

Academic Master Plan for 2016 Approved July 2, 2009

Preamble

This Academic Master Plan is intended to inform decisions regarding academic programs at SUNY Potsdam. Academic programs are broadly defined to include not only degree programs, but also academic resources – information, equipment, and facilities – and services that support students' academic success and the professional development of academic faculty and staff members. At the time of writing, the State University of New York faces fiscal challenges, but even in the best economic time, resources are always finite. Thus, this plan is intended, in part, to focus critical decisions concerning how the College uses its resources as we ask question such as:

- What must we continue to do?
- What could we stop doing?
- What current programs should we develop further?
- What new things might we do that will better fulfill our mission?

This plan is the culmination of a decade of planning at SUNY Potsdam that has often focused on aspects of the academic program. It reflects several biennial goal planning cycles and the most recent (2006) Memorandum of Understanding with SUNY System Administration and follows directly from these two recent planning documents which describe our mission, core identity, and vision for the future:

The College's Mission Statement

The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters appreciation of and respect for the variety of human experience. (Adopted 2006.)

Bicentennial Plan Vision Statement

We seek to become a highly selective college of liberal arts and sciences, with historic programs of excellence in education, music and the arts, of uncompromising quality and service to our state, nation, and the world. (Adopted 2008.)

We will be the leading arts campus of SUNY;

We will remain faithful to the Handcrafted Education;

We aspire to develop new programs of excellence;

We will embrace new and emerging extra- and co-curricular opportunities;

We celebrate the locale and environment in which we live;

We seek to be a model for alumni financial support, activism, and engagement with the College.

(The complete Bicentennial Plan can be found on the College's website at:
<http://www.potsdam.edu/about/administration/president/bicentennialplan.cfm>)

These documents provide the framework and criteria for elements of the Academic Master Plan.

Any document like this must balance both realistic and aspirational goals. A plan is useless if it is so fanciful that it is unattainable within financial, personnel, or other limiting factors; yet, it is equally useless if it repeats the status quo, provides no inspiration, or fails to offer direction for seeking new opportunities or accepting serendipitous opportunities. To be sure, to do many new things we will need either to find new sources of revenue or to stop doing some things to transfer resources to new initiatives, recognizing that we should not add new programs without assuring adequate support in financial, personnel, or physical resources needed to do them well.

This Academic Master Plan will be supplemented by implementation plans regarding each specific issue and proposal. The deans and directors responsible for programs involved in each issue will work with the Provost to create action plans for implementation, benchmarks for measuring success, and assessment strategies for determining if goals have been achieved. In turn, these will be integrated into the College's and Academic Affairs' biennial goals cycle to assure ongoing attention over the course of the next few years.

Academic Programs

Strengthen Existing Undergraduate Programs

The most important goal for this Plan is to sustain and strengthen what we already do well. As the College's Mission Statement emphasizes, the College is "committed to the liberal arts and sciences as an academic foundation for all students" and will sustain its "historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts." Our current undergraduate programs are strong, indeed. Some are recognized nationally, some are well known in New York State, and most are highly regarded in our primary service region.

To that end, we must evaluate existing programs with an empirical methodology. We must use quantitative data where available and appropriate, such as enrollments in classes, numbers of majors, student-faculty ratio, and frequency and variety of course offerings. Quantitative evidence is not sufficient, however, so we must also look at alignment with the College's mission and Bicentennial Plan; impressions of students, alumni, employers, and others; and disciplinary curricular standards. Where these analyses point to areas for improvement, we should develop plans and attempt to find resources to effect improvements. Above all, we need to verify that we are using limited existing resources as effectively as possible in keeping with our mission.

With dwindling state support, operating budgets have been stretched beyond capacity. The College must seek ways to enhance the budgets that support our core academic mission and refine and implement budget distribution models for OTPS (Other Than Personal Service). While recent efforts to communicate the distribution of resources across campus are appreciated by faculty and staff members, the next step in transparency is greater understanding of criteria used to allocate funds among the three Schools and other areas.

One important aspect of efficiency is the relationship between the resources available for programs and their enrollment. While the recruitment of undergraduates at SUNY Potsdam is organized and effective, the College should evaluate the proportion of students in various programs to assure that the quality of the student experience is sustained with enrollments that are “just right,” that is, neither too large to manage with available resources nor too small to maintain an adequate faculty and class size.

Specifically, the enrollment in Crane School of Music has exceeded the capacity of the facility. With no prospect of expanding the physical facilities appreciably in the next decade, the College must evaluate and target the optimal size of Crane enrollments, with consideration of impacts both within Crane and for the campus as a whole on matters such as selectivity goals and overall enrollments.

Conversely, there are strong programs that have greater capacity. The College should continue to explore strategies to recruit students in those programs, *e.g.*, targeted marketing, recruitment, and seeking grants and donations to provide scholarship support to students underrepresented in certain areas. For example, there are grants available for science, technology and mathematics students or prospective teachers. Furthermore, faculty members in some areas are willing to engage more directly in the recruitment of students, and the College needs to take advantage of that resource. Other strategies to enhance recruitment include developing more articulation agreements with community colleges and other institutions, and asking departments to engage in a discussion about what makes their programs distinctive for marketing. While admissions policy is not an appropriate topic for this plan, it will be important for academic departments to focus on developing undergraduate and graduate programs that will attract students beyond the immediate region, including international students, to ensure enrollments adequate to sustain programs and bring additional revenue to the College.

Retention of students in some programs may also be an issue. Using retention data, the College should identify major programs in which retention is problematic and develop strategies specifically designed to foster student success in those areas, starting from sound advising for choice of major through academic support services to help students be successful in all aspects of their programs.

Furthermore, the inability to replace aging equipment in a timely manner has posed a particular hardship on some programs, most notably in the natural sciences and some of the social sciences. Providing students with technological, scientific, and mathematical literacy is of great importance to the world today. Given the centrality of these disciplines to our liberal arts and sciences and teacher education identity, we must attend to their equipment needs. The College must identify additional funding for equipment for academic schools and departments, ranging from small items needed on a daily basis to large and costly basic equipment to teach and engage in modern scientific work. This funding will, of necessity, need to come from multiple sources, including increasing fees and tuition, special allocations from the state, grants from government and private entities, and donors.

With seed money from a federal appropriation and a bequest, the College renovated space and developed programs for area teachers in 2007, creating the Center of Excellence for the Teaching of Math and Science Education. Given the great need for improvement in math and science preparation in the United States, this effort is well worth developing further to establish Potsdam’s reputation for training elementary and secondary teachers well through a strong collaboration among science and mathematics departments in the School of Arts and Sciences and faculty concerned with teaching math and science in the School of Education and Professional Studies. Providing additional support for

internal curriculum development, along with support for outreach efforts to area teachers, can increase enrollments in these disciplines, serve the region well, and provide additional resources to departments.

Institutional barriers to curricular innovation should be addressed in a review of internal program approval processes. Variation in processes among the schools is confusing and there is a perception that procedures in some schools or programs are excessively cumbersome, because they require review of minor changes in individual courses or in delivery modes. A systematic analysis of all of the program approval processes with an eye toward encouraging innovations in programs and instruction while maintaining appropriate levels of oversight is in order. A college-wide committee with representation from across the curriculum will be created in the near future to examine this issue.

New Undergraduate Programs

There is a widespread feeling that College resources are stretched thin and we should be conservative in developing and offering new academic programs. Therefore, new programs should meet a number of criteria: 1) there should be strong evidence that the program will either attract students who would not otherwise attend Potsdam or retain significant numbers of students who leave to enroll elsewhere; 2) there should be a clear business plan demonstrating that the program will be self-supporting financially that is approved by the Administration early in the curriculum approval process; 3) the program should be consistent with the core mission of the College: liberal arts and sciences, the arts, and education. These criteria suggest emphases in developing new programs.

It should be self-evident that we do not aspire to create mediocre programs, but we have not always asked directly whether we have the resources – equipment, facilities, classrooms, and faculty – to be certain a program will be excellent. Thus, we will consider a limited number of new undergraduate programs consistent with the College's mission and serving new market niches in the region, state, or country that we are certain we can support adequately.

Arts Programs. The College's identity as an arts campus is grounded in the well-deserved reputation of the Crane School of Music. The new Performing Arts Building brings the opportunity to develop other arts programs that can become as well-known as the music program and establish Potsdam as the most attractive SUNY college for students in all of the arts. Therefore, program development over the next few years will focus on undergraduate programs related to the arts. Certification for Theatre Education will soon be submitted for state approval and the department is applying for National Association of Schools of Theatre accreditation. Other programs that have been discussed include Arts Administration or Management, digital graphic arts, an instrument repair and technology concentration or certificate, and an Arts Therapy major building on the Arts Therapy minor in the psychology department. Proposals for these should be considered on the basis of the criteria mentioned above. In addition, the College must identify other collaborative programs among the music, theatre, and dance that could be made possible by the new facility. The enhancement of existing arts programs also offers opportunity, such as the BFA in Creative Writing which has been proposed. Expanded programs in technology-related aspects of Music Business (*e.g.*, recording and video production), an expansion of the Museum Studies program should be explored and offerings in writing for new technology (screenwriting and writing for the web) are other examples

Interdisciplinary Programs. Developing interdisciplinary programs that take advantage of existing resources and reflect emerging disciplines and fields is a way to update the curriculum and stimulate faculty growth and development in their disciplines, since much cutting-edge work now is done at the intersections of traditional disciplines. Examples are interdisciplinary programs in the sciences (*e.g.*, our current Biochemistry B.S.), humanities (*e.g.*, English and communications programs) and the social sciences (*e.g.*, the Human Services or liberal studies majors discussed by some faculty members). Degrees that broaden the appeal of existing programs (*e.g.*, the B.S. in Computer Science currently under review) may also increase the number of majors served by departments with low enrollments.

Strengthen Existing Graduate Programs

The Crane graduate programs have considerable potential but need to be thoroughly reviewed with full consideration of innovative program schedules and pedagogy. In addition to offering year-round programs on campus, the music education masters could serve a larger population of teachers throughout the state if it is developed to accommodate their schedules. Suggestions that have been made include restructuring the music education masters program to include distance learning with one summer semester in residence, having short term (1-4 week) classes in the summer with distance education classes at other times, sending teachers to off-site campuses, and offering hybrid courses. Close examination of ways to make the masters programs in performance and composition more attractive should also be done.

Graduate programs appeal to adults with full-time employment and should be reviewed to determine if they can better accommodate the schedules of this population through innovative schedules, such as weekend courses, and online offerings. With the success of the inaugural class of the part-time M.S.T. Childhood Teacher Education program in Ottawa, we anticipate expanding it as interest indicates.

The College needs to assure that resources for graduate programs are adequate. The Graduate Affairs Committee report of 2003 outlines a number of needs. For example, library resources and faculty development tailored to graduate programs are essential.

The small number of graduate assistantships is a significant limitation; implementing the recommendations to provide more assistantships is critical to increasing enrollment, so the College needs to continue to lobby SUNY to revise the assistantship allocation model. While the college should attempt to fund additional assistantships through its own funds and donations, the SUNY policy regarding tuition remission makes them much more expensive to the College than they are in other state systems. Increasing the number of faculty and determining appropriate teaching load formulae should also be pursued.

The recruitment and admission process for graduate students was reviewed in 2007 and considerable progress has been made toward implementing the recommendations from that report. A number of recommendations have yet to be implemented to enhance recruiting efforts for current programs, particularly to northern New York students, *i.e.*, involving departments in their recruitment process, creating coordinated marketing and recruitment plans, tweaking processes of the Graduate Studies Office, and instituting an online graduate application process. The Graduate Affairs committee has recently reviewed admissions standards and raised the minimum GPA, and, at this writing, is examining the English fluency standards for international students (TOEFL scores).

New Graduate Programs

The College enrollment plan has included the goal of 800 graduate students for a number of years and intends to retain that target in the mix as it progresses towards the ultimate goal of 5000 total students. Reaching 5000 will actually reduce the proportion of the entire enrollment that is graduate students, but allow us to fulfill our mission to prepare North Country residents for the professional workforce and permit faculty members to teach more mature students who are specializing in their subject areas. It also benefits the College, as the revenue that the higher graduate tuition generates for the College when programs have adequate enrollment is significant. Graduate enrollments have fluctuated in recent years and we believe that we are too dependent on a few programs and need to diversify our offerings modestly in order to absorb fluctuating demands for specific programs. Generally, we plan to focus on developing more graduate programs outside of the areas of teacher certification, building on existing program strengths. Examples of programs under consideration that fit this description are the Master of Public Health that has been approved internally and is under review in Albany, and the Professional Science Master and Master of Arts program in Applied Anthropology that have been discussed. We will also consider other possibilities that would build upon existing strengths within our faculty.

Criteria for new graduate programs resemble those for undergraduate programs. There should be evidence that a program will attract students who would not otherwise attend Potsdam, serving a documented need in the region or a niche unusual enough to attract students from beyond the region. A proposal should also include a clear business plan showing that the program will become self-supporting financially in two or three years. Furthermore, we should be certain that revenues can also support the resources necessary for high quality – equipment, facilities, information, and faculty.

To implement new graduate programs effectively, the College needs to continue to improve the management of recruitment, applications, and admissions procedures. A coherent marketing plan, online application, and improved physical space would contribute to successful creation of new graduate programs and enhancement of enrollment in existing programs.

Expand Extension Programs

Extension programs are a critical aspect of the College's mission to serve the regional population. The extension programs that we offer now are of high quality and are well received, but both anecdotal evidence and evidence from recently completed needs assessment done for the North Country College Consortium (2008) identified unmet demand for baccalaureate programs that are accessible to traditional and nontraditional students in the North Country. In addition to serving our mission, these programs permit us to recruit new students at a time when the population of new high school graduates in New York is declining, especially in the North Country.

Programs serving the Watertown and Fort Drum populations offer great opportunity. Currently in Watertown we offer most courses for the B.S. in Business Administration and graduate degrees in Childhood Education, Curriculum and Instruction, and Literacy. The recent needs assessment indicated that computing and business are growth areas, as well as more programs serving teachers. Marketing of existing programs can be enhanced with expanded use of the website and online resources, including applications. We will pursue Branch Campus designation at Jefferson Community College, so we have

the ability to offer complete degree programs there. We must evaluate our offerings and attempt to enhance them to suit the needs of that population. We should also strengthen relationships between faculty and staff here and at Jefferson Community College. We can expand the number of joint-admission programs, in which students enrolled in Associate Degree programs at JCC are automatically admitted to bachelor's program provided they meet defined standards of performance at JCC, and explore other articulated programs to encourage JCC students to transfer to Potsdam for a baccalaureate degree. However, for place-bound students with work and family responsibilities, commuting to Potsdam is not a viable option and we need to develop ways to meet their needs. As we develop new programs, we should pay careful attention to make sure there are adequate resources available, including information technology, and that the balance of full- and part-time faculty is appropriate.

Meeting the needs of nontraditional adult learners at the Potsdam campus is also important. Key to this will be making more baccalaureate programs available in time slots or formats that are viable for part-time and full-time adult students. The B.S. in Business Administration has developed a model that shows that it is possible to do this, but the concept can be improved and expanded to other degree programs that are attractive to this student population. Not only is this central to the College's mission to serve the region, but it also allows us to counter declining high school graduation rates with a new population base. Exploring other ways to serve regional populations is also important. For instance, developing formal education opportunities with local employers could be valuable, especially if it can be done cost effectively through creative delivery of existing programs.

Enhance distance learning. The array of courses taught using distance tools has expanded dramatically in the last five years. Wholly online and hybrid (a mix of online and classroom instruction) courses are offered in most disciplines, targeting traditional as well as nontraditional students, and summer, Winterim, and regular terms. Now that an array of such courses is established, attention should be focused on improving the distance learning program, including a review of the course approval process; identifying ways to further support instructors, such as a "Master Distance Learning Instructor" to mentor colleagues; moving towards offering larger proportions of programs online; expanding the number of offerings; and developing tutorials for students on strategies for success in online courses.

Winterim. While the question of continuing to offer a Winterim session is raised periodically, student survey responses and a steady increase in enrollments indicates that it fulfills a need. About half of students who take Winterim courses say they do so to keep on track and graduate on time; almost a quarter say they take courses to accelerate degree progress. Travel courses are also increasingly popular and provide an opportunity for students to have global experiences that would not be workable otherwise. In addition, Winterim does provide the College with significant extra revenue and enrollments that generate state support. Hence, every time it has been reviewed the decision has been made to continue offering it.

Summer Sessions. A similar argument can be made for undergraduate summer session courses. In addition, summer session provides a full semester of work for graduate programs that serve the teacher population. Recently we have strategically identified courses that best serve the needs of students in these sessions and the College should continue encouraging departments to offer such courses. Student survey data suggest that required courses are more appealing than elective offerings. Not all courses are amenable to shortened terms, but with the variety of possibilities – 2-3 weeks, 6-weeks, hybrid, and online – it seems likely that more courses can be taught effectively in these sessions than are currently

offered. Of course, since such assignments are “extra service” instruction, the College cannot, and should not, require full-time faculty to teach in these sessions unless extension instruction is specified as part of regular load in the contract at hiring.

Individualized Academic Experiences

President Schwaller’s Inaugural Address in 2007 described Potsdam’s emphasis on “the handcrafted education.” Faculty and staff at the College have a long history of working with students on individualized projects: mentored research projects in sciences, social sciences, and humanities; studio lessons in music; student art exhibitions; student teaching and fieldwork; and internships, to name a few. In the 2007 National Study of Student Engagement, large numbers of Potsdam seniors reported having been involved in one or more such experience:

Practicum, internship, field experience, co-op experience or clinical assignment	64%
Work on a research project with a faculty member outside of program requirements	24%
Study abroad	10%
Independent study or self-designed major	25%
Culminating senior experience (e.g., capstone course, senior project, comprehensive exam)	31%

To capitalize on this very effective aspect of our academic culture, the College wishes to enhance support for these activities for both students and the faculty and staff who work with them and to assure that every student has the opportunity to experience a significant individualized academic activity of some kind. There is considerable evidence that such practices are highly effective and have a special impact on students who are first-generation college students, low income, or from underrepresented groups, a significant portion of our student population (Kuh, 2008). In addition, focusing on this will augment the College’s renown for this kind of activity, distinguishing Potsdam from most other comprehensive colleges.

Numerous activities fall in this category, offering opportunities that are appropriate for all disciplines and student interest and ability. A first objective is to identify how many students at the College are already engaging in these kinds of projects. Data analyzed to date suggest that a large majority of students probably do; for example, during the 2006-2007 Academic Year, there were more than 2,000 enrollments in activities that organizations such as the Association of American Colleges and Universities that are consider highly effective educational practices (*cf.*, *College Learning for the New Global Century*, 2007). Many of the possibilities are included in this section.

Mentored independent undergraduate research. In part because of its established commitment to involving undergraduates in research programs, the College received an impressive US Department of Education Title III *Strengthening Institutions* grant to develop a program to support and further develop the integration of student-faculty research into the curriculum of the College. Over the next five years, this will provide resources to integrate undergraduate research into curricula of major programs, publicize student research opportunities available in each department, assist faculty and students to make

these successful experiences, increase the number of opportunities available, and provide financial support for these activities through endowed funds or other resources.

Field experiences. Internships and practica are widely available. The Office of Experiential Education provides support for students, sponsors, and academic departments who utilize them and some departments that require internships have professional staff dedicated to coordinating them. However, there is still considerable opportunity to develop practica on campus, regionally, and nationally, and to integrate such experiences into more majors.

Culminating senior experiences. Culminating senior experiences are extremely effective ways to encourage students to integrate the breadth and depth of curricular material. Many programs have such experiences, *e.g.*, student teaching, recitals and other individual performances in the arts, and exhibitions, and major projects in English and Communications and Mathematics. While not all departments have required culminating experiences, some do make them available to selected students (*e.g.*, theses, research and creative presentations, and teaching assistantships). Less commonly, other departments require senior capstone courses or comprehensive examinations. Academic programs will be encouraged to consider creating culminating senior experiences and the College will explore ways to provide faculty development and infrastructure support to make them possible. Encouraging students to present their senior projects in the Research and Learning Fair or other venues enhances their value. In addition to being highly effective catalysts to student learning, culminating experiences can be compelling components of learning outcomes assessment programs.

International experiences. There is considerable interest in creating opportunities for international experiences, contributing to the College's mission to serve the "world beyond" the region. The newly organized Office of International Education has begun to provide much more structured support for this effort, evidenced by the rise in the number of students participating in study abroad programs. Also important will be integrating international study experiences throughout the curriculum and supporting international studies programs as their enrollment grows. Short term experiences, such as travel courses, can provide students with a more accessible initial exposure to the value of international experience, as can bringing diverse international students, faculty and staff to the campus community. As is the case with other "high impact" experiences, students who would not otherwise have such opportunities benefit even more than those who have already been able to travel internationally.

Independent study and projects. The Presidential Scholars program is a wonderful model of individualized experiences which has been effective because of the dedicated involvement of faculty who mentor students in the program. Projects are student-initiated and reflect personal interests. Some are closely related to students' majors, others are not. Similarly, faculty members sponsor numerous independent study projects each year, both tutorial versions of existing courses and projects designed by students. The College needs to recognize the time and effort required to work with students in this way with some form of financial or reassigned teaching load compensation. The model used for internships may be appropriate.

Externally funded student fellowships. A program to offer coordinated support for student applications for external fellowships for current undergraduate work or future graduate work has been initiated. Encouraging our very good students to seek these kinds of opportunities will be valuable not only to those students, but also to others who see them as role models, and to the morale of faculty and staff for

whom student success is a professional reward. As the program grows, providing necessary resources to assure its efficacy will no doubt be necessary.

Self-designed major. The existing Student Initiated Interdepartmental Majors (SIIM) is not frequently used. To be sure, it requires a particularly motivated and organized student to create one, but advisors need to encourage students early to accomplish one. Promoting the program with students and faculty seems to be in order. For example, some students have used the SIIM to prepare for a career in arts management. In fact, in this and other cases, administrators have noted that SIIM proposals can be suggestive of future program development.

Other “High Impact” Academic Experiences

While individualized experiences are very effective, some types of group experiences are also particularly valuable for student learning, as well. (Kuh, 2008). As with individualized experiences, SUNY Potsdam has a demonstrated commitment to most of those that are described in current higher education literature. On the 2007 National Study of Student Engagement, Potsdam seniors reported having had such experiences:

Community service or volunteer work	60%
Participated in a learning community or other formal program where groups of students take two or more classes together	34%
Foreign language coursework	58%

However, there is room for development and enhancement in these programs, as well.

Learning communities. The College’s status as a pioneer in learning communities ought to be better recognized regionally and nationally, as we have been doing them since 1994 and have data indicating that participation in them contributes to student success and retention. Current efforts to enhance them are focusing on expanding the number of Freshman Interest Groups (FIGs) and LCs, including into sophomore year, promoting greater interaction among courses in FIGs, and expanding interactive experiences in learning communities.

First year seminar. The First Year Success Seminar is taken by most of our freshmen and the College’s good rate of retention of first-year students suggests that it is effective, along with the other constellation of first-year experiences (orientation, the residential First Year Experience program, Freshman Interest Group courses, and the Bridges program.) Continued examination of ways to improve the course is important. Some faculty members wish us to reexamine whether or not to require it of all first-year students and explore how to promote commonalities across sections, such as the common reading which seems to have been positively received in recent years.

Service learning. The fledgling service learning program at the College is gradually expanding the number of courses integrating service learning with the academic content of the courses. Considerable evidence supports the value of direct practical application of academic ideas for academic learning. In addition, according to admissions personnel, high school students are attracted by service learning programs, as they have frequently enjoyed community service in the past.

Honors program. The Honors Program has expanded in the last decade and data show that participation in it is correlated with student retention. Promoting more participation at the upper level, more honors programs embedded in majors, and enhancing coordination of activities for program students throughout their time at Potsdam are goals for the next few years. A number of departments have departmental honors programs, as well, which provide considerable individualized experiences to their students, but could be better recognized and serve as models for other major programs.

International travel courses are important ways to help students understand the global interconnections that will define their lifetimes and be exposed to cultures different from their own. The recently published guide for faculty members who wish to plan such courses is a great step forward in helping faculty members plan travel courses, but exploring other ways to provide institutional support for these activities will be necessary to expand these offerings.

Modern language coursework is among the high impact experiences cited in literature. Sadly, it is, apparently unusual enough as to be notable; SUNY Potsdam has retained the requirement when many other colleges have dropped it. Our offering of Mohawk is truly unique and should be cultivated. Teaching Arabic is also unusual at small state colleges, and clearly an important offering in light of current events. In addition, offering some German and Italian to support music students is valuable and will be continued. While the recent addition of, Chinese is valuable, it is uncertain whether additional nonwestern languages can be supported in the current economic climate.

Other Academic Experiences

Environmental programs. The College's bicentennial vision includes celebrating "the locale and environment in which we live," which would include curricular initiatives benefiting from our location. Additional coursework in disciplines that can contribute to or complement the Environmental Studies major or engage students in cocurricular environmental and sustainability program on campus would likely be attractive to students. Other academic activities, such as English and Communications' *Blueline: A Literary Journal Devoted to the Adirondacks and Places of Similar Spirit*, provide opportunity not only for powerful experiences for students, but also to establish the College's identity as an institution with strong connections to the environment of our region and environmental issues.

Engagement with faculty and staff. On the National Study of Student Engagement, our students consistently report high levels of engagement with faculty and staff, being more satisfied than peers in responses to questions on matters such as: relationships with faculty and staff members; quality of academic advising; support needed to succeed academically; talking about career plans with a faculty member; discussing ideas from classes with faculty members outside of class; receiving prompt written or oral feedback from faculty on academic performance; and working with faculty members on activities other than coursework. A high level of engagement with students is a palpable part of the culture here, and we must be sure to acknowledge, appreciate, and further support this distinctive characteristic of Potsdam.

Relationship between Academic and Student Affairs. People who have experience on other college campuses often observe that Potsdam enjoys particularly strong collaborative relationships between student and academic affairs. In our mission to treat students holistically and individually, this collaboration is vital and will be cultivated further. Integration of and collaboration among student

affairs and academic areas also has some promise to make better use of student service programs and to enhance programs that are natural crossovers like service learning, volunteerism, leadership, and student engagement programs. Some ideas that hold promise are complementing the thriving leadership program in student affairs with leadership training incorporated into major programs at the undergraduate level; encouraging faculty interaction outside the classroom; and promoting more sharing of information between the two divisions of the College. In addition, community engagement is beneficial to students by providing the personal connections that enhance the student experience, promote retention, and teach civic education. Multiple strategies to ensure that all students have opportunities to connect with some aspect of campus or civic life can also strengthen the academic experience, *i.e.*, leadership, advising, peer and alumni mentors, organizations, service, and volunteerism.

Diversity

In 2006, a Diversity Action Plan was developed to address diversity issues on campus systematically and comprehensively, reflecting a serious commitment to prepare all of our students to live in the modern multicultural and global society and to assure a campus climate conducive to the success of all students. Diligent attention to following up on the recommendations in that plan remains essential. In regards to academic affairs, at this writing, a Faculty Senate task force is working on recommendations on how to:

- Create opportunities for faculty to learn how to integrate themes of American diversity and social justice into class curricula.
- Develop incentives for faculty who commit to revising class materials.
- Identify ways to acknowledge faculty who engage in scholarship and service related to multiculturalism and social justice.
- Ensure the inclusion of themes related to diversity and social justice in First Year Success Seminar curricula.
- Consider the development of a Center for the Enhancement of Scholarship and Teaching related to Social Justice.

In addition, because a diverse faculty promotes engagement with curricular issues of special relevance to diverse populations, provides role models for students, and improves the campus culture, we must continue to work on ways to increase the number of faculty who are members of underrepresented ethnic groups and other underrepresented groups (*e.g.*, gender in some disciplines, sexual orientation, disabilities, class).

Improving Learning and Teaching

We are confident that SUNY Potsdam has an extraordinary number of good teachers and that the emphasis on teaching is culturally ingrained from faculty hiring and orientation to evaluations for tenure, promotion, and other merit-based awards. It is vital to sustain and support that culture.

Assessment of student learning. Assessment of student learning outcomes is mandated by disciplinary regional, and national accrediting bodies and the SUNY System, to be sure, but that should not be the main reason for doing it. Assessment should be done primarily to improve the teaching and learning of students. Therefore, we must continue the program of assessment of General Education; enhance the

performance-based assessment model, now in its first cycle; implement changes indicated by assessment results; enhance departmental assessment; continue the cycle of regular program reviews; and assure that assessment of student learning outcomes is present at all levels from courses to programs and that improvements are made as a result of assessments. Preparation for the College's next self-study and visit by the Middle States Association of Schools and Colleges in 2012, which must begin in 2009, creates some urgency to continue to develop and document assessment plans and, most importantly, implement programmatic changes in response to assessment results.

Promote innovative teaching. The emphasis on teaching at SUNY Potsdam is reflected in interest in exploring innovative teaching strategies to promote student engagement and improve learning, *e.g.*, use of new technologies; faculty and student collaborations; team or problem-based learning; alternative timeframes; and promoting independent learning and critical thinking with the intent of preparing life-long learners. Continuing to provide incentives and opportunities for innovation by individual faculty members and departments is essential.

Of particular concern to many is infusing technology into the classroom experience to ensure that our students are technologically savvy when they graduate. One aspect of this is to establish information literacy as an important learning outcome for all academic programs, including on line and off campus, and to encourage and reward collaborative work between library faculty and classroom faculty in support of student learning. Students in many disciplines will need to know how to use technology effectively in their careers, whether they go into teaching, science, performing arts, or business. Academic programs should make information literacy a part of their curricula. Faculty and staff members may need help understanding how current students use technology to capitalize on how technology can enhance learning in the current generation of students.

We might also consider supplemental instruction models for some difficult freshmen-level courses, *i.e.*, providing structured experiences that assist students. For instance, formal tutoring sessions with trained teaching assistants and computer-assisted individualized exercises may be effective in some disciplines.

Mentoring of teaching. Another theme of interest is creating ways for faculty members to collaborate and mentor one another. One suggestion is to designate campus Master Teachers and arrange for new faculty to observe their classes. However, mentoring might not be unidirectional; newer faculty members often bring experience of innovative strategies, from which more "seasoned" faculty members could learn. Providing opportunities for more team-teaching experiences is another way to create mutual mentoring relationships.

The year-long orientation program for first-year faculty can be enhanced as well, with modest additional resources. It would be beneficial to add more intensive and focused workshop-style sessions on specific teaching issues and techniques and on issues pertaining to research and scholarship, such as working with undergraduates on research or grant-seeking and writing.

Academic Services

Libraries

The Libraries are particularly situated and equipped to provide the link between information resources and technologies and the learning, teaching, and research functions of the College. The Library

acquisitions budget has remained the same for nearly two decades, despite annual inflation of print materials of well over 10% and the dramatic shift in the nature of information resources from individual periodical subscriptions to electronic databases of multiple journals. The acquisitions budget needs to be evaluated in the context of the Libraries' Collection Development Policy and efforts to enhance it in light of factors such as inflation and academic program changes. While the focus will, of necessity, be on normal operating budget funding, there is some opportunity to explore newer sources of funding such as fundraising and grants.

Similarly, library staffing needs to be reviewed and adjusted to respond to changes in library services that support the academic mission, programmatic growth, and changes in the nature of programs. For example, in recent years services that have been expanded or added include information literacy instruction and assessment, distance learning (online and off site), management of continuously evolving information resources and emerging technologies, growth in demand for archives and interlibrary loan services, web site management, and support for the Sheard Literacy Center.

We hope to construct the proposed Minerva Center addition to Crumb Library for service integration and enhanced collaboration among academic and student services units, as well as to provide better access for people with disabilities (see facilities below). We also need to address the functionality and appearance of Crane Library with a judicious re-design of the entire space, furnishings, and technological capabilities.

Finally, the College should explore opportunities for outreach to the college community through events or activities in the library; expanded work with instructors and classes; technological outreach such as the electronic reference service; or student research interns working as resources in the residence halls.

Advising

While the quality of academic advising is generally high, according to student satisfaction measures such as the NSSE surveys, faculty and professional staff members perceive that not all students are getting everything they need from advising. Considerable work has already been done to address those needs. In 2008 a Sophomore Year Task Force made a number of recommendations about ways to improve advising for sophomore year students, especially those who have not yet declared a major and to improve the "early alert" system for identifying and assisting students who are in academic difficulty mid-semester. Pursuing these recommendations as budget permits is important.

The new web-based degree audit and advising system, DegreeWorks, shows great promise for solving some vexing advising problems like mistakes and student misunderstanding, as well as fostering understanding by students that their academic progress and decisions are, ultimately, their responsibility. Making sure that it is implemented smoothly and then used to its full potential will be important foci in the next few years.

Other issues regarding advising that should be examined are enhancing the attitude that advising is valued and understood to be part of all faculty and staff roles and equity in workload regarding advising when some faculty members have many more advisees than other faculty members.

Selectivity of Student Body

The College's Memorandum of Understanding with SUNY System Administration (2006) sets targets for a gradual increase in the selectivity of freshmen classes. The College intends to pursue these targets, recognizing that the rate at which it can be accomplished must be balanced by the parallel goal to continue to increase the size of first-year classes. The impact of economic circumstances on the student profile is not at all clear at this writing. In other words, the goal remains, but the rate at which it can be accomplished is not certain. Even if progress towards increased selectivity is slowed, the College does not intend to increase its size at the expense of declines in the current level selectivity.

Retention of Students

For the sake of students, College enrollments, the robustness of academic programs, and efficient use of resources, retaining as many academically successful students as possible is an important goal. To that end, it is essential to propose programs designed to enhance persistence of targeted groups who withdraw at higher than average rates, as proposed by the Sophomore Year Task Force. Developing programs for other groups at risk of withdrawal, as identified by institutional research, is also important. In addition, programs to improve academic performance in areas that are troublesome for students will be valuable. Additional tutoring, other academic support services, and a "Speaking Center" to help with Freshman Speaking and Speaking Intensive general education requirements have been suggested.

Adult nontraditional students, whose responsibilities and schedules may undermine their ability to take advantage of academic support services on campus, can also benefit from targeted services. Possibilities include online services and expanded schedules (*i.e.*, weekends and evening classes and services).

Increased partnerships and collaborations for academic services to improve creativity and reduce duplication of efforts are certainly possible. The proposed Minerva Center addition to the library would facilitate collaboration and improve convenience for students, and could also permit expanded hours through efficient staffing.

Community Programming

The College's mission includes service to the region, an important goal for a regional public university. The decline in state support for the College that has occurred gradually over the course of the last four decades and, on top of that, precipitously in the last budget year, poses some challenges in this area. Members of the campus community have some wonderful ideas about what we could do to serve the community, but we simply cannot afford to incur expenses outside of our core mission of serving tuition-paying students.

Center for Lifelong Education and Recreation. CLEAR comprises noncredit programs, summer camps, conferences and facility rentals, and several grant- or contract-funded programs that serve specific populations in the region (*e.g.*, children of migrant workers, Department of Social Services staff). Over the past couple of years, detailed analyses of the enrollments, program mix, marketing, and finances in this newly-named Center has led us to the point of being able to make some informed strategic plans regarding its activities. During 2009, the College expects to clarify the direction that CLEAR should

take, including appropriate staffing, facilities, and financial resources needed to deliver successful programs.

In addition to CLEAR programs, the College provides substantial service to the region. Among many such services are simple facility rentals; outreach related to academic programs; auditing of courses; and the hundreds of performances, lectures, and activities that are free or available at very modest cost. Collaborations between the College and other entities are numerous, but there are always additional possibilities. A number of academic departments sponsor programs that enhance the education of K-12 students, such as the Peace Poetry Project, the World in Potsdam Diversity Essay Contest, and the Science Olympiad. Collaborations that benefit the community and support our core mission of holistic education for our students are particularly attractive and we need to continue to develop those that are mutually beneficial to community agencies and the College.

The College could do more to promote how the College contributes to economic development through educating the workforce that will be necessary to support innovative companies. Graduating students with the broad backgrounds and abilities provided by a solid liberal arts based curriculum and with skills necessary for the new economy – scientific and technology literacy, creative thinking, writing and speaking – is our most profound service to the region and state.

Faculty and Staff Issues

Work Life Issues

Teaching load reduction. In recognition of the increased demands on faculty that have arisen over the last decade or so in the form of more individual attention to students, assessment, greater scholarly and creative expectations, and more administrative work associated with various mandates, the College has studied ways to acknowledge the shifts in the workload of faculty members. Two years ago the College made the commitment to move incrementally towards 21-hour annual teaching load, and then a further reduction to an 18-hour load, in conjunction with curricular revisions that accommodate such reductions. The initial plan was to move all faculty members to a 21-hour load over three years. In 2008-09 and 2009-10, all faculty members will be required to teach an annual average of 22.5 hours as their full-time load, with release time or overload pay for hours above that. Unfortunately, the financial situation of the state and therefore the College may not permit us to move to the 21 hour load for all in 2010-11 as planned. Over the course of the next year we will evaluate our financial circumstances, recognizing that we may need to continue the current arrangement until the economic climate improves. Reducing the teaching load remains a goal, but it is uncertain how long it will take to accomplish it.

Workloads. The College strives to maintain reasonable workloads for academic staff members in all academic affairs department, including the libraries. Directors work with professional and clerical staff members in their areas to examine their workloads and adjust them as appropriate. If it is not possible to add new staff to take on additional duties, managers may need to identify activities that can be eliminated through these adjustments.

Committees. The excessive burden of committee work continues to be regarded as a problem by many, but an attempt a few years ago to reduce the number of committees was unsuccessful in that every committee agreed that they were necessary and that their size was necessary for representation of all stakeholders. Creative ideas about how to tackle this issue are needed.

Salaries

In 2002, the College embarked on an effort to raise faculty salaries using a model developed by a Labor-Management Committee that benchmarks individual faculty salaries at each rank by length of service and relationship to median salaries reported for peer comprehensive institutions by the Association of American University Professors. This addresses the compression of salaries within the College and relative distance from the AAUP norms. As finances permitted, the College has added nearly \$600,000 to the salary pool, aiming to raise salaries to the AAUP median. In 2002, salaries were below the 10th percentile of AAUP salaries. Some progress was made: January 2009 comparisons show Potsdam above the 30th percentile for the Professor rank, at the 30th percentile for the Associate Professor level, and above the 20th percentile for Assistant Professors. However, there is more work to be done and the goal remains important.

Starting salaries of teaching faculty contribute to this problem. Good candidates have refused our offers of jobs in a number of faculty searches recently, particularly in education and business administration. We must consider disciplinary variations in available candidates and in salaries if we are to continue to recruit high quality faculty members. Starting faculty salaries are dictated by market; for SUNY Potsdam to be competitive, the prevailing salary must be considered. As we raise starting salaries out of necessity, we also need to attend to compression of salaries within departments and across the College. The model referenced in the previous paragraph does this for all faculty and can be used to inform these matters in the future.

We need to continue to monitor salaries of professional staff in reference to comparison groups such as SUNY comprehensive colleges. The 2002 review of salaries showed no overall deficiency in this area relative to comparable positions at peer institutions, which is why the Labor-Management Committee focused on professorial salaries. However, recently salaries of some categories of professionals no longer aligned with normative salaries in SUNY have been reviewed and adjusted, a process also available to others. In addition, individual staff members can make cases to their directors for review of their salaries.

Professional Activity and Development

External review of scholarly work. The 2006 Memorandum of Understanding with SUNY System Administration agrees to develop a process for phasing in external review of scholarship and creative activity as part of the promotion and tenure process. A Labor-Management Committee convened in the spring of 2009 has recommended a procedure by which letters of reference regarding candidates' scholarly or creative activity are solicited from colleagues external to the College for continuing appointment, promotion to associate professor, and promotion to full professor. Implementation will follow approval by UUP and the College administration.

Professional development. The College normally offers considerable support for professional development for teaching and nonteaching faculty in the form of hosting workshops on campus, internal mentoring processes, and funding for presenting papers at conferences. While the financial crisis at this writing will force us to eliminate support for much of this activity in 2009-2010, we will reinstate it as quickly as we are financially able to do so.

Increasing financial resources for professional development is also important so that the College can support a plethora of programs. Among those suggested are: professional development and training for all faculty and staff on new software and emerging forms of instruction; campus-based support for faculty scholarly and research activities; and incentives to encourage creative ideas from faculty. Providing adequate start-up packages for faculty research is vital, as it is difficult to compete for high quality candidates with other schools, including comparable departments at our sister SUNY institutions. Faculty in most disciplines need some form of support to initiate their research and creative projects and we need a pool of funds to address this. Other ideas worthy of support are finding ways to collaborate with another university to facilitate doctoral training for clinical faculty in education, who are a potential pool of the doctoral-level faculty required by National Council for Accreditation of Teacher Education (NCATE), and creating opportunities for teaching exchanges.

In addition, a more coordinated approach to professional development for teaching and nonteaching faculty would be helpful. Expanding the Learning and Teaching Excellence Center, which would require expanding the LTEC Director position to full-time, could be the vehicle for this. It would permit development of additional offerings, including those that support the transition from teaching-based to learning-based academic experiences; enhancement of new faculty orientation; pursuit of potential mechanisms to increase recipients of national fellowships for faculty; creation of more opportunities for faculty and staff to mingle in less formal environment. Physically housing professional development resources together should be considered in the Facilities Master Planning, including services such as those currently offered through the Learning and Teaching Excellence Center, the Instructional Technology Center, the Helpdesk, the distance learning office, and Research and Sponsored Programs.

Expanded support for sabbatical funding and enhancing support services for grant-writing for scholarly work are important to maintain a vital and current faculty in the classroom, in keeping with our core teaching mission. Faculty members who are highly involved in their professions are more likely to remain vibrant and engaged throughout decades-long careers. Related to resource development, involving faculty in alumni relations and fundraising can generate funds for research and instructional enhancements that benefit everyone.

Recognition of faculty and staff accomplishments is positive for morale and enhances the College's reputation. Continued efforts to identify ways (in addition to discretionary pay and President's awards) to recognize and reward faculty for their extraordinary contributions to service, scholarship, and teaching, and increasing publicity of faculty and staff endeavors are important. Programs that are relatively inexpensive, such as designating faculty member and staff members of the month, highlighting individual accomplishments in the *Reporter* or *Potsdam People*, recognizing recent accomplishments with small tokens, taking nominations from students for professor of the month, or recognizing those who present, publish, or perform at professional associations or off-campus venues.

Assuring that the College is in legal compliance with regulations concerning use of human and animal research subjects is essential. We need to provide adequate training for faculty and staff to conform to those requirements, in part, so that they can communicate current good practices to their students.

Encouraging faculty members to develop innovative ways to apply expertise and produce revenue for their departments or the college is another approach that combines faculty development with resource

development. Suggestions include an incubator for music and arts organizations, marketing innovative approaches to online teaching; international programs that attract students from other colleges as well as serving our own student population; or new research institutes similar to the Potsdam Institute for Applied Research.

Facilities

New Facilities

Performing Arts Building. The design of the Performing Arts Building is underway. A Steering Committee with representatives from stakeholders throughout campus been meeting throughout spring and summer 2009 to assure that future program needs and potential collaborations are considered fully in the planning process. An optimistic estimate suggests it could open in 2013.

Library additions. An addition to the Crumb Library given the working title of the Minerva Center has been proposed to improve academic support services and provide additional space for support services like LTEC. Realistically, this addition may not be possible during the timeframe of this plan, but we may begin the program study for it and it should remain part of the long-term capital projects plan.

Revitalizing Current Facilities

After the Performing Arts Building is built, spaces in Dunn and Satterlee will become available for renovation. The current thinking is that these will be devoted primarily to creating more space for the Department of Art, which has experienced substantial growth with the addition of the B.F.A. degree. Current arts studios and classrooms are outdated and crowded. Presumably the Facilities Master Plan will review this in more detail.

While the Literacy Center, Math and Science Center, and computer labs in the Information and Communication Technology Department represent significant enhancements, we need to address the serious problem with classrooms, lounge spaces, storage, and offices in Satterlee Hall. Twelve additional offices are needed in Satterlee just to serve departments in the School of Education and Professional Studies. Other needs in Satterlee include air conditioning, because summer programs are integral to graduate programs and summer heat creates intolerable learning conditions. There also needs to be a lounge space for Satterlee Hall staff, who have no place for breaks or lunch.

Facilities needs should not just address space issues, but should also promote pedagogical and curricular innovation. For example, a model literacy classroom replicating classrooms found in the public schools would permit more realistic training and give faculty and students access to literacy materials, assessments, and equipment needed to facilitate literacy development in the public-school classroom. Creating a large lecture hall with break-out rooms would provide education departments needed space to accommodate a large presentation (100) with accompanying smaller “break-out” seminar sessions for 25 or 30.

Dunn Hall also lacks sufficient faculty offices, seminar rooms, offices for adjunct faculty, and lounge spaces for students. This shortage will be exacerbated by anticipated growth in departments. For example, the Community Health Department is now spread between three buildings and needs a space with offices, classrooms, and storage and loading for wilderness activities.

While not likely to be in the timeframe for this planning document, it is hoped that the Facilities Master Plan will also review whether Merritt Hall, which is in need of renovation, could be better used for academic purposes, located as it is in the center of the academic quadrangle. Renovation or expansion of the Crane complex to address space constraints mentioned should also be considered for the future.

Another critical need involves laboratories for sciences and physical anthropology. Chemistry and biology laboratories, in particular, have received little attention in decades. They are not set up for current modes of instruction with integrated laboratory-lecture activities and they do not provide good models for science teachers in training. The deficiency in the spaces is exacerbated by equipment limitations (addressed below). The physical anthropology lab is cobbled together in rooms not designed as laboratories and the growing program in archeology deserves better space. If a masters degree in Applied Anthropology were to be created, laboratory space for graduate students would be necessary. Whether this can be found in current campus academic space, even after the Performing Arts Building is built, is arguable. We hope the Facilities Master Plan will address the need for more academic space on campus, whether by freeing buildings proximate to the academic quadrangle now used for peripheral functions or through construction of new buildings.

For several decades, classrooms, lab and studio furnishings were updated sporadically. In 2008 an initiative to use capital funds to refurbish and upgrade furnishings for classrooms, labs and studios was begun and the College intends to continue to complete this much-needed initiative over the next four years. Similarly, a review of furnishings in faculty offices is underway to improve those, from the same funding source. Faculty offices are in short supply and future renovations of academic spaces must include the addition of office space. Similarly, faculty members in some departments, such as art, require studio space in order to engage in the creative activity that is expected of them. Providing adequate office space for all faculty and staff is important and the College needs to continue to pursue that initiative. If the college enrollment growth requires the addition of new faculty members, the need will be even more critical.

The growth in the use of technology in classrooms has been exponential and instruction is increasingly dependent on the availability of presentation technology. Therefore, the College must continue to increase the number of technology presentation (*e.g.*, projection) classrooms with a goal of making computer projection available in every classroom. It is important to recognize that the initial purchase of equipment is only part of the financial obligation associated with this goal, as staff to install and maintain the classrooms is necessary, along with funds to update the equipment every three years. The centrality of this technology to current learning and teaching cannot be understated. The Teaching and Learning with Technology Roundtable plan to build or refurbish technology classrooms outlines an incremental approach to creating these classrooms.

Other academic equipment is in need of replacement or repair. In science laboratories in particular, much outdated equipment is used regularly for instruction, such as microscopes in biology and geology, as well as equipment used for basic research. Equipment in art studios is also outdated. Every time academic equipment replacement funding is suspended because of financial constraints, the situation is exacerbated. Alternative funding sources, such as grants, will not support basic equipment needed for instruction because funding agencies consider it the College's responsibility to support programs at that level. There may also be potential to make better use of existing equipment by creating facilities to

maintain old or build new equipment in support of laboratory teaching and faculty research (*e.g.*, in chemistry).

While not strictly an academic problem, the transparency of facilities planning and renovation is problematic for many academic departments. Improvement of communication about ongoing facility projects and plans for future projects would improve the experience for academic areas. The Facilities Master Plan should assist with major projects; general improvement in communication would help on a routine basis. It is important that this plan consider collaborative efforts and eliminate silo thinking about facilities. There is also considerable support for environmentally sustainable initiatives regarding new facilities and renovations.

Regular upgrades of computers should be systematic beyond classrooms and faculty computers. In other words, there should be a lifecycle program for office computers like that for faculty. Currently, many nonteaching departments in academic affairs have their own systems for academic upgrades, such as using money from their budgets to upgrade one computer a year, but this leads to out-of-sync computers within departments and a more comprehensive plan would be desirable.

Conclusions

Resources are always limited. At the time of this writing, the College community is particularly attuned to the constraints imposed by New York State's fiscal situation, but even in the marginally better financial circumstances prior to 2008, there was a feeling that we are trying to do more than we can adequately support. Therefore, it is essential to identify efficiencies, reduce or eliminate programs that are not central to our mission, and make judicious, well informed decisions about new programs to assure that they can be adequately supported and enhance, rather than drain, resources.

Assessment of this plan. The College is making great steps towards integrating assessment in its programs. The elements in this plan should also be assessed. For each of the suggestions herein it is possible to develop benchmarks, targets, and action plans. That will be the task over the next year in conjunction with integrating these objectives with the Facilities Master Plan.

Reference

Kuh, George (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington DC: American Association of Colleges and Universities.