Group of Standards	Self-Study Actions	Evaluation Team Suggestions
Mission Planning and Resources (Standard 1-3)	• Increase systematic consultation and information-sharing about budget development beyond President's Council and PPBC. • Create a participatory process for developing a strategic plan. • Develop improved metrics for assessing budget performance and the effect of new investments • Enhance institutional capacity in planning and assessment of institutional effectiveness to ensure more coherence and relevance for all the college's annual and long-term planning and to more effectively measure and record the effectiveness of all aspects of the college's work.	• The team suggests that ESC take an integrated approach to strategic planning across important functions such as budget, enrollment, academics, staffing and workload, facilities and technology. • The Team recommends that SUNY continue to explore a more equitable way to allocate resources to Empire State College that acknowledges its unique mission.

Leadership, Governance, Administration and Integrity (Standard 4-6)	• Examine and address concerns about the impact of governance on institutional decision-making. • Reduce the travel burdens associated with governance participation by supporting technology-facilitated meetings. • Create opportunities for student participation in governance. • Conduct regular reviews of managerial performance with appropriate consultation. • Ensure realignment of senior administrative positions with the priorities of the college. • Undertake a renewal of the president's cabinet, to conclude by Dec. 31, 2009.	
Students (Standard 8-9)	• In addition to graduation rates already published, the results of our institution-wide assessments should be made accessible to prospective students. • Existing statements of expected learning outcomes in general education and the concentration should be augmented with a statement about overarching expectations for all graduates. • Electronic databases for complaint/grievance data should be established in all academic centers to gather data on patterns of issues. These	• The need for advancements in technology that make important enrollment information available to the centers' and units' student

	data can then be used to address and improve these areas and support quality assurance of our programs.	services staff is being planned and will likely be implemented in the next three to five years. The team suggests that the student information system be capable of providing mentors, student supports staff, and other offices serving students access to student enrollment information. The system should also provide much needed direction for admissions personnel regarding the selections of students who can succeed at ESC. This vital communication link will enable all offices to better meet student needs regardless of location.
	• Data regarding all student services should be compiled and our service to students assessed and evaluated on a regular basis as we continue to grow and implement improvements. • The college should begin looking more critically at staffing models and the effectiveness of distributed services (student services, academic review, academic support), taking into account center/program/unit scale, size, student demographics, and student population.	• The Team suggests that the Vice President for Enrollment Management and Student Affairs

		be positioned in the organization such that he or she will have a strong voice representing all students, student services, and enrollment needs. This will be an asset to the operation of the campus, the organization of student services, and the planning process. This critical senior leadership position will be the reminder that students and their learning needs come first as the mission statement clearly states.
Faculty (Standard 10)	- Address the recommendations of the Next Generation Task Force Report and climate issues that surfaced in the HERI survey. - Conduct a study of faculty climate. - Through the Task Force of the Faculty Professional Obligation in Mentoring and Teaching, continue to develop fair and equitable methods of defining faculty expectations and obligations in order to ensure academic quality, service to students, and an environment conducive to the ongoing professional development of the faculty. - Review the proportions of full-time and part-time faculty in each academic center and the proportions of	

	instructional credit offered by each group. To achieve more appropriate balance and to distribute instructional loads, committee work and other service activities more widely, it is likely that additional full-time faculty members will need to be hired. • Build on existing center practices to develop collegewide procedures for orientation, professional development and evaluation of the various categories of adjunct faculty members appropriate to their instructional settings. • Strengthen existing procedures for initiating and managing shared appointments, to enable individual faculty members to take on new and interesting work, centers to provide quality services to our students, and the college as a whole to plan effectively.	
Academic Programs (Standard 11-13)	• Examine and possible redefine or restructure areas of study, which provide the frameworks for the college's individually-designed undergraduate degree programs. • Assure that undergraduate learning contracts consistently present well-articulated statements of learning	• Move forward with initiatives to identify course- and program-level learning goals, objectives, and outcomes and to incorporate these systematically into course materials in a way that fits within ESC's individualized model. • Revise and simplify the degree plan guide and make as many of the components of the approval process

	outcomes. • Establish structures to assure that the results of outcomes assessments are systematically used to foster improvement. Better articulate student learning outcomes for undergraduate areas of study.		as possible available online. • Invest in a strong technology infrastructure, including a robust student information system, shared access to the resources of the online learning platform, Web-based meeting software such as Elluminate, and various voice solutions to improve sharing of information across locations. • Related to item #3, invest in the training needed to ensure effective use of technologies to improve to the quality of services to internal and external customers. • Complete the review of graduate course descriptions to ensure they accurately reflect high quality and clear communication of graduate-level expectations. • Move forward with writing and math skills assessment, support, and development. Systematically use the data from the GEAR

		assessments to evaluate the curriculum; consider optimal course sequencing; analyze implications for retention; incorporate attention to core learning outcomes throughout programs of study; inform the content and focus of new student orientations, study group meetings, and residencies; and allocate funds for additional student support initiatives and resources.
Assessment (Standard 7 & 14)	- Establish an open document repository and make it available to the college community so that audit reports and other documents, and the timelines and contexts for their development, would be more widely available for interested parties. - Establish a data warehouse and appropriate analytic tools. - Move toward the use of electronic portfolios for the collection of student work.	The team suggests that ESC continue to purposefully and deliberately support the development of a streamlined data warehouse and more user-friendly, powerful business intelligence tools.

	• A comprehensive review of the learning contract and contract evaluation should be undertaken, with broad input from all college constituencies. A redesign to improve student learning should be the goal.	• Support a comprehensive review of learning contracts and contract evaluations such that consistent and clear statements regarding student learning outcomes in all areas of study, especially those that are less formally structured, can be developed
	• The CUSP subcommittee should consider how learning contracts can take into consideration the faculty developed rubrics, which outline specific expectations for student proficiency in learning objectives.	
	• Develop a Web site for all faculty, including adjuncts, to share a best practice and to post papers, assignments and questions that elicit students' critical thinking and other higher order responses.	• Improve the ability to see and use existing data and information about student learning outcomes by implementing the use of electronic portfolios (perhaps through ANGEL platform) that can provide an archive of student work useful for when students seek admission to graduate school or when they

		seek employment, as well as outcomes data useful for both GEAR and assessment-in-the-major efforts.
	• Create incentives for area of study conveners assure peer leadership in the application of outcomes assessment findings to academic programs and practice.	• Promote efforts to use assessment information to identify "best practices" that advance student learning. Making information readily available through multiple channels such as associate deans, area conveners, the Center for Mentoring and Learning, and CUSP-PA, would also promote involvement in outcomes assessment activities by illustrating the formative value of assessment efforts that should, after all, be the primary focus of assessment activities.
		• Identify and develop clearly articulated statements of expected student learning outcomes at the studies, program, and institutional levels. We further suggest that revising the ESC Web site to allow students to quickly locate statements of expected student learning outcomes may prove useful.
		• Account for barriers to sharing and using assessment information

		arising from the unique aspects of ESC, recognizing the tremendous workload involved with individualized instruction efforts. Consider increasing investments in improved technology to mitigate problems imposed by these barriers and others imposed by the need for collaboration and discussion across centers and units located away from Saratoga Springs.