop	SP
r. Expand and use of metrics within CTS by a) pushing assessment processes and responsibilities down to all of the management team; and b) expanding metrics inside Service Now	CTS	Enhanced continuous improvement processes Inside CTS; More proactive culture due to improved use of data	N/A P
T: Assessment projects for CTS management team throughout year, metrics implemented for Spring 2017			
s. Implement new Information Technology Infrastructure Library (ITIL) processes inside Service Now which improve CTS service to the campus. Processes to be focused on this year include a) Change Management; and b) inventory.	CTS	Improved communication within CTS. Improved service availability with better change management. Improved planning and replacement processes for faculty, lab and classroom computers.	N/A SP
T: Change Management will be implemented by January 1, 2017; inventory will be implemented throughout the year as new purchases are made.			
t. Support and Implement technologies including Tableau that assist measurement & implementation of the Tomorrow plan; complete by December 1, 2017	CTS, Marketing & Communications, IR&A	Improved readability and understanding of the College's progress towards the impacts outlined in the Tomorrow plan	\$12,500 SC
2. <b>Select and obtain robust private support</b>			
a. Work with Alumni and Development, and at Tyler Hall Take Two Debut events, to name Waterman seats and additional spaces in Tyler Hall.	SCMA Dean	175 Waterman Seats named, 1-2 additional areas in Tyler named	Most recent seat count is 154. Identified a potential donor for naming opportunity in Tyler.
b. Work with Development to explore private support for library initiatives and develop potential library donors.	Library	Identify strategies and create a multi-year plan.	Working with Development Office on potential gift of antique furniture, for Special Collections. Strategies and multi-year plan not yet developed.

			SCMA Advisory Board met in NYC in April and approved four new members. Next meeting will be on campus in November 2017. Transition to a new Board President and agreed to have two additional conference call meetings to update members on ongoing projects. Engineering Advisory Board met May 5, and is undergoing first Board Audit, recruiting new membership and collaborating with SOB on branding initiative.	P
			Planned continued support of SUMS and StartNow	P
			Not achieved. 9% decrease in number of grants applications/contracts submitted (FY'15-16=129 vs. FY'16-17=118), but a 17% increase in total dollar requests on those applications/contracts (FY'15-16=\$16.5M vs. FY'16-17=\$19.3M).	P
			Not achieved. 12% decrease in number of individual grants/contracts funded (FY'15-16=55 vs. FY'16-17=75). However, the total grant/contract dollars awarded in FY'16-17 remained steady at \$6.3M as compared to FY'15-16.	P
			Hire new research committee staff assistant	SC
			Search successful. New hire to start June 12, 2017.	
			Collaborated with ORSP on the ongoing Coordinated Collection Development Aid State Grant. Will identify possible external grant in 2017-2018.	P
			\$50K grant awarded in NY TAF Grant; two patent disclosures filed; one provisional patent received	P
			Was not awarded	P
			Lessen burden of faculty research committee chairs, improve policy compliance, enhance promotion of internally funded project outcomes, improve follow-up and communication with faculty	
			Research and identify possible state or federal grants	
			Collaborate with ORSP	
			Secure \$100 K in grant funding; pursue patients as appropriate	
			Collaborate with ORSP	
			The SOE Steering Committee will organize office moves into surge spaces, review proposals, and finalize plans to create state-of-the-art classrooms and other academic areas in Wilber Hall.	
			Fees collected and used to defray costs of program beneficial to graduate students	
			Finalize all plans. Move-in date changed to June 2018.	P
			Implemented. Fees utilized to support graduate student travel to conferences.	SC
			June 5 meeting with architects and department representatives to finalize Phase II A plans and select finishes. Possible delays in completion of II A will require creative scheduling of Waterman/Tyler events for the next few years. Will have continuing conversations about living and working successfully while under construction.	SP
			Complete several portions of Phase II renovation and creates an architectural rendering of Hewitt renovation	time and attention
			SCMA Dean and liaison et. al.	
			c. Support Phase II of Tyler Construction and Hewitt Planning by engaging faculty, staff and students in decision-making and planning	

d. Establish space committees for CLAS units in Mahar and Marano/Poucher to establish best practices in space allocation and increased communication with FMC and CTS staff.	CLAS	Two additional space committees with clear charge and initial recommendations.		Committees created and working for Marano and Mahar.	SP
e. Clarify and refine funding of GETGO Program	MLL, Provost, EL, OIEP	Continued improvement in admin service and branding impacts	\$ to renovate/ establish Front Desk, Office, Student Resource Area, Computer Lab spaces and improve signage	Guidance for GETGO admin finalized and circulated	SC
f. Enhance facilities to ensure a full college experience at the Metro Center branch campus	EL	Utilize space with greatest academic; service and branding impacts	Significant financial support for renovation.	Digital signs are installed and operational. Classrooms will be updated for Fall 2017 semester.	SP
g. Provide appropriate spaces for scholarly and creative activities.	Library	Increase availability of electrical outlets; continue to improve study and gathering spaces, explore new models for providing resources, improve website.		Speakers' Corner Classroom in progress and expected to be complete in July 2017.	SP
h. Increase adoption of Degree Works Plans (SEP) to directly connect degree planning and registration activity.	Registrar	Improved 4-year graduation rate		Four-year plan templates were developed for about 15 majors and applied to incoming Fall 2016 freshmen. This included all majors in the School of Business and nearly all Education programs. The majority (600) of freshmen with a declared major (1000) received a plan. Advisors also continue to create plans "from scratch." Our office offers Degree Works Plans workshops three times per semester and has also done Department-specific training. Template plan application will be expanded and integrated with pre-registration activity this summer.	SP
i. Introduce mobile access to registration and student profile information; expand to incorporate mobile functionality for faculty and staff.	Registrar	Improved student and faculty satisfaction with the registration process		We have the Mobile App for registration and we are currently testing the product.	SP
j. Implement technical infrastructure improvements to ensure equipment meets current and future campus learning requirements.	CTS			Bandwidth was increased from 1.6G to 2.2G for Fall 2016, then bumped again to 3.0G for January 2017. Plans are to move to 4.0G for Fall 2017. The core routers, intrusion protections systems and campus firewalls, were upgraded to support 10G, preparing us for future bandwidth increases. All residences and key academic buildings were upgraded to handle 10G campus network speeds. Johnson, Moreland and Riggs residences received wireless upgrades in Summer 2016. Summer 2017 will see wireless upgrades in Cayuga, Oneida, Seneca & Sheldon residences.	SC
k. Redesign campus main data center in Culkin Hall to support a greener, modern footprint.	CTS & Major Projects	Data Center will require 52% less space and require less energy to cook. Project will start in Nov 2016 and be completed in summer 2017.	\$300K (Allocated from F&M)	New cooling racks have been ordered and will be installed in June 2017. The fire suppression system will be modified and then the walls will be built around the new data center. Project is scheduled for completion in Summer 2017.	SP

		Identity Management practices for former students and Alumni have been improved. Retired faculty processes still need to be examined.	
<b>I. Improve Campus Information Security posture</b>	<b>CTS</b>	Identity management practices are improved; robust PCI standards ensure compliance; reduced number of inactive LakerNet accounts results in lower insurance premiums.	N/A
m. Support Campus improvement projects Including OBCR relocation to downtown and renovation of Tyler, Wilber Tower, Mary Walker Health Center, and Scales Hall.	CTS with Major Projects and other stakeholders	Stakeholder will have access to modern technology built into their new surroundings.	As outlined by MP
n. Support business process redesign efforts through effective use of our backend systems to ensure staff are effective and efficient.	CTS with Library, Registrar, OIEP.	CAPA implemented. Systems flow efficiently; staff time is more efficiently utilized; new capabilities are built into system to support legal requirements	N/A
<b>5 Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected</b>			
a. CLAS will Institute electronic document management feasibility study and identify process for going paperless in CLAS Deans' office.	CLAS Deans' Office	Reduced use of paper and increased time management efficiencies	Work needs to be done with Human Resources and Provost's office to devise a plan to move their processes to digital.
b. CTS Data Center redesign	CTS & Major Projects	Reduced use of energy on campus	\$300K (Allocated from F&M)
		New cooling racks have been ordered and will be installed in June 2017. The fire suppression system will be modified and then the walls will be built around the new data center. Project is scheduled for completion in Summer 2017.	NP

		Food Recovery Network on hold pending partnership with Auxiliary Services. Bike Share program grown by 30%. Tapin program saved over 700,000 disposable bottles from being used to date. ParkUp program kept 2,000 disposable cups out of the landfill in just 8 weeks of running in the Spring of 2017. BuShare webpage fully developed and functioning; soft-launch in April, full roll-out in Fall '17.
c. Promote, develop and grow a culture of sustainability by empowering students, faculty and staff through education, holistic participation and health and wellness.	Sustainability	Requested \$2500 from SA for continued expansion of BikeShare
		Reduce paper use in and out of classroom; expanded plastic waste reduction culture; expand the bikeshare program; partner with the Food Recovery Network

## ACADEMIC AFFAIRS GOALS 2016-2017: OUTCOMES & IMPACTS REPORT

**Impact V. Our work contributes to finding solutions for the grand challenges of our time.**

Linkage to SUNY Excel: Inquiry, Engagement

Created: November 1, 2016; Update of June 15, 2017

DRIVER	Subdriver: actions to be taken	Person or unit	Resource Requirements	Projected Results	Eval
1. Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges					June 15, 2017
	a. Expand video content on all program pages, emphasizing people solving problems	Grad Studies lengths	Complete 20 program page videos; varying lengths	12 videos produced.	SP
	b. Improve video and other dynamic content of individual CLAS Department websites, emphasizing people solving problems	CLAS Dept Chrs in collaboration with Media and Communications staff	Improved representation of program, student, and staff accomplishments by Apr 2, 2017.	Human resource or web design staff in Media and Communications	SP
	c. Encourage library faculty to engage in research and scholarly activity that results in national attention in the field.	Library	At least one national publication or presentation at a national conference	Travel funding	SP
	d. Represent SUNY Oswego within the SUNY system and at appropriate professional meetings	Provost, Deans, Chairs	Increased visibility and recognition and growing reputation; intelligence for decision making	Travel funding	SP
2. Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues					
	a. Identify new and maintain existing collaborative opportunities for Oswego students to engage with international counterparts with appropriate faculty research mentorship	OIEP	Hold two academic research conferences with Oswego faculty, students, and international partners	\$2,500	SC
	b. Design, develop and launch Common Problem Pedagogy Program	Provost's Office/Work Group on Common Problem Pedagogy	Identification of (1) objectives; (2) common theme for 2017-2018; (3) process for implementation; (4) process for evaluation; implementation as appropriate in Spr 2017	Initiative approved by President's Council Feb 2017; renamed "Grand Challenges Project"; implementation under way	SP

c. Collaborate with academic and student services units to offer compelling speakers or other programming	Library	Held at least two events in the library on multidisciplinary topics.	\$500 (to support refreshments)	SC
d. Continue to create STEM opportunities for students through Global Lab Program.	Dean, CLAS; STEM faculty	Student placements at JPL, in Hungary and at Max Planck in Germany	Preparations in process for events in Costa Rica, Germany, and Hungary.	SP
3. Promote learning and knowledge to advance the common good and lay the foundation for a better world				
a. SoE will develop/strengthen at least three programs to find solutions to address community health disparities and other health-related issues.	SoE	<p>1. Develop and pilot the HSC 430, Health Disparities course in collaboration with HDV.</p> <p>2. Continue the BOUNCE weight management program to include up to 50 college-age adults from campus and the community.</p> <p>3. HSC students will participate in the National Women's Health and Fitness Day at the Metro Center.</p>	1. HSC 430 continues to run. 2. BOUNCE Program is being evaluated for effectiveness. 3. Completed. 4. CPS partnership with Oswego Middle School to provide mental health services to students in the middle school.	SC
b. SoE will prepare a diverse population of educators who are more likely to seek jobs in urban schools and who can enhance the experiences and academic outcomes of diverse populations of students.	SoE	<p>1. Expand TOC Trust Program to support up to 50 students of color who are likely to seek jobs in urban schools.</p> <p>2. Partner with SCSD to provide CTE undergraduate certificate program preparation so that SCSD teachers can become certified in key CTE shortage areas.</p>	1. TOC approved; 2. Awaiting SUNY and NYSED approval for CTE Certificate Program. Third CTE cohort will start in summer 2017.	SP
c. Implement CAPA to make SUNY Oswego the School of Record/Library of Record	OIEP, Library, Registrar, CTS	Successful piloting of new system for faculty and students affiliated with a CAPA program abroad	CAPA pilot has been implemented. Oswego has acted as Library of Record for all locations in Spring 2017 and the School of Record for a small expansion of sites. Starting in May 2017, Oswego acts as the SoR for all sites.	SP
d. Host a panel discussion on Diversity, Equity and Inclusion in Business	SoB	Increase awareness of strategies that organizations can take to enhance diversity, inclusion and equity	Panel Discussion held on Friday, October 14th. The panel was moderated by Dr. Woolfolk and featured Harry Bronson '82, Jennifer Shropshire '86, Dennis Shuler '78 and Melanie Littlejohn.	\$2,000 SC

e. Organize and attend CNYArts Arts in Higher Ed (AiHE) meetings	SCMA Dean	Increase awareness of arts offerings at all CNY college campuses and communities through development of robust website, common arts calendar and pooled resources for grants.
		Hosted a well-attended meeting of AiHE in April. Discussed continued collaboration with area college arts programs for projects like the very successful Acting Company project.

SC

\$250

Hosted a well-attended meeting of AiHE in April. Discussed continued collaboration with area college arts programs for projects like the very successful Acting Company project.