



PERIODIC REVIEW REPORT
FOR
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Presented by

State University of New York
College of Environmental Science and Forestry

June 1, 2007

Cornelius B. Murphy, Jr.
President and Chief Executive Officer



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For
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Section 1. Executive Summary

1.1 Introduction

1.1.1 MISSION

The College of Environmental Science and Forestry (ESF) is one of 64 public institutions of higher education that make up the State University of New York (SUNY) system. The Carnegie Foundation for the Advancement of Teaching classifies ESF as a Doctoral, STEM dominant Research University with high research activity (Doc/STEM; RU/H). Our undergraduate profile is Full-Time, Four-Year, More Selective (FT4/MS). Only seven other institutions in the U.S. are so classified. Among them are the New Jersey Institute of Technology, Colorado School of Mines, Michigan Technological University, The University of Vermont, and The College of William and Mary.

ESF was founded in 1911 as the New York State College of Forestry at Syracuse University. It became a member of the SUNY system when the system was created in 1948. Reflecting the evolving mission of the school, the name was changed to the College of Environmental Science and Forestry in 1973.

In 2003, a campus-wide visioning process produced the current mission statement: “The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both natural and designed environments.” This mission includes instruction at all degree levels as well as scholarship that embraces discovery, synthesis, creative forms of expression, and outreach.

1.1.2 ENROLLMENT

In fall 2006, the total enrollment of the College was 2096. Of these, 1567 were undergraduates and 529 were graduate students. Of the undergraduates, 1349 were full-time and 218 were part-time. Among the undergraduates, 90% are from New York; 5% are from states adjacent to New York; 4% are from other states; 1% are from foreign countries. For fall 2006, ESF received 966 applications for the freshman class of which 620 (64%) were accepted; of the accepted students, 242 enrolled (39% yield). Additionally, 206 transfer students were admitted from 505 applications. Freshman applications for fall 2007 are up over 25% from fall 2006. The acceptance rate is expected to be approximately 50%.

First year retention rate for the 2005-2006 freshmen cohort was 81%. The six year graduation rate for the 1998 freshman cohort was 68%. Over the past five years undergraduate enrollment has increased by approximately 31%.

Of the graduate students, 289 were full-time and 240 were part-time. Among the graduate students, 71% are from the United States; 23% are from foreign countries; 29% are PhD candidates, 43% are MS candidates, 15% are MPS candidates, and 13% are MLA candidates. In academic year 2006-2007, 146 new graduate students entered the College. Graduate Student enrollment reached a peak of 655 in 2001. It declined to 505 in 2004 and has since rebounded slightly. Plans call graduate enrollment to surge past the previous high of 655 by 2010.

1.1.3 EDUCATIONAL OFFERINGS

ESF offers degrees at the Associates, Bachelors, Masters and Doctoral levels. The general fields of studies contained in ESF's academic portfolio include Environmental Science (specifically biology and chemistry), Environmental Engineering (including renewable materials engineering), Environmental Design, Environmental Management (including Forestry), and Interdisciplinary Studies (including social science and humanities elements).

Specific undergraduate programs of study include:

Associate Degrees: Forest Technology and Surveying Technology. Both degrees are offered at the Wanakena campus in the Adirondacks. Students enter as sophomores and complete the program in one year.

Bachelors Degrees:

- Science majors: Chemistry, Environmental Biology, Wildlife Science, Aquatic and Fisheries Science, Conservation Biology, Forest Health, Natural History and Interpretation, Biotechnology, Forest Ecosystem Science.
- Engineering and technology majors: Forest Engineering, Paper Engineering, Bioprocess Engineering, Paper Science, Wood Products Engineering, Construction Management.
- Design majors: Landscape Architecture.
- Management majors: Forest Resources Management, Natural Resources Management.
- Interdisciplinary studies majors: Environmental Studies, Environmental Science
- Options: A number of study areas are offered as options within the above-mentioned majors including: Biochemistry, Environmental Chemistry, Polymer Chemistry; Recreation Resources Management, Water Resources Management, Environmental Communication, Environmental Policy, Environmental Information and Mapping, Health and the Environment, Environmental Engineering, Environmental Analysis, Earth and Atmospheric Systems, Watershed Science.
- Minors: Management, Marketing, Entrepreneurship, Computer and Information Technology, Urban Environmental Science.

Graduate Degree Programs of Study are registered in the following areas:

- Chemistry – MS and PhD (MPS pending)
- Forest and Environmental Biology – MPS, MS, PhD
- Environmental Resource Engineering – MPS, MS, PhD
- Forest and Natural Resources Management – MPS, MS, PhD
- Environmental Science – MPS, MS, PhD
- Landscape Architecture – MLA, MS

Outreach Offerings: The Educational Outreach program offers certificate programs for non-degree students as well as college courses for qualified high school students. Certificate programs may carry college credit (e.g., Graduate Certificate in Bioprocessing and Graduate Certificate in Advanced Engineering Tools) or not (e.g., Sustainable Use of Renewable Energy [SURE] and Best Practices in Environmental and Green Building Strategies and Techniques [BEST]). High school students may take two ESF courses for credit through the ESF in the High School Program. This program enrolls approximately 200 students from 23 high schools in upstate New York.

The Outreach office also offers continuing education programs for professionals. Each year 20-25 workshops and conferences, enrolling approximately 4,000 adult learners, are conducted. These programs carry continuing education credits that can be used for professional certifications.

Syracuse University: Syracuse University (SU) is an important partner in ESF's educational programs. Last year, ESF students took more than 6,000 semester hours of study at SU. (SU students took over 1,200 semester hours of study last year at ESF.) Furthermore, SU provides a number of academic support and student life services to ESF students. For example, ESF students have full privileges at the SU library and may participate in the SU Study Abroad program. They may reside in SU housing, and they have unrestricted access to SU health and recreation facilities. Terms and conditions for services other than housing are spelled out in the Accessory Instruction contract which was renewed this year for a three-year term. The number of SU dormitory beds that are made available to ESF students is determined annually through negotiations between the SU Chancellor and the ESF President.

1.1.4 ADMINISTRATIVE STRUCTURE

ESF is led by the College President, Dr. Cornelius B. Murphy, Jr., who reports to the College Board of Trustees and to the SUNY Chancellor. The Board of Trustees comprises fifteen members including nine appointed by the Governor, five who are *ex officio* and one who is elected from among the members of the student body.

Three Vice Presidents report to the President. They are the Provost and Vice President for Academic Affairs; the Vice President for Administration; and the Vice President for Enrollment Management and Marketing. In addition, the Directors for Development, Alumni Affairs, and Government Relations report to the President.

On the academic side of the College, the Dean for Instruction and Graduate Studies; the Dean of Research Programs; the Associate Dean for Student Life and Experiential Learning; the Registrar; and the Director of the Library report to the Provost. The Associate Dean for Outreach, Instructional Quality, and Technology reports to the Dean for Instruction and Graduate Studies, as do the Directors of the Honors Program and the Office of Multicultural Affairs. Faculty members are divided among eight Departments, each of which is led by a Chair who reports to the Provost. In addition to the Departments, there are two academic Divisions. The Division of Engineering offers the College's graduate engineering degrees. The Division of Environmental Science is a vehicle for offering interdisciplinary programs of study at the undergraduate and graduate levels. Division Directors report to the Provost.

Reporting to the Vice President for Administration are the Directors of (i) Business Affairs, (ii) Environmental Health and Safety, (iii) Forest Properties, (iv) Human Resources, (v) Information Technology and Institutional Planning, (vi) Physical Plant, and (vii) University Police.

Reporting to the Vice President for Enrollment Management and Marketing are the Directors of (i) Undergraduate Admissions and Inter-Institutional Relations, (ii) Financial Aid and Scholarships, and (iii) Communications.

Organizational charts are included in the Appendix.

1.1.5 INSTITUTIONAL RESOURCES

Facilities: The main campus occupies 12 acres and 8 academic buildings adjacent to the Syracuse University campus. The total gross area of the academic space is 594,731 square feet. Additionally, the College has approximately 25,000 acres of mostly forested properties in New York State. A property in Wanakena, NY, is home to ESF's Ranger School. This facility offers the College's Associates degrees in Forest Technology and Surveying Technology. Summer field programs in forestry are also conducted at this location. Nearby is the Cranberry Lake Biological Station. It is staffed in summer to offer field biology courses. The largest property, covering over 15,000 acres, is Huntington Forest. It is home to the Adirondack Ecological Center, a research and outreach entity with a full-time staff of six. Other properties include the Pack Forest, the Heiberg Forest, the Lafayette Road Experiment Station, the Tully Genetics Field Station, and the Thousand Island Biological Station. A new field station in Costa Rica was added to College's property portfolio this year.

Financial Resources: For 2006-2007, the total budget for the College is \$57 million. Of this, \$26.4 million is provided through state base funding. Another \$9.3 million is derived from tuition and fees. Sponsored research activity is expected to generate \$16 million. The remainder comes from gifts and miscellaneous income sources.

The private ESF Foundation has assets currently valued at \$20.1 million. The Capital Fund, used for new building construction and renovation, currently has more than \$45 million. This sum reflects money that was recently committed by the State of New York for construction of two new academic buildings.

Human Resources: The number of state employees at ESF is 404. Of these, 20 hold management/confidential positions which are not union represented. Another 253 are represented by United University Professions (UUP), including 128 tenured and tenure-track faculty members, 90 professional employees, and 35 temporary instructors. The remaining 131 staff positions are civil service positions which include areas such as university police, secretarial/clerical, and physical plant support services. In addition to the state employees, 100 employees of the SUNY Research Foundation are housed by and serve the campus.

The undergraduate student-to-faculty ratio is 12:1.

1.2 Methodology of PRR Preparation

A committee composed of administrators, faculty members, students and members of the Board of Trustees was formed to provide oversight for the preparation of the PRR. Drafts of sections of the PRR were written by various administrative offices and the chair of Faculty Governance. The draft was distributed to faculty, staff, students, and members of the Board to Trustees for review and comment. The draft and review comments were discussed by the oversight committee. A second draft was prepared incorporating comments from community at-large. Patrick Lawler (Writing Program Director) with Benette Whitmore and Dawnelle Jager, faculty members in the Faculty of Environmental Studies, revised the second draft to produce a final draft.

1.3 Significant Institutional Changes Since the Decennial Accreditation

The five years since the last Decennial Accreditation have been a period of growth for ESF. Income from research contracts and grants has grown from \$10 million to \$16 million. Foundation assets have grown from \$10 million to \$20 million. An Outreach office was created that now offers programs to high school students and professionals. Student and faculty numbers have increased modestly, as planned.

Organizationally, there have been a number of changes. The most important is that the position of Vice President of Student Life was dissolved and replaced with the position of Vice President for Enrollment Management and Marketing. With this change, student life functions now fall under the Provost's jurisdiction. The restructuring reflects the importance of enrollment to the College's financial health, and the desire of the College to attract ever more capable students from a more diverse population than it serves at present. Further, the reorganization reflects the perspective that academic and student life activities should be integrated so that they work in concert to provide the best possible student experience and educational outcomes.

Academically, Bioprocess Engineering was added as an undergraduate major and as an option in the graduate engineering program in 2006. Surveying Technology was added as an AS degree program in 2005. The very large and broad undergraduate Environmental Biology major was divided into seven focused majors in 2004. A Center for Native Peoples and the Environment was created in 2006.

On the extra-curricular front, the ESF Insomniacs program was initiated to provide weekend night social activities for students as an alternative to the "party scene." In addition, club sports have been introduced, the first two being soccer and golf.

Campus master planning is underway for the main campus in Syracuse. The master planning exercise will dovetail with ESF's multiple sustainability initiatives and with the President's commitment to achieve carbon neutrality by 2015. Lands and funds are currently being acquired to build ESF's first dormitory and to provide additional academic space. Renovation of Baker Lab, which accounts for nearly a quarter of ESF's academic space, is nearing completion, providing state-of-the-art classrooms and teaching/research laboratories.

1.4 Highlights of PRR

Section 2 of the PRR documents institutional actions taken in response to suggestions that were indicated in the Self-study and the MSCHE Evaluation Team Report prepared for the Decennial Accreditation in 2001. Section 2 was used for this purpose because the Evaluation Team Report contained no formal *recommendations*. In Section 2 efforts to address more than 100 suggestions are described.

Sections 3 and 4 of the PRR examine ESF's future. The contents are derived from two significant planning exercises that have occurred since the last decennial accreditation. The first is a campus-wide strategic planning effort that was begun by President Cornelius B. Murphy, Jr. shortly after his arrival in May 2000. The exercise culminated in 2003 with the publication of *Vision 2020*, a document that articulates a refocused College mission and outlines a comprehensive blueprint for meeting the goals inherent in that mission. The second is a SUNY planning process called Mission Review II. Begun in 2003 and concluded in 2006, Mission Review II produced a *Memorandum of Understanding* between SUNY and ESF. The *MOU* delineates ESF's goals and the resources needed to achieve them for the period 2005 to 2010.

Vision 2020 and the *Mission Review II MOU* call for the student population to grow modestly but to increase in quality and diversity. The research enterprise is projected to grow significantly in activity and visibility. Faculty numbers, academic space, and financial resources are expected to expand in support of this growth. ESF is also committed to offering the best possible experience for its students, to providing the most supportive environment for its faculty and staff, to being a model of environmental sustainability, and to employing the tenets of Continuous Quality Improvement to achieve its goals.

Sections 5 and 6 review ESF's assessment practices and how they relate to institutional planning and renewal. A great variety of practices are utilized to assess the myriad dimensions of institutional effectiveness. Some of them are mandated by SUNY; others have originated through campus initiative. All academic program reviews now include learning outcomes assessment as a central element. Throughout the campus, learning outcomes assessment and subsequent program modification are modeled on the ABET methodology. Rigorous assessment practices are reinforced by professional accrediting organizations who exercise oversight in five of our eight academic departments.

Section 2. Responses to Recommendations From the Evaluation Team Report

The 2001 MSCHE Evaluation Team Report did not include any formal recommendations. Thus, we have chosen to use this section to provide updates and to address selected suggestions that appeared in the Team Report and in our Self-Study.

2.1 Administration and Governance

Since the last decennial review, there have been a number of personnel changes in the senior leadership ranks. In 2005, Dr. Bruce Bongarten (previously of the University of Georgia) was selected as the College's third Provost and Vice President for Academic Affairs, replacing Dr. William Tully who retired from the post after serving for more than 20 years. In 2006, Dr. Robert French (previously of the Rochester Institute of Technology) was selected as the Vice President for Enrollment Management and Marketing. His is a new position created in a reorganization that eliminated the Vice President for Student Life post, but added an Associate Dean for Student Life. Dr. Julie

White filled the latter position in 2004. Also in the last five years both of the College's Deans left office and were replaced with internal candidates. Dr. Dudley Raynal was selected as Dean for Instruction and Graduate Studies in 2003, and Dr. Neil Ringler was selected as Dean for Research in 2005. Other major personnel changes include the selection of Ms. Marcia Barber as the Director of Human Resources in 2005 and the replacement of five of the eight academic department heads from 2005 to 2007.

As a result of the aforementioned reorganization, a number of reporting changes have been made. The most significant are:

- The offices of Admissions, Financial Aid, and Communications now report to the Vice President for Enrollment Management and Marketing.
- The Office of Student Life now reports to the Provost.
- The Office of Alumni Affairs now reports to the President.

Other administrative actions undertaken in the past five years to strengthen the effectiveness of College operations include:

- ongoing succession planning in anticipation of expected retirements;
- increased collaboration with Syracuse University in both administrative and academic areas; and
- continuation of strong involvement in College activities by members of ESF Board of Trustees.

2.2 Planning

In February of 2003, the College of Environmental Science and Forestry's Board of Trustees unanimously accepted and endorsed the College's new strategic plan. The process set forth by this plan carries through to the present time and is characterized by routine assessment, progress review, and revision of the plan within its framework, as well as on-going communication with the campus community and outside constituencies to ensure planned progress.

The Evaluation Team observed that it may be a challenge for ESF to achieve its ambitions because of resource limitations. Several strategic steps have been taken to address this shared concern, some of which are listed below.

- Ambitious goals for fund raising, annual fund contributions, alumni giving participation, and management of College foundation assets have been established and are reviewed regularly.
- Federal and State appropriations have been aggressively sought and at this time significantly contribute to ESF programs and are planned to continue in the future.
- Goals have been set for research expenditures, indirect cost recovery, dollar amount of individual proposals, and the overall number of research proposals. This area will be regularly monitored.
- Development of plan for increasing Alumni dues by almost 3% for the coming year.

The Evaluation Team suggested that “Daring to Dream,” the College Strategic Planning Process, should continue to be aware of the importance of broad-based participation. To achieve this, the following has transpired:

- The President has annually presented an update to the College Board of Trustees citing progress, any shortcomings and suggested changes to the elements of the plan. The Board is asked for its input into the process at these times.
- Annually, the President’s Cabinet participates in a strategic planning retreat where a comprehensive review and evaluation of the past year’s progress and anticipated initiatives for the coming year are presented. These strategic planning steps are in turn written into the performance programs of the individuals and units responsible for their success.
- Each of the Faculties set annual goals that are tied to the College’s strategic plan. Progress is evaluated by the Provost. Units making the most progress toward the College’s strategic goals are given favorable consideration when resources are allocated.
- Finally, annual convocations of the entire College community have been presented to update the campus on progress being made toward our 2020 goals.

The Evaluation Team Report made the suggestion that the mission and vision statement existing at that time be reevaluated. As part of the “Daring to Dream” strategic planning process the College’s Mission, Vision and Goals were all examined and rewritten. The reevaluation resulted in the following: ESF’s vision is “A better world through environmental discovery.” In addition, ESF’s mission is to “advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments,” and the College articulates seven strategic planning goals with numerous, bold action items to achieve those goals.

2.3 Marketing

The 2001 Evaluation Team Report, along with the College’s Self-Study Report, suggested that the College take appropriate actions to address three broad areas of concern related to enrollment management and marketing. These areas included: (1) a

need to enhance the College’s visibility; (2) a need to increase the quality and diversity of our enrolled students; and (3) a need to better manage the accuracy, consistency and distribution of various recruitment-related marketing publications. The College has made significant progress in these areas, as outlined below.

2.3.1 ENHANCED VISIBILITY

SUNY-ESF is a small college that is realistic about its potential to enhance visibility, but one

that is also eager to maximize that potential. During the period since the MSCHE evaluation, the College has invested significant budget and staffing to undertake a “visibility initiative” with strong support and direction from the College President. This initiative is ongoing, and it includes resources and metrics that are (importantly) distinguishable from those devoted to enrollment-related marketing activities.

The College’s visibility initiative is aimed at increasing general public awareness of SUNY-ESF (especially the achievements of faculty, staff, and students), through activities that are most often conducted or coordinated by the Office of Communications. During the five-year review period, the College has:

- increased its annual visibility expenditures by 80% (from \$50,000 to \$90,000);
- increased staffing in the Communications Office from 5 FTE to 8 FTE, and increased this office’s budget by 33%;
- developed a robust College website, featuring a news media page and video news releases;
- developed and distributed a large amount of educational content to the public dealing with environmental topics (e.g., Environmental Information Series articles, Nature In Your Backyard videos, *Improve Your World* television series);
- more than doubled the number of College publications produced annually (from 102 to 227) and tripled the number of news releases distributed yearly to the media (from 27 to 81);
- gained state and national media coverage for a variety of news stories, and hosted a nationwide broadcast of National Public Radio’s *Science Friday* show;
- developed an effective ESF Outreach program, engaging more than 5,600 program participants and campus visitors in 2005-06; and
- launched a television advertising campaign in three primary markets (Albany, Rochester and Syracuse) in April 2007.

SUNY-ESF has achieved significant growth in public recognition and visibility during the review period, and the College is poised to continue this growth.

2.3.2 STUDENT QUALITY AND DIVERSITY

Several suggestions from the Evaluation Team Report (#1, 13, 24) and Self-Study Report (#47, 50) addressed the need to increase the quality and diversity of enrolled students at SUNY-ESF. The College has established goals for increasing its numbers of enrolled out-of-state, female, and minority students, but has failed to make significant progress in increasing these enrollments during the review period. Goals to improve the academic quality of entering students, and to increase the number of students enrolled in engineering programs, are being met with some success. The enrollment data presented below provide a context for our continuing efforts. *Please note that Syracuse University students attending ESF are not included in these enrollment totals.*

- The College’s total student headcount in ESF programs grew from 1,848 to 2,096 students from fall 2001 to fall 2006 (+13%).
- Student registration data indicating ethnicity and gender are available for 1,676 students enrolled in fall 2001, and 1,833 students enrolled in fall 2006. During this period, ESF’s

minority student enrollment dropped from 121 to 112 (from 7.2% to 6.1%). Female student enrollment increased from 676 to 732, but dropped slightly as a percentage of enrolled students (from 40.3% to 39.9%). International student enrollment dropped slightly from 125 to 121, and dropped as a percentage of enrollments (from 7.5% to 6.6%).

- At the undergraduate level student enrollment from U.S. states outside New York increased from 111 to 121 but dropped as a percentage of enrolled students (from 9.3% to 7.7%).
- At the graduate level students claiming residency from U.S. states other than New York dropped from 114 to 25 (from 17.4% to 5.3% of the graduate population) since fall 2001. There were 70 out-of-state U.S. graduate students in fall 2000 (12.0%).
- Undergraduate student enrollment in ESF engineering departments (FEG, PSE, and CMWPE) increased from 158 to 226 (+43%). Graduate student enrollment in Environmental and Resource Engineering increased from 103 to 107 (+4%). The overall growth in engineering programs (+72 students) accounts for much of the recent growth in ESF's headcount enrollment.
- The academic quality of incoming freshmen remained relatively stable during the review period, with mean SAT Reading and Mathematics scores dropping slightly from 1120 to 1111, and the percentage of freshmen in SUNY selectivity groups 1 and 2 (a combined measure of SAT and high school GPA) increasing from 64% of the class in 2001 to 69% of the class in 2006. The academic quality of the fall 2006 entering class was a setback following a 2005 class with an 1145 mean SAT and 73% in selectivity groups 1 and 2.

Enrollment results for the fall 2006 entering class have shown limited success in improving student quality and diversity, and the College is redoubling its efforts in the current recruitment cycle. Our list of new recruitment-related activities for fall 2007 is extensive. The College has:

- increased direct mail marketing contacts from 67,000 to more than 110,000 high school students;
- placed banner advertisements on the two most popular college guide websites (Collegeboard.com and Petersons.com) and a full-page print advertisement in a regional edition of *U.S. News & World Report* magazine;
- developed an online admissions application for ESF graduate programs, and enhanced graduate admission information online;
- taken action to redesign recruitment publications and the College website;
- completed a marketing study through the College Board Admitted Student Questionnaire service;
- developed a lower-division component of the College's Honors Program, allowing for freshman-level admission to increase enrollment yield for our strongest applicants;
- expanded the number and amount of merit-based academic scholarships targeted to our strongest applicants, and implemented a new scholarship program for Haudenosaunee Native Americans;
- developed a summer preparatory program to improve the mathematics skills of selected ESF Ranger School applicants; and

- upgraded computing systems to improve administrative reporting, and developed a secure web portal for applicants to check their admissions, financial aid, and billing status.

The results from these activities (and others) have been encouraging. The number of applicants for fall 2007 admission coming from diverse populations has increased by more than 60%, and an overall increase of approximately 25% in undergraduate applications will allow the College to increase selectivity and student quality as acceptance decisions are made. We expect to achieve an acceptance rate of 53% for the fall 2007 freshman class, compared to a 66% acceptance rate in 2005 and 64% in 2006. We also expect that 80% or more of our entering freshmen will be classified in SUNY selectivity groups 1 and 2, placing SUNY-ESF in the “most selective” category among the State University campuses.

2.3.3 MARKETING PUBLICATIONS

There are six suggestions listed in the MSCHE Evaluation Team Report (#7-11 and 30) and five in the College’s Self-Study Report (#78-82) aimed at improving the quality, accuracy and distribution of ESF’s marketing publications, including the College catalog.

Responsibility for the development and distribution of these materials now rests with the Vice President for Enrollment Management and Marketing, who joined the College Administration in May 2006. Significant effort and resources have been invested in 2006-07 towards improving marketing publications. The College has:

- redesigned its undergraduate admissions viewbook, financial aid brochure, career placement brochure, transfer brochure, campus visitation brochure, student activities brochure and direct mail/travel brochure (adding more content and pages to several of these);
- completed a marketing study (College Board Admitted Student Questionnaire) to assess its current brand position, and to provide a basis for improved marketing communications;
- redesigned the College website to better integrate print and web-based communications and improve the functionality of the site;
- started work to develop a new series of graduate recruitment brochures, with a targeted summer 2007 completion date;
- developed a process for ongoing review of publications and web content for accuracy; and
- doubled the budget devoted to College marketing, and increased FTE staff in the Office of Communications from 5 to 8.

2.4 Faculty

The College’s Self Study identified several areas of concern with respect to faculty relations. These included average salaries, starting salaries and start-up funds, recruitment of underrepresented groups, and annual review and mentoring of faculty. It was noted that the average salaries of our faculty were thought to be less than those in similar institutions. We have addressed this by a formal comparison using CUPA data. Overall, faculty salaries at ESF were found to be above the average for public colleges and universities nation-wide. However, compared to public **research** universities, who are seen to be our primary competitors for

faculty, ESF faculty salaries are somewhat below average especially in some disciplines and at the higher ranks. Specifically, ESF average salaries for Associate and Full Professors in engineering and chemistry are 10-15% below that average at peer institutions; biologists are 5-8% below the peer average; foresters, landscape architects, and environmental studies professors are <2% below the peer average. At the Assistant Professor level the discrepancies are not as great, if they occur at all. The comparable salaries at the Assistant Professor level are expected to maintain our ability to attract high quality junior faculty. The discrepancies at the senior level are being addressed, when possible, by the current administration's policies of using portions of retiring faculty's salaries to raise the salaries of senior personnel, rather than exclusively using it to hire new faculty or staff at reduced salaries. In the last five years, we have raised our starting salaries and have managed to provide larger start-up packages improving our ability to compete for the best candidates.

The College values a diverse faculty and notes that it continues to demand that every faculty search use every means possible to recruit candidates that would increase faculty diversity. Since 2001, the college has hired 34 new faculty, including 14 women (41%), 3 Asians, and 1 Hispanic. At least some of the other hires include faculty from countries other than the United States. While this has increased the proportion of underrepresented groups on our Faculty, thereby increasing diversity, more needs to be done. We are doing our best to continue to attract applications from the most diverse and best faculty candidates possible. Since 2001, the total number of faculty at the college has increased (34 hires versus 31 separations), but only because recent hires have finally made up for a post 9/11 hiring freeze. During 2002-2003, only two hires were made despite the nine separations that occurred then, resulting in a shortfall of faculty in those years. In contrast, during 2006-07, 7 new faculty were hired and there are 8 searches in progress.

Since the Decennial Review, the College has formalized the procedures and use of Faculty Annual Reports to insure that they are done each year and that they are used administratively in making decisions about merit raises and other forms of resource allocation. For example, each Department is now required to compile individual faculty annual reports into a Department annual report that is used, in part, to allocate resources to each Department. To increase faculty effectiveness, the college has just initiated an online review of advising, and each of the Departments has initiated formal or informal mentoring programs for their faculty, especially pertaining to the promotion and tenure process. We continue to wrestle with the problem of defining college-wide workload expectations for the faculty in our diverse Departments.

2.5 Educational Programs

ESF continually seeks to evaluate and improve its academic programs of study through assessment of learning outcomes related to curricula and courses. Within the past five years, external academic program reviews have been conducted and the results used to enhance the majors. The following table lists the degree programs reviewed recently. All reviews of professionally accredited programs resulted in continued accreditation.

TABLE 1: ACADEMIC PROGRAM REVIEWS		
Degree Program	Accrediting Organization	Year of Review
B.S. in Chemistry	American Chemical Society (ACS) assisted	2005
B.S. in Environmental & Forest Biology	NA	2005
B.S. in Environmental Resources & Forest Engineering	Accreditation Board for Engineering and Technology (ABET)	2006
B.S. in Environmental Studies	NA	2005
B. S. in Forest Resources Management	Society of American Foresters (SAF)	2003
B.L.A. and M.L.A. in Landscape Architecture	Landscape Architecture Accreditation Board (LAAB)	2006
B. S. in Paper Engineering	ABET	2006
B.S. in Wood Products Engineering	Society of Wood Science & Technology (SWST)	2003

Further, ESF reinvigorated its undergraduate degree programs implementing new Bachelor of Science degrees in the following departments:

Departments

Paper and Bioprocess Engineering
Environmental and Forest Biology

Forest and Natural Resources Management

New Majors

Bioprocess Engineering
 Aquatic and Fisheries Science,
 Biotechnology, Conservation Biology,
 Environmental Biology, Forest Health,
 Natural History and Interpretation, Wildlife
 Sciences

Natural Resources Management

A new Associate's Degree in Applied Science in Land Surveying Technology is now offered at the Ranger School campus. A faculty committee is currently exploring development of a new interdisciplinary undergraduate degree program in Renewable Energy Systems.

ESF has a long-established upper division Honors Program providing opportunities for students to conduct intensive research and creative projects under the direction of faculty experts. This

highly selective program emphasizes and encourages holistic and multidisciplinary awareness to problems and opportunities of the environment. The ESF faculty has recently developed a lower division Honors Program to stimulate academic development and achievement of entering freshmen who are selected from the top 10% of the entering class. The Honors Programs are also intended to facilitate attraction and retention of outstanding undergraduate students.

To enhance opportunities for graduate study, new graduate programs were developed by ESF, approved by SUNY and registered by the State Education Department: Bioprocess Engineering (M.S. and Ph.D); Chemistry (Master of Professional Studies); and Environmental and Resource Engineering (Certificates in both Advanced Engineering Tools and Bioprocessing). Foundations were laid for a new M.D.-Ph.D. program in Environmental Health jointly administered by SUNY Upstate Medical University and ESF; a Memorandum of Understanding was signed by the presidents of both institutions. At present ESF Faculty are partnering with faculty from adjacent Syracuse University to mount a new interdisciplinary doctoral program in Environmental Science drawing on the substantial strengths and reputation in science, engineering, public policy, and law of both institutions. The Department of Forest and Environmental Biology expects to offer new M.P.S. degrees in Applied Ecology and Plant Biotechnology beginning in August 2008. Further, the Faculty of Environmental Studies has proposed new graduate degree offerings in the social sciences, and the Faculty of Environmental Resources and Forest Engineering is planning a new study area in Ecological Engineering.

SUNY-ESF is an institution of higher learning where intellectual and personal growth and development are fostered, excellence is pursued, and the highest standards of academic integrity are upheld by all members of the academic community—faculty, staff and students. Academic integrity standards are addressed prominently in the College Catalog and in the Student Handbook, both available in print and on-line. To heighten awareness of academic integrity, the Provost has addressed students by letter and highlighted the consequences of violating the code of academic conduct. New procedures for reporting and monitoring violations of academic integrity are being formulated at ESF and, when appropriate, information is shared with the Office of Academic Integrity at Syracuse University.

Challenges and opportunities in academic program development are substantial. First, ESF must strengthen the diversity of ethnically under-represented students; the College's strategic plan calls for an increase in percentage of under-represented graduates to 15% by 2017. With the creation of a new office of Enrollment Management and Marketing and the hiring of a Vice President to administer this office, ESF will intensify efforts in order to recruit and retain more minority students. Second, to promote greater opportunities for students to gain international educational experiences and to facilitate a diverse array of international programs, ESF will establish an International Programs Office and hire a director to coordinate study abroad programs and assist faculty, staff and students in international program participation. Third, to increase the number and quality of graduate students, and to increase the proportion of doctoral students, ESF has added to the number and funding amount of graduate assistantships and tuition scholarships and is providing incentives to faculty to obtain additional assistantships from grants and contracts.

2.6 Teaching and Learning

ESF is recognized for its specialized curricula and courses in science and engineering, natural resource policy and management, and environmental design, as well as its fine teaching faculty who engage students in an array of learning environments including classrooms, laboratories, studios, and diverse field settings. To promote dialogue about best practices for teaching and learning, ESF Faculty Governance, partnering with ESF Administration, sponsors an annual symposium on teaching, learning, and technology. Recent symposia have focused on integrating teaching, research, and outreach to benefit both instructors and students alike (<http://www.esf.edu/iq/symposium.htm>). The table below presents the themes of recent symposia:

TABLE 2: TEACHING, LEARNING AND TECHNOLOGY SYMPOSIUM	
Year	Topic
2001	Principles for good practice in undergraduate education
2002	Assessment as a mechanism for learning
2003	Reflecting critically on teaching and learning
2004	Teaching and learning at a school with a specialized mission
2005	Finding synergy between teaching, research and outreach
2006	Strengthening outreach with partnerships in research and teaching

At these annual events, open to all faculty and staff and invited students, noted guest speakers stimulate critical reflection about teaching and learning and facilitate lively discussion for improving instruction in our curricula. Invited speakers in the past three years have come from Cornell University, Clarkson University, and the National Science Foundation.

In January of each year, ESF holds a faculty mentoring conference to foster faculty success in teaching, research and service. The most recent mentoring conference addressed the implications of the characteristics and traits of the current “millennial students” and how an understanding of their learning attributes, skills and expectations can contribute to development of more effective teaching and learning strategies.

Professional development opportunities are extended to graduate assistants, as well as through sponsorship of an annual graduate assistant colloquium (<http://www.esf.edu/iq/colloquium/default.htm>). Offered immediately before the fall semester begins, the colloquium provides insights about the culture at ESF, instructional survival skills, and guidance for effective functioning as graduate assistants. The two-day colloquium serves both as an effective orientation for new students on campus and an introduction to teaching strategies. To complement the colloquium, ESF offers a seminar in college teaching to prepare graduate students who seek careers as professional post-secondary educators. The course introduces learning and instructional theory, as well as concepts and strategies for instructional planning, delivery, management, and evaluation.

ESF has established a standing Subcommittee on General Education in the Faculty Governance Committee on Instruction to manage the College’s general education program. In response to guidelines developed by SUNY, ESF has initiated a general education assessment program to measure and benchmark effectiveness in critical thinking, communication, mathematics, and the academic environment. Nationally-referenced analytical instruments created by ACT for use

across SUNY and the National Survey of Student Engagement (NSSE) will be utilized. ACT-assisted assessment is planned on a three-year cycle and the NSSE survey employed every other year. General education assessment complements ongoing academic evaluation of undergraduate curricula mandated by SUNY.

Results from the National Survey of Student Engagement, which is implemented biennially on our campus, have revealed that ESF students are not entirely satisfied with the quality of academic advising on campus. Acknowledging the concern, dialogue at ESF has focused on developing strategies to improve academic mentoring. By action of the Subcommittee on Instructional Quality of the Faculty Governance Committee on Instruction, students have been given a new survey instrument starting in spring 2007 to provide feedback to advisors. Greater visibility of exemplary advisors and increased rewards for excellence in student advising are planned.

In 2003, ESF was awarded a multi-year, \$1.4 million grant from the GK-12 program of the Graduate Education Division of the National Science Foundation for a project titled, "Enhancing Scientific Literacy through Environmental Science: Developing Scientists and Citizens." A \$1.65 million, three-year renewal grant titled "Environmental Science to Promote Sustainable Urban, Rural and Indigenous Communities" has just been awarded. The purpose of ESF's GK12 program is twofold: 1.) to develop teaching competence of graduate research students in secondary education, and 2.) to improve science education in primary and secondary schools by integrating research and problem-based learning in science classes. Generous fellowship stipends have enabled ESF to attract outstanding new graduate students, including minority students, to the graduate programs at ESF and to offer meaningful educational outreach to more than twenty schools in the Central New York region. The renewal grant offers further opportunities to diversify the graduate student body.

To facilitate the College's mission to promote the leadership necessary for the stewardship of both the natural and designed environments, a strong service learning program has been developed. Through service learning, students participate in our mission to "improve your world" by contributing to the larger community while gaining invaluable "real world" experience and earning course credit (<http://www.esf.edu/students/csl/>). To assist in the planning and coordination of service learning, ESF has established a council of Community Partners that meets periodically to promote and assess service learning. In each of the past two years, students have contributed more than 60,000 hours of community service. Graduate students interested in professional outreach are offered a seminar in *University Outreach*.

Challenges and opportunities immediately ahead include the continuing need to engage students and teachers in the application of academic pursuits in "real world" issues and problem-solving, to promote "critical reflection" of teaching and learning that enhances educational and instructional improvement using self, peer, and student assessment of the educational experience, while sustaining and enhancing a campus climate that nurtures, supports, and models a commitment to lifelong learning and the pursuit of excellence in performance.

2.7 Research and Graduate Studies

An evaluation team created a set of recommendations to better support faculty in pursuit of grants and contracts. The team also developed a timetable of implementation, and plans for continued conversations on developing long-term funding strategies. Additional enhancements of faculty capability to compete for external funds have also been instituted, and the submission process has been clarified and streamlined. Highlights of enhancements in research support that address the Evaluation Team's suggestions include:

- developing stronger communication channels between faculty and the campus community, including the online publication of *Research Times*;
- publishing a widely distributed, detailed annual report titled, "Stimulating, Facilitating and Highlighting Research at ESF," October 2005, 2006;
- redeveloping research website <http://www.esf.edu/research> and ORP Faculty/Staff Resources portal (intranet);
- communicating research program policies by distributing reports to appropriate audiences;
- delivering presentations to individual Faculty units on grant proposals, funding, responsibilities, and reporting guidelines;
- presenting an Exemplary Researcher Award (Annual recognition, with graduate fellowship);
- increasing staff in the Office of Research Programs (ORP) and expanding staff training to facilitate grant applications and improved faculty support; instituting new position titled, "Funding Opportunity Specialist";
- holding discussions with Chairs and Directors of Centers, Institutes and Councils to stimulate research initiatives;
- conducting One-Stop Grants search <http://www.limitlesslearning.info>;
- organizing college-wide Mentoring Event on Grantsmanship, January 11, 2006;
- quantifying financial and research program goals, including:
 - * achievement of 90% faculty conducting extramurally funded research by 2007;
 - * promotion of large, collaborative grant proposals;
 - * enhancement of earmark opportunities and research-oriented capital requests;
- enhancing community connectivity via presentation at NY State Fair 2006: "Where in the World is ESF Research?";
- rededicating \$495,000 McIntire-Stennis program to stimulate research among newest faculty;
- enhancing technology transfer information and opportunities; holding a Patent Fair highlighting 27 ESF patents on 11/9/05;
- conducting formal research strategic planning/training retreats;
- contributing ORP insights to new faculty and chair hiring/interviews and maintaining strong connections with Human Resources department;
- comparing programs with other research-focused universities;
- providing new data to Chairs detailing proposals, new awards and individual expenditures;
- developing an indirect (overhead) return program to principal Investigators; and
- offering suggestions for graduate program, included raising ESF's overall graduate profile, and enhancing recruitment efforts, particularly for minority students.

These suggestions have been largely implemented. Graduate programs are strongly supported through the research program (e.g., 282 students in 2005-2006).

2.8 Library

The mission of Moon Library (revised in July 2004) is “to provide information resources to the ESF community and to teach library users to learn independently.” The Library’s vision is:

- to have a user friendly learning environment;
- to have access to a wide variety of resources that utilizes state of the art technology;
- to offer multiple and diverse services for library users; and
- to have a highly trained, helpful and courteous staff.

In response to the Evaluation Team report, Moon Library has worked to expand services and to improve its “internal marketing” efforts to better inform the ESF Community of these services and its resources. A “continuous improvement team” of library staff has been formed to consciously seek specific ways to improve the library.

A number of services have been added to the Moon Library in the last five years:

- A wireless network is in place and five laptops are available for students to borrow and use in the library.
- Additional computers for students are available in the library and the hours of the computer lab on the lower level have been extended.
- The reference, reserve and circulation desks have been combined into one service point to provide enhanced service to library customers.
- An Academic Success Center for tutoring and writing support is now located in the Library and is immensely popular.
- Interlibrary loan services have been enhanced through the use of Illiad software and improved document delivery systems.
- An improved (quieter) area has been created for quiet study, away from the main part of the library and a small lounge with vending machines is available on the lower level.
- All library furniture, including the combined service desk and floor coverings, will be replaced during the summer of 2008 to improve service and to make the library a more attractive and comfortable space.

The Library’s acquisitions allocation, which for many years was flat (with mid-year additions as needed), was increased 4 % in 2006-07 to better address the actual needs of the Library. Resources continue to improve through the addition of new databases (e.g., *The Web of Science*), electronic journals, and other resources that are available through the library’s online catalog. Collaboration with Syracuse University, with whom ESF shares a library management system and library resources, remains critical. The library staff (another important resource) has been enhanced through the employment of an additional librarian.

A number of “marketing” efforts have been undertaken to better inform the ESF community of the services and resources of its Library. The Library’s website is continuously reviewed and updated and a “what’s new” link highlights library news. Regular articles about the Library appear in the student newspaper. Screen savers with library-specific information, a monitor with news, and improved signage now appear throughout the library. A “library liaison” has been assigned to each Faculty and messages are sent routinely to CampusNews and other Faculty email lists. Assessment activities over the last few years have included two formal surveys (a locally prepared survey in addition to the national LibQual,) focus groups and a usability study (regarding the library web page). Information literacy efforts remain strong and

ESF 200 is required of many academic programs. Additional lectures are given as requested, particularly to the 132 orientation classes offered by each faculty group to first semester students.

With steady continuous improvement underway, the Library has aspirations for the future as well. Allocation for acquisitions should increase each year to keep pace with inflation and the cost of critical resources. Current efforts to study the role of the College Archives and Special Collections are expected to be completed soon and should lead to some improvement in this important area for the College. More computers throughout the library with closer collaboration with computing and IT staff would improve service to library customers. The Library aspires to be an Information/Learning Commons, the academic center of the College.

2.9 Information Technology and Computing

The College has taken several significant steps to address the Evaluation Team's observation that the College's computing functions were not well integrated.

A reorganization of the unit took place. Where formerly there were two units, academic and administrative computing, there is now one umbrella group named Information Technology with two units: Computing and Network Services (CNS) and Information Systems. This reorganization brings functions and staff together in more meaningful ways and has proven to be effective. We have found that there is far more collaboration among staff and less confusion for computing users. Included in this reorganization was the creation of a supervisor of CNS to oversee student computing as well as the campus-computing infrastructure. Information Systems concentrates on programming applications that support information technology needs college-wide. In addition, the web coordinator position was moved from Information Technology to the Office of Communication to better assist with the College's marketing efforts.

A significant change for Information Technology has been the move and consolidation of staff as the Baker Laboratory renovations are completed. All CNS staff now has office space in one location. Adjacent to their offices are the student computing labs in this newly renovated space. This recent move has helped clarify further the CNS functions and assists tremendously to enhance communication among staff.

Campus information technology planning has also improved since the last Middle States Review. A Student Technology Fee was implemented and provides needed, consistent funding to keep student computing current and responsive to College-wide student needs. This reliable funding allows for more meaningful short- and long-range planning to occur. Information Technology is now implementing its plans for: hardware replacement in the student computing labs; hardware replacement in the library; software upgrades in the student computing labs; staffing shifts based on anticipated projects and student/faculty needs; staffing shifts based on anticipated retirements; wireless expansion; and expanding Microsoft Active Directory features.

For our campus security and disaster planning we have partnered with the State University of New York Office of Information Technology and the NYS Cyber Security & Critical Infrastructure Coordination Office. The College's Network recently went through a rigorous external vulnerability scan. After the report of this scan is received the College will implement a strategy to address weaknesses. We will continue our relationship with these two partners as we continue our planning in this area.

We are working more closely with faculty in making information technology decisions.

The Information Technology staff meets with each of the faculty chairs and other members of their faculty annually to determine short and long term goals of that faculty and how computing can best support those goals. We formed a successful faculty and administrative committee to advise and explore Course Management System software options. This model will be replicated in the future as we tackle additional projects.

Communication with the campus constituencies has been a key to recent successes. Through discussions in Academic Council, Faculty Governance and Administrative User Groups Information Systems, projects have been completed that address specific campus needs and have led to efficiency and the ease of doing business. These include administrative web-based portals, online-documentation for faculty, staff and students; advances in on-line billing and payments, online admissions applications, web based graduate admissions data, multiple “tracking” software projects for administrative office efficiencies and the creation of job postings and applications on-line. Through discussions with the campus community, wireless access has been established in Moon Library, the College snack bar, Alumni Lounge, and Marshall Auditorium. Wireless will continue to expand to classrooms and public spaces throughout campus. Policies and Procedures for the Use of ESF Computing and Network Resources and the ESF Electronic Mail System are now in place.

As with many College and University computing services, workload of staff has been a concern for some time and is critical in any planning process. The College has taken quick measures to hire part-time or temporary staff during times of staff vacancies or when special projects must be completed. Retraining of staff and recognition of expanded staff responsibilities have been a priority. The College has also looked for areas to increase efficiency of staff time. This has included expanding web-based assistance for the College community, specifically purchasing technology that will result in staff workload savings, and a more effective and rigorous training program for work-study students and student assistants to improve and expand their responsibilities. Information Technology has also worked closely with our neighbor Syracuse University to seek appropriate opportunities to partner and reduce ESF computing staff workload.

2.10 Student Life

2.10.1 STUDENT RETENTION

In response to the observation that “Retention of students is good, but could be increased,” the ESF Self-Study recommended that Learning Communities be explored as a means for strengthening the freshman experience and thus improving retention rates. Launched in the fall of 2000, ESF’s Learning Community initiative has grown from a pilot program involving 58 students to a vibrant and successful first-year experience program that engages our entire first-year population. We moved to this more comprehensive effort based on our annual assessment of the Learning Community Program. Since its inception, learning community participants have:

- persisted from the freshman to sophomore year at higher rates than non-participants (average of 10% over 5 years);
- graduated in four-years at higher rates (average of 12% for 2000-2003 cohorts); and
- performed better academically.

To further boost retention, the Self-Study recommended that the College establish additional student support services for “needy” students and better connect all students with existing student services. Since the 2001 Middle States report, we have increased our retention efforts dramatically. As previously stated, our entire first-year cohort now participates in our Learning Community initiative; we have reduced class sizes in a number of lower division courses; we have instituted a very successful student-to-student mentoring program; by design, students are getting more field/hands-on experience earlier in their tenure here; we have developed an “early awareness” program that assesses math and science preparedness resulting in more appropriate course placements; we are continually working to improve academic advising; we have created an Academic Success Center that houses a now robust and formalized tutoring program; and we have institutionalized opportunities for dialogue about student success and satisfaction. Also worthy of note has been the further development of our Office for Multicultural Affairs. This office serves as a great support center and referral resource for our students of color.

2.10.3 CAREER AND COUNSELING SERVICES

The Evaluation Team observed that “Career and counseling services at ESF function as a triage,” and recommended that the College Develop a survey to assess effectiveness of career and counseling services and develop programs in response to needs. The most recent tri-annual SUNY Student Opinion Survey again indicates this to be a student services function in need of attention. While not necessarily clear in the survey results, our primary concern may indeed be poor promotion of services rather than the quality of the services offered. There is currently a plan in place to streamline and connect the operations of this function with other related offices in the Student Life division. Since the 2001 report, however, there has indeed been increased programming on the various topics related to career preparation, the implementation of a spring environmental career fair, the formalization of an internship program, as well as an annual internship fair.

2.10.3 STUDENT CONDUCT

The Self-Study also suggested that action be taken to address the perceived worsening behavior of students inside and outside the classroom. Beginning in the spring of 2002, we regularly inquire with faculty and students regarding classroom behavior and issues of student civility. Such inquiries have led us to two realizations: 1) students need to be repeatedly reminded of expectations and the rules regarding appropriate behavior, and 2) faculty and staff need to consistently enforce said expectations. Actions resulting from our inquiries include: increased frequency in which students hear expectations—beginning with new student orientation; reminders to all students at the beginning of the fall semester regarding acceptable behavior; and in-service training programs for faculty regarding “Today’s Student” and how to best engage him or her. Regarding behavior outside the classroom, we have been more intentional and direct in our communication with students regarding expectations and have streamlined our judicial processes, better communicated the rationale for the Code of Student Conduct, and made the consequences for violating the code much clearer and more expeditious. We are seeing very few repeat violations.

2.11 Institutional Effectiveness and Outcomes

In February 2003, the ESF Board of Trustees approved a new comprehensive strategic plan for ESF – *Vision 2020*. Over 100 goals, covering all aspects of College operation, were identified in the plan. Progress toward these goals is reviewed annually, and serves as a powerful means to assess institutional effectiveness.

In 2006, ESF signed a Memorandum of Understanding (MOU) with SUNY that sets goals for a five year period ending in 2010. The MOU is the ultimate product of a SUNY planning process called Mission Review II. The goals identified in the Memorandum of Understanding mirror those in Vision 2020. Thus, institutional effectiveness, as measured by progress toward the identified goals, is monitored by SUNY as well as ESF.

Plans for assessing academic programs outlined in the 2001 Self-Study have been followed essentially as written. These plans call for each program to be reviewed by a panel of external peers every six years. Recommendations emanating from the reviews are examined and addressed by the faculty and Provost. Since the last decennial renewal of accreditation, almost all programs have been reviewed.

In 2006, ESF revised its General Education assessment plan to meet the guidelines established by SUNY in its Strengthened Campus-Based Assessment initiative. Several general education subject areas, including writing, mathematics, critical thinking, and student engagement will now be assessed using nationally-normed exams.

Student views about institutional effectiveness have been obtained through the National Survey of Student Engagement (NSSE) and SUNY's Student Opinion Survey (SOS). In 2006, the Provost's Student Advisory Committee (PSAC) was established to provide additional detailed perspectives. Further, each Department is creating a plan to assure student input on program effectiveness. Information obtained from students via the NSSE and SOS surveys and the PSAC indicates that the quality of academic advising does not meet the high standard that is evident in other aspects of the students' experiences at ESF. As a result, an instrument to assess advising has been approved by the faculty and will be implemented in spring 2007. The results will be used to recognize high quality advising and to identify areas in need of remediation.

2.12 Diversity

In 2004, ESF hired a new Director of Multicultural Affairs and invigorated programs that support and celebrate ethnic, cultural, and intellectual diversity on our campus. Multicultural Affairs hosts adjustment programs for newly enrolled students that facilitate their transition into college life. A notable example is the 10-day residential Pre-orientation event that precedes the fall College Orientation. Furthermore, to encourage a student's greatest academic achievement, incentives and interventions are provided throughout the academic year. Additionally, all members of the campus community are encouraged to expand their cultural horizons through participation in the numerous cultural enrichment activities sponsored by this and other College offices and departments. A new webpage (<http://www.esf.edu/students/multicultural/>) was created to present the many new opportunities for the campus community to participate in meetings, events and activities that promote a healthy appreciation of a diverse campus.

Under the leadership of the new Director, ESF established a Collegiate Science and Technology (CSTEP) program to enhance support of academic and career development for historically underrepresented students and hired a full-time Coordinator to collaborate with the Director and assist students through program design and implementation. CSTEP is a national award-winning program sponsored by ESF and New York State Department of Education (<http://www.esf.edu/students/multicultural/cstep.htm>). It is an enrichment plan designed to foster students' academic success in preparing for professional licensure or careers in the scientific, technical or health-related fields. CSTEP works to increase the number of historically

underrepresented, economically disadvantaged college students that complete pre-professional or professional undergraduate and graduate programs in these fields.

In 2006, ESF established a Center for Native Peoples and the Environment that focuses on developing connections between traditional ecological knowledge (TEK) and western scientific approaches (<http://www.esf.edu/nativepeoples/>). Establishment of the Center, the only one of its kind in the Northeast, was announced during ESF's daylong teach-in on indigenous and western approaches to environmental stewardship. The Center's goal is to create programs that draw on the wisdom of both indigenous and scientific knowledge to address environmental protection and restoration. Center programs include efforts in education, research and public outreach. The center director notes that the best path to achieving those goals is to integrate multicultural perspectives into courses across the broad spectrum of ESF's programs. In addition to broadening the education of ESF students, the Center will include a significant outreach element focused on increasing educational opportunities for Native American students in environmental sciences, research collaborations, and partnerships with Native American communities to address local environmental problems. The Center is guided by an advisory board consisting of ESF environmental scientists, environmental leaders from Haudenosaunee communities, and indigenous educators from around the country.

New sources of scholarship funding for minority students have been developed through fund-raising by the ESF Foundation. For example, the Bristol Myers Squibb Scholars program recruits ethnic minority students so that twelve scholars are supported. The Underrepresented Graduate Fellows program has increased the number of fellowships awarded to graduate students. Faculty, partnering with administration, has sought and attracted minority student funding through the U.S. Department of Agriculture's Minority Scholars Program and the National Science Foundation's Undergraduate Mentoring in Environmental Biology (UMEB). A new \$600,000 grant provides 24 ESF students with an opportunity to do hands-on research while tackling biological questions relevant to the people and ecosystems of the Adirondacks. The project titled "Integrating Science and Stewardship in the Adirondacks" is designed to support and mentor biology students from under-represented groups, particularly Native Americans. The project emphasizes place-based education and focuses on the application of research to land use, water quality, and other environmental policy issues.

Opportunities to enhance campus diversity abound. ESF is uniquely positioned to meet its diversity goals by intentionally supporting the recruitment efforts of individual faculty, staff and divisions into one coordinated recruitment and retention plan. Concerted effort is required to raise the current minority enrollment (about 7%) to 15%, the targeted goal set in the ESF Strategic Plan. Promoting diversity should be viewed as the responsibility of everyone at ESF. A mechanism to accomplish the shared task of enhancing diversity is to charge the Diversity Council, comprised of students, faculty, and staff from across the campus, to develop diversity initiatives that can be undertaken by all members of the campus community. Additional funding is necessary to adequately support the recruitment and retention of minority scholars at both the undergraduate and graduate levels.

2.13 Human Resources

Several areas of concern were identified in the Evaluation Team review related to Human Resources. The following describes progress that has been made to address those concerns.

Diversity of Faculty: At the time of the last review, out of 125 faculty (including researchers and librarians), 20 were females and 11 were minorities. In spring of 2007, 31 of 128 faculty members are female, and 16 are minorities. The percentage of female faculty increased from 16% to 24.2% and the increase in minority faculty increased from 8.8% to 12.5%.

The diminishing of Physical Plant staff: At the time of the last review there were 65 positions in Physical Plant (including both professional and support staff). Currently there are 69 positions in Physical Plant reflecting increases in staffing in the areas of facilities, custodial services, and grounds.

Job descriptions should be rewritten to reflect new expectations and needed responsibilities: The President and Vice Presidents of the college have emphasized the importance of updated “performance programs” for professional employees of the college. As a result of that emphasis and training for supervisors, the percentage of current performance programs has increased from approximately 25% to 65%. Senior administration will continue to emphasize the importance of setting performance expectations and giving feedback, and the percent of current performance programs is expected to continue to increase.

A need for better communication among the campus areas and more thorough orientation about specific resources is needed: The College has significantly increased the training and orientation programs available to employees. Those efforts include: management orientation program; leadership and diversity training for senior management, faculty chairs and other unit heads; and customized training workshops for various groups of employees. In addition, a faculty and professional staff handbook has been developed and is in its final draft.

Since the last review, other challenges have been identified such as succession planning and the recruitment of faculty and staff. In April 2005, the College submitted a succession plan to the State University of New York Central Administration, focusing on senior administration, faculty and professional staff. The College has begun preliminary succession planning for key clerical and physical plant support staff positions. The College has continued to provide resources to search committees to support the recruitment of faculty and staff, and recently those efforts have resulted often in the successful hire of the top candidates.

As the College looks to the future, it will need to continue to focus its efforts on the recruitment of faculty and staff and their diversity. Continued succession planning and identification of strategic hires will be essential to ensure the continuation of successful college programs and services. Additional orientation, training and professional development will be valuable in retaining faculty and staff. In addition, the improvement of business operations will allow faculty and staff to experience a positive work environment.

2.14 Finances

The Evaluation Team Report noted that additional resources would be needed for ESF to achieve its ambitious goals. Since the Decennial evaluation, modest increases in state support have been realized. ESF's State appropriation in 2006-7 is \$34,186k, 17% above the level of 2001-2 (general inflation during the same period was 14%). The real funding increase supports the observation that SUNY Systems Administration continues to recognize the value of this institution despite its recognition that our per-student cost is one of the highest in SUNY. Equally, continued support of our unique mission shows that ESF's administration has achieved success in its efforts to tell the ESF story. In addition, ESF obtained permission to initiate a Technology Fee in 2003-4, which currently raises over \$400k per year to help build and maintain a contemporary instructional technology infrastructure.

The Evaluation Team also suggested that ESF consider the viability of current financial records system in contrast to an integrated one. However, ESF is not a stand-alone institution with an independent financial accounting system. Rather, SUNY Systems Administration, the Research Foundation of SUNY, and the two affiliated college Foundations have separate systems of which ESF is a captive participant. As an agency of New York state, ESF maintains no independent funds but, instead, funnels its revenues and expenses through these separate entities.

The Evaluation Team Report expressed concern about the effects of general education mandates on accessory instruction, the costly courses that ESF students take at Syracuse University. Net credit hours taken by ESF students at SU were at a 13 year peak in the year of the Middle States' visit. In the succeeding 5 years, net credit hours have averaged just 75% of that peak year. More Gen Ed and general science courses have been developed and offered at ESF in these 5 years which reduces the demand for SU courses.

2.15 Physical Plant

A Campus Master Plan Committee is working to develop a long-range plan for College expansion and renovation. Capital funding has been obtained for a new Gateway building (\$6.3M) and a new academic and research building (\$38M). A combined study is underway to further develop plans for each of those facilities. The site location process for the new Biotechnology Research Center (\$20M), a joint initiative with SUNY Upstate Medical University, is near completion.

Significant investments in College facilities have been made since 2001. The \$38M Baker Laboratory rehabilitation project is nearing completion and has added several large lecture halls, as well as new student computing clusters, meeting spaces, graduate offices, and offices and laboratories for the departments of Environmental Resources and Forest Engineering and Construction Management and Wood Products Engineering. When completed, the renovated building is expected to achieve certification under the LEED (Leadership for Energy and Environmental Design) Existing Building Program.

New meeting rooms and conference spaces have been created in Moon Library and Bray Hall. Improvements to Moon Library are underway and will be completed by fall 2007. A site improvement project, currently in the design phase, will replace exterior walkways and stairs.

Investments have also been made to the College's field stations and properties. A \$6M renovation and addition to the Ranger School facility in Wanakena, NY, was completed in 2002. Improvements have been made to buildings at the Adirondack Ecological Center in Newcomb, NY, and the Thousand Islands Biological Center in Clayton, NY, partially funded by special government grants.

Significant efforts have been made to move toward the use of renewable energy, including a 250 KW molten carbonate fuel cell and an 18KW photovoltaic array project, both substantially funded by grants. A "green roof" has been constructed on Walters Hall. Plans are underway for a biofuel's fueling and demonstration station. The College fleet has been enhanced with hybrid, CNG, and biodiesel vehicles.

In addition, the ESF College Foundation, Inc. has acquired rental properties near campus that are being used for ESF student housing. Furthermore, a number of additional Physical Plant support positions have been approved and filled, and an automated Physical Plant work order system will be implemented in the summer of 2007.

Section 3. Institutional Challenges and Opportunities

In 2001, shortly after the arrival of President Murphy, the campus began a visioning and strategic planning exercise that examined opportunities and challenges to providing service to society. The exercise concluded in 2003 with the publication of *Vision 2020* (attached), which organized the opportunities and challenges into focused, actionable goals and objectives.

As the strategic planning exercise was concluding, the College began work on Mission Review II, a SUNY-wide planning process which sought to merge campus goals with SUNY goals, and outline how those goals would be achieved during the 2005-2010 timeframe. The Mission Review II process culminated in 2006 with the signing of a *Memorandum of Understanding (MOU)* (attached) by ESF President Murphy and SUNY Chancellor Ryan. The content of the *MOU* reiterates and expands on the portions of *Vision 2020* that address SUNY priorities and outcomes to be achieved by 2010. These two documents enunciate several broad goals (opportunities) and outline some of the challenges that must be met to achieve them.

3.1 Opportunity/Goal 1: Increase student enrollment, diversity and quality.

The College plans to increase enrollment by approximately 15% in the next five years to (1) keep pace with the growing demand for college education resulting from the expected surge in high school graduates and to (2) fulfill the need for advanced study opportunities as the knowledge-based economy continues to demand more education of its workers. The College also plans to double the percentage of native-born students from underrepresented groups (from 8% to 16%), to serve the educational needs of this growing population, and to assure that the student population is reflective of society in terms of experience, values, and outlook. Finally, the College plans to increase the percentage of incoming students from the highest selectivity classes (from 75% in classes 1 and 2 to over 80%) to reduce the variability in student capability that can dampen performance expectations for all students.

To meet this goal, a number of challenges have been identified:

- Increase visibility of College and specifically to target audiences;
- Increase financial resources that fund merit, need, and diversity scholarships;
- Increase financial resources that fund graduate assistantships:
 - * increase number of assistantships funded through sponsored research, and
 - * increase state-supported tuition waivers;
- Improve the appearance and identity of campus;
- Redesign College website to focus on needs of prospective students;
- Provide campus housing for transfer students (ESF has no housing of its own; we rely on Syracuse University for dormitory rooms, and few spaces are available for transfer students);
- Increase opportunities for students to enroll in Syracuse University courses;
- Strengthen co-curricular and extra-curricular programs:
 - * expand Honors Program to include lower-division,
 - * expand study-abroad opportunities, and
 - * offer club sports;
- Increase diversity of faculty and staff;
- Revise current educational products and develop new educational products to meet current and future societal demands:

- * introduce new undergraduate programs (i.e., bioprocess engineering, renewable energy, green and sustainable wood-frame construction),
- * introduce new non-thesis ‘professional’ masters degrees, and
- * develop distance-learning courses and programs.

3.2 Opportunity/Goal 2: Grow the College Research Enterprise to foster sustainable societies

Over the next five years, the College plans to increase its sponsored research expenditures by 8% per year, and to increase the number of refereed journal articles per faculty member per year by one. These metrics are used as indicators of research activity and are not seen as ends in and of themselves. Rather, we see research and development activities as increasingly critical to addressing a number of environmental challenges that threaten to render the world less hospitable for whole ecosystems and for future generations of humans. Further, we believe that student education and creativity are enhanced by exposing students to faculty members who are working at the frontier of knowledge.

To achieve this goal, a number of challenges have been identified:

- Increase the number of faculty; more faculty members can conduct more research.
- Reallocate faculty positions to fields of high research need.
- Increase financial resources to fund (1) start-up packages for new faculty hires, (2) “seed” grants for faculty members embarking on new research directions, and (3) matches required for many forms of sponsored research.
- Enhance facilities for research.
- Enhance ability of faculty members to successfully compete for research funding through mentoring and services that identify appropriate funding sources and aid in grant proposal preparation and submission.
- Utilize workload and reward policies to promote excellence in research (while not detracting from excellence in teaching).

3.3 Opportunity/Goal 3: Champion Sustainability through education and on-campus demonstration of sustainable practices

The mission of the College demands that we actively seek to identify practices that minimize adverse environmental impacts and that we employ those practices in campus operations to demonstrate and promote sustainable behaviors to our students and others. Our mission further compels us to educate our students about sustainability and to engage them in efforts to advance sustainable practices in their lives and in their communities.

To achieve this goal, the following challenges have been identified:

- Develop campus master plan in which sustainability is a core objective.
- Use new building construction and building renovations as opportunities to advance campus sustainability.
- Transition campus energy sources from fossil fuels to renewables (including solar, wind, and biomass).
- Achieve campus-wide carbon neutrality by 2015.

- Develop courses and curricula that focus on sustainability; incorporate sustainability concepts in existing courses and programs, where appropriate.
- Engage student groups in activities that promote sustainability in students' lives on campus and in the community.
- Allocate resources to a campus sustainability coordinator charged with seeking opportunities to improve sustainability in campus operations and with coordinating activities of faculty, staff, and students that promote behaviors that advance sustainability.

3.4 Opportunity/Goal 4: Enhance the student experience to produce graduates who are prepared to be engaged, productive citizens

Although ESF is ranked first among SUNY doctoral institutions and third among all SUNY institutions in student satisfaction, the College continues to explore ways to enhance the student experience. Information gleaned from student surveys, student government, student advisory panels and experiences at other universities suggests that several avenues exist to achieve this goal. By enhancing the student experience, the intent of the College is to further promote intellectual and personal growth, thereby producing graduates who are prepared to live satisfying lives and to engage society productively.

Major opportunities to enhance the student experience on the ESF campus are as follows:

- develop additional cost-effective study abroad opportunities and help students to prepare for study-abroad experiences;
- provide more access to Syracuse University courses;
- create smaller course sections for lower division courses;
- expand tutorial services;
- expand the Honors Program to lower-division;
- improve overall level of academic advising;
- enhance counseling services;
- enhance disability services (demand has expanded rapidly in recent years);
- enhance internship and career planning and placement services;
- enhance opportunities for students to participate in making decisions that affect them;
- strengthen practices that promote a climate of academic integrity;
- create additional space for students to study, eat, and socialize;
- create additional team sport participation opportunities; and
- expand wireless internet service to entire campus.

3.5 Opportunity/Goal 5: Provide a campus climate that promotes faculty and staff success

The faculty is charged with the responsibility to shape and carry out the institution's core missions – teaching, research, and service. The staff assists in the performance of this work. Providing both groups with an environment that fosters their success is thus paramount to the institution's success. A fundamental principle in building such an environment is that faculty and staff members have a clear understanding about expectations, that their work be regularly reviewed and followed with constructive feedback, and that a just reward system honoring College priorities be implemented. A second cardinal principle is that faculty and staff members participate in making decisions about academic policies and directions. A third principle is that

the institution expands its base of financial support and uses its resources to provide an environment that fosters productivity and satisfaction.

Given these basic principles, several challenges have been identified:

- Increase salaries so that they are competitive with those of other major research universities.
- Provide start-up funds for new faculty members that are competitive with those of other research universities.
- Expand “seed-grant” program to aid faculty members launching new research directions.
- Expand travel grants program to facilitate faculty collaborations with peers in other institutions.
- Have faculty and staff members embrace performance assessment and use such assessments to provide merit-based salary increases.
- Develop additional awards that honor and celebrate exemplary performance.
- Ensure that effective mentoring practices are applied to all faculty and staff members.
- Ensure that workloads are distributed equitably among the unit faculty and staff.
- Continue to upgrade the physical spaces in which faculty and staff work.
- Identify and implement opportunities for cooperative work between ESF and Syracuse University faculty members.
- Continue to upgrade and integrate campus technology infrastructure.
- Increase assistance given to faculty members in the preparation of sponsored research and outreach grants.
- Encourage faculty to engage more fully in governance and decision-making.
- Grow College endowment by 10% per year; use endowment growth to fund endowed chairs, faculty and staff professional development opportunities, and facilities and support services.
- Increase funds available for research, outreach and teaching through state and federal appropriations processes.

Section 4. Enrollment and Finance Trends Projections

The SUNY College of Environmental Science and Forestry has achieved significant growth in undergraduate and total headcount enrollments during the 2001-06 Middle States Commission review period. Undergraduate enrollment growth has offset a decline in graduate student enrollment that can be linked in part to a drop in international student interest following September 11, 2001.

Overall, the College has achieved a 13% increase in headcount enrollment and a 14% increase in annualized FTE enrollment during this period, and established a strong base for continued growth in the future. Fall 2007 applicant data for both undergraduate and graduate students is very strong, and the College expects to meet or exceed its enrollment targets for the upcoming year.

4.1 History and Observations

The following chart summarizes SUNY-ESF's enrollment history for the 2001-06 review period, and is followed by a number of related observations.

TABLE 3: SUNY-ESF ENROLLMENT HISTORY 2001-2006

Student Group	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2001-06 Change
<i><u>Undergraduate</u></i>							
First-time FT	201	197	228	226	260	242	+20%
Transfer FT	190	192	190	210	177	206	+8%
Continuing/Returning FT	752	786	799	871	911	901	+20%
Total FT Undergraduate	1143	1175	1217	1307	1348	1349	+18%
Total PT Undergraduate	50	137	269	230	250	218	+336%
Total Undergraduate	1193	1312	1486	1537	1598	1567	+31%
<i><u>Graduate</u></i>							
New Graduate FT	108	98	81	95	77	97	-10%
Continuing/Returning FT	193	192	204	192	216	192	0%
Total FT Graduate	301	290	285	287	293	289	-4%
Total PT Graduate	354	307	245	222	249	240	-32%
Total Graduate	655	597	530	509	542	529	-19%
<i><u>Total Headcount</u></i>	1848	1909	2016	2046	2140	2096	+13%
Annual Average FTE	1489	1558	1604	1674	1714	1700	+14%

Source: SUNY Office of Academic Affairs – Institutional Research, November 2006 and January 2007.

Note: Data do not include Syracuse University students enrolled part-time at ESF.

The following observations provide additional significance to the 2001-06 Enrollment History presented above:

- The College's significant growth in full-time undergraduate enrollment (+18%) has come from increasing numbers of both new and continuing students. New student enrollment increases have been driven by new recruitment and visibility initiatives and the development of new academic program options.
- The observed decline in graduate student enrollment since 2001 is due in part to a special outreach/continuing education program that increased enrollment in the 2001 base year only. Part-time graduate enrollment in fall 2000 was 306. The 2000-2006 decline in part-time graduate students is 22% and the decline in total graduate student enrollment is 9% by comparison.
- Enrollment growth in ESF's full-time continuing student population has come primarily from a growing number of entering students. The College has also initiated a number of student retention activities during the 2001-06 review period.

Student retention rates at SUNY-ESF are significantly higher than the rates found at other SUNY campuses, and student satisfaction ratings collected through a SUNY-wide survey also compare very favorably with other campuses. The College is actively engaged in attempts to improve the student experience even further. Initiatives undertaken since 2000-01 include the development of a First Year Experience Program (providing an extended orientation course to all new students), a reduction in class size in some of our largest freshman courses, a Peer Tutoring Program, an Early Alert Program, Residence Hall Learning Communities, and many others. We believe that these activities are having a positive effect, but our student retention rates have continued to fluctuate in the short term.

- Our growth in part-time undergraduate enrollment (+168 students) is clearly associated with the introduction of our ESF in the High School outreach program. This program enrolls students from area high schools in college-level coursework using high school teachers as adjunct faculty.
- Full-time graduate student enrollment has remained quite stable, varying by only 5% over the review period, but a greater percentage of ESF graduate students are coming from New York and international markets, while the percentage from other states has declined. International applications declined following September 11, 2001, but are now increasing.
- There has been a significant drop in part-time graduate student enrollment, with that population reaching a low point in fall 2004, before rebounding somewhat in 2005 and 2006. The College is implementing strategies to offer more graduate certificate programs and Master of Professional Studies (non-thesis) programs to attract working adults, but economic difficulties in Central New York and reductions in employee educational benefits have presented challenges in adult student recruitment.

In ESF's case, many part-time graduate students do not fit the adult student profile. They are more "traditional" graduate students who complete much of their coursework on a full-time basis, but drop into part-time status in some semesters while completing research, dissertation credits, or other activities. This means that there is an important connection between full-time and part-time graduate student enrollments at ESF and the

success or failure we have in recruiting “traditional” graduate students affects both full-time and part-time enrollment.

- Increases in undergraduate enrollment have more than offset our decline in graduate program enrollment, and the College has achieved overall growth in both headcount and FTE. Enrollment changes have been managed well, and the College has continued to invest substantial effort and resources to ensure that desired enrollment levels are met.

4.2 Planning For Continued Growth

Each campus in the State University of New York participates in an ongoing process of enrollment planning in conjunction with the System Administration in Albany. The most recent update of SUNY-ESF’s enrollment plan was completed in January 2007, and that plan is presented in the chart below.

Table 4: SUNY-ESF ENROLLMENT PLAN 2006-2011

Student Group	Fall 2006	Projected 2007	Projected 2008	Projected 2009	Projected 2010	Projected 2011	2006-11 Change
<i>Undergraduate</i>							
First-time FT	242	260	260	260	260	260	+7%
Transfer FT	206	215	225	235	245	245	+19%
Continuing/Returning FT	901	932	959	975	992	992	+10%
Total FT Undergraduate	1349	1407	1444	1470	1497	1497	+11%
Total PT Undergraduate	218	200	200	200	200	200	-9%
Total Undergraduate	1567	1607	1644	1670	1697	1697	+8%
<i>Graduate</i>							
New Graduate FT	97	105	115	120	125	125	+29%
Continuing/Returning FT	192	210	215	220	225	225	+17%
Total FT Graduate	289	315	330	340	350	350	+21%
Total PT Graduate	240	335	335	335	335	335	+40%
Total Graduate	529	650	665	675	685	685	+29%
<i>Total Headcount</i>							
	2096	2257	2309	2345	2382	2382	+14%
Annual Average FTE	1700	1703	1747	1777	1809	1809	+6%

Source: SUNY Office of Academic Affairs – Institutional Research, November 2006 and January 2007.

Note: Data do not include Syracuse University students enrolled part-time at ESF.

The College is planning for a small amount of additional enrollment growth over the next five-year period, at both the undergraduate and graduate levels. We have many reasons to believe that our enrollment goals are realistic and obtainable, considering the following:

- General visibility and name recognition of SUNY-ESF is developing rapidly as the College engages in important environmental research and invests in expanded outreach and recruitment activities (detailed more completely in the Enrollment Management and Marketing section of this report). Increased attention is being given to out-of-state markets.
- High school graduation projections and rising college participation rates suggest that undergraduate student markets will remain strong during this period. Increased media coverage of environmental issues appears to be driving prospective student interest in environmental education and careers to higher levels.
- The SUNY-ESF College Foundation is committed to the development of a new student housing complex to be located adjacent to our campus. This complex may house as

- many as 200 transfer students and upperclassmen, and will greatly increase the College's potential to recruit additional transfer students and international students. Construction is expected to begin in 2008 or 2009.
- New academic program development will contribute to enrollment growth in the next five years. The recently approved undergraduate program in Bioprocess Engineering will enroll its first class of 5-8 entering freshmen in September 2007, and the program is expected to enroll 35-45 undergraduates by 2011.

Program proposals are under review for new undergraduate degree programs in Renewable Energy Systems, and in Sustainable Residential ("Green") Wood-frame Construction. A joint SUNY-ESF and Syracuse University Ph.D. program in Environmental Studies is also in the proposal stage, with both administrations committed to developing such a program. SUNY-ESF faculty have approved curriculum proposals for an M.S. in Ecological Engineering, M.S. and M.P.S. programs in Environmental Studies, and an M.P.S. program in Chemistry. We anticipate additional M.P.S. proposals from our Biology faculty, and expect that the development of new M.P.S. programs will help the College to attract additional part-time and full-time graduate students.

- The College is aggressively seeking additional funding for graduate student assistantships and is achieving very positive increases in research funding that will facilitate our enrollment of a larger number of graduate students.
- With recent and ongoing faculty hiring, the College is re-establishing a firm foundation for growing the graduate population with increasing emphasis on the Ph.D. programs.
- Applications for fall 2007 admission to SUNY-ESF's undergraduate programs will reach a record number this year, and graduate program applications are also growing strongly. We expect to increase both selectivity and diversity in our new student enrollments. The College will move into the top tier selectivity group within the SUNY system, with 80% or more of our freshmen in the highest classifications for academic achievement and a freshman acceptance rate of approximately 53%.
- Freshman applications from outside New York State have increased by more than 100, and acceptances by more than 50 for fall 2007. This not only represents a broadening of the College's secondary market and geographic diversity, but also the potential to substantially increase net tuition revenue based on the higher tuition charges paid by out-of-state students. The College has invested in a new scholarship program for out-of-state students in order to maximize these enrollments.

Improved recruitment strategies and increased investment in recruitment and visibility initiatives, coupled with new academic program development and other positive institutional changes, have led to substantial increases in applications for admission to full-time study at SUNY-ESF this year. These increases will be taken into account as the College continues to adjust its enrollment planning for the future. It will be important for us to continue to assess our market potential for each segment of our student population (full-time, part-time, undergraduate and graduate) and to adjust our plans as needed to ensure that enrollment goals are met. We also recognize the importance of continued efforts to improve student learning and student satisfaction in order to achieve our goals for outstanding student retention and student success.

4.3 Finance

SUNY ESF's current financial position is strong. Having weathered four years of tightened State appropriations, which saw essentially flat budgets and a loss of eight faculty positions, ESF emerged a stronger and more effective organization. The history of state appropriations for the past five years are given in the table below:

TABLE 5: HISTORY OF STATE APPROPRIATIONS

	PERSONNEL	OTHER THAN PERSONNEL	TOTAL APPROPRIATION
2001-2	\$19,628.8	\$9,590.5	\$29,219.3
2002-3	\$20,033.3	\$9,151.7	\$29,185.0
2003-4	\$19,574.5	\$9,400.6	\$28,975.1
2004-5	\$19,394.5	\$10,407.8	\$29,802.3
2005-6	\$20,786.4	\$10,550.8	\$31,337.2
2006-7			

Through the relatively lean years of 2002-3 to 2005-6, ESF employed a number of strategies to manage its reduced (in real dollars) State appropriations. It was necessary, first of all, to control its single largest non-personnel expense, Accessory Instruction. These payments to our neighbor, Syracuse University (SU), for courses taken by ESF students, were an area of concern for the Middle States Commission in 2001 which feared that General Education (GenEd) requirements might overwhelm ESF's budget. To address this risk, a number of courses required by GenEd standards, formerly only available from SU, were added to ESF's course offerings during the period 2001-2004. At the same time, ESF faculty was encouraged to guide their students away from those SU courses that were more tangential to their major. As a result of these efforts, Accessory Instruction net credit hours purchased from SU decreased to only 77% of the 2000-1 usage, providing savings, on average over the 2001-2006 period, of \$600,000 per year, more than 6% of our State non-personnel appropriations during that period. Other measures employed to stretch our budget dollars included the installation of an energy management system (saving an estimated \$1.3m over the years 2001-2006) and cutting non-personnel departmental spending 10% beginning in 2001-2. Personnel savings were derived from staff attrition in both faculty and support staff, yielding average annual savings over the period of \$500,000.

4.4 Scholarship and Research/Sponsored Activity, 2001-2006

SUNY ESF's sponsored research grew over the past five years at a rate of 5% per year, from less than \$10 million to \$13.1 million in actual expenditures in 2005-6, an average of \$120,000 per full-time faculty member. Total research and development expenditures, as reported in the National Science Foundation/SRS Survey of R&D at Universities and Colleges grew to \$26.7 million in 2003. This growth in external funding helped offset the effect of static to slightly declining real State support over the 2001-2005 periods. While the Commission's concern about the difficulty of the conversion to the Oracle financial system was well grounded, we can now report, five years into that system, that the conversion was successful and now well-integrated into our business practices.

4.5 Financial Management

ESF's financial management is on very sound footing. While the financial records system for State appropriations is a home-grown, 1982 mainframe-cum-internet-interface system in the process of being replaced by more contemporary products, it continues to provide for reliable, accessible on-line, real-time monitoring of expenditures versus budget by departmental budget supervisors as well as by the accounting and budget staff. The latter also have access to many other reports that permit continuous scrutiny of actual versus planned expenditures and of financial position at any point in time. While the current system does not offer "all-funds" at-a-glance, as the Commission noted, with State appropriations, sponsored research, capital programs and College Foundation each having its own financial accounting system, Business Office and Administrative staff are skilled and experienced in combining data from all four systems. There is no fully integrated system on the horizon, due in part to the need to keep separate the information pertaining to distinct corporate entities.

ESF submits financial data to SUNY Systems Administration for inclusion in SUNY's annual audited consolidated financial statements. Our financial records are open to audit by SUNY Systems Administration, the New York State Office of the State Comptroller (OSC), the Research Foundation of SUNY (RF), various federal agencies that support research at ESF, the Internal Revenue Service, and, for our affiliated College Foundation, our public accountant. Audits, large and small, occur with regularity. At present, there are no open audit issues.

ESF maintains an active and rigorous Internal Control program that helps insure the integrity of our financial systems and data (see <http://www.esf.edu/intcontrol/>). A 2006 audit of this Program confirmed that our system of internal controls was compliant with SUNY and New York State Division of Budget standards. Such certification enabled ESF to enjoy perquisites not available to all State agencies, such as a \$15,000 "Quick Pay" (paperless) Accounts Payable authority and a \$150,000 threshold for processing procurement contracts locally without obtaining pre-approval from OSC. These are both the highest values available in New York State government and demonstrate the confidence oversight agencies have in this institution.

4.6 Planning for ESF's Growth Through 2010

ESF gained substantial additional support in 2006-7. A new Chancellor of the State University of New York system made strong gains for SUNY with the State Legislature.

Under the revived SUNY allocation model, known as BAP II (Budget Allocation Process), which had not been run during several years of static appropriations, ESF fared well in 2006-7. Securing a 9% allocation increase, to \$34,186.3 million, the College's appropriation was at last restored, in inflation-adjusted dollars, to 2000-1 levels, enabling an ambitious faculty recruiting effort that will see eight new faculty positions in 2007-8. In addition to the base allocation, two new programs were launched by the State University in 2006-7: the Empire Innovation Program and the High Needs Program, allocated at \$90,000 and \$70,000, respectively, for ESF. Base appropriations in 2007-8 will continue the real growth begun in 2006-7. In the first state budget submitted by new Governor Spitzer, SUNY received an increase of 3.1%, fully funding contractual salary increases as well as general and energy inflation. As further evidence of the high regard in which ESF is held by the SUNY central administration, ESF's share of this increased allocation represents a 4.9% increase over its 2006-7 budgets, the second highest year-over-year increase in the SUNY system. Again, while funding for the Empire Innovation program, which successfully targeted funding to breakthrough technologies in its inaugural year, was increased by 100% in SUNY's 2007-8 budget, ESF's allocation increased five-fold, from \$90,000 to \$450,000. During his 2006 campaign, the new Governor made support for the SUNY system a key plank in his election platform, providing substantial underpinning for ESF's "Mission Review II Memo of Understanding with SUNY," this College's roadmap to 2010.

4.7 Scholarship and Research/Sponsored Activity Through 2011

The College is committed to grow its research enterprise substantially over the next five years as follows:

The College will achieve a SUNY RF research expenditure level of \$13.5 million in the current year (2006-7), and \$16 million by 2010.

TABLE 6: SPONSORED RESEARCH EXPENDITURES, 2005-06 THROUGH 2010-11

2005-06 (Actual)	2006-07 (Planned)	2007-08 (Planned)	2008-09 (Planned)	2009-10 (Planned)	2010-11 (Planned)
\$13.1M	\$13.5M	\$14.0M	\$14.8M	\$15.5M	\$16.3M

The College's total R&D expenditures will reach \$34.1 million (as defined in the NSF/SRS Survey) by 2010, with federally supported research expenditures of approximately \$7.2 million.

Section 5. Outcomes Assessment Processes

5.1 Institutional Effectiveness

5.1.1 MISSION AND GOALS

The current mission and goals of the College were developed during an inclusive strategic planning process that climaxed with the Vision 2020 statement in 2003. The mission statement derived from this process is “The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both natural and designed environments.”

Seven institutional goals were identified in support of this mission. They are:

- enrich academic excellence in both undergraduate and graduate education;
- provide an outstanding student experience;
- be the “go-to” institution with a strong and visible reputation;
- become financially secure and independent;
- strategically build and enhance partnerships and collaborative relationships;
- respond to the needs of society; and
- invest in ESF’s human resources and physical infrastructure.

Within each of these goals, a number of more specific objectives, some quantitative and others qualitative, were identified. Many of these have been incorporated in a Memorandum of Understanding which outlines SUNY’s expectations of ESF over the next five years (both documents appended).

Progress towards the plan’s goals and objectives is assessed at the end of each academic year through annual reports provided by the President’s Cabinet and by heads of the academic units. To facilitate forward progress, annual goals are set each year through planning retreats held at many organizational levels.

5.1.2 STUDENT ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Students provide their perceptions of institutional effectiveness through regularly administered surveys and through formal and informal channels to the College’s administration. Multiple aspects of institutional effectiveness are assessed by students through the National Survey of Student Engagement (NSSE) and the SUNY Student Opinion Survey (SOS), each administered every third year. Students provide their assessment of teaching quality by completing surveys in most courses with enrollments greater than six each semester. Beginning in spring 2007, students will also complete an annual online survey to assess quality of advising. The NSSE and SOS data are parsed by and shared with each academic unit as many of the facets of institutional effectiveness that affect students are most influenced by practices determined at the unit level.

Students also comment on institutional effectiveness in scheduled open meetings with the President. Student leaders discuss institutional effectiveness in student government meetings attended by the President and the Provost each semester and in an annual retreat hosted by the President. Further, a representative group of students provides feedback in monthly meetings of the Provost’s Student Advisory Council. Information obtained through these dialogues is shared with members of the President’s Cabinet. It is also shared with the faculty through the department chairs who are briefed in Academic Council meetings (see next section).

Beginning in spring 2007, each of the academic units will have a formal mechanism in place for engaging students in a dialogue about the effectiveness of functions administered by the individual departments.

5.1.3 FACULTY ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Multiple mechanisms exist for faculty members to provide assessments of institutional effectiveness. At the departmental level, a formal review of chairs occurs every third year. While the primary intent of these reviews is to assess the chair's leadership, the commentary addresses a broad range of issues having to do with departmental functionality. Similarly, SUNY conducts a formal review of the President every fifth year, and it provides a comprehensive faculty assessment of institutional functionality.

Faculty Governance, of which all faculty are members, holds meetings at least twice a semester. These meetings provide a forum for discussing all aspects of institutional effectiveness. Department Chairs may also bring faculty concerns about institutional effectiveness to Academic Council, a group composed of Department Chairs, College Deans, the Chair of Faculty Governance, and the Provost that meets every other week. Further, the Provost meets individually with the academic units each fall to review an annual agenda that includes improvements in institutional effectiveness.

Changes in practice that enhance institutional effectiveness are sometimes addressed within academic units. Other times they are addressed on the campus level using standing committees within Faculty Governance or ad hoc committees formed by the Provost. An example of the latter is the *ad hoc* Committee on Academic Integrity. This committee is charged with assessing the status of academic integrity on the ESF campus, recommending institutional practices that promote academic integrity, and recommending procedures for adjudicating allegations of academic misconduct.

5.1.4 METRICS

A lengthy list of metrics (attached) has been created to provide measures of institutional effectiveness across all components of College operation. Benchmarks are set for each of the metrics annually, and occasionally a new metric is added.

Many of the metrics on this list are included in the SUNY Mission Review II Memorandum of Understanding -- a document that articulates SUNY's expectations of ESF through 2010. Others track progress toward internal goals that were conceived during the recent strategic planning process (Vision 2020).

5.1.5 RESOURCE ALLOCATION

The annual budgeting process seeks to allocate resources to meet institutional goals by providing sufficient funds to ensure that core services and programs function effectively and by reallocating funds to support emerging priorities and to reward programs that contribute most to advancing the College's goals and mission.

Each year, the overall College budget is formulated by the Executive Cabinet (the President and the three Vice Presidents) to support goals and objectives developed in consultation with the Full Cabinet (the Executive Cabinet plus deans and heads of administrative departments). In setting the annual objectives, the Cabinet carefully reviews the products of the above-mentioned assessment tools.

To assure that resource allocation decisions are consistent with the stated priorities, the President oversees budgetary decisions made by the Vice Presidents; the Vice Presidents oversee budgetary decisions made by their department heads.

Some examples of decisions made over the past three years that reflect reallocation of funds to high priority goals are as follows:

1. To increase student quality and diversity, a new vice presidential position in marketing and enrollment management was created. Funding for work under the purview of this office was increased.
2. To increase the quality of the first-year experience, funds were allocated to create Student Learning Communities and to hire faculty members needed to offer smaller sections of freshmen courses.
3. To increase student success and enrich the student experience, additional funds were allocated to enhance tutorial and internship/career services to augment academic advising, and to create an International Programs Coordinator position.
4. To promote sponsored research, departmental allocations of graduate assistantships and financial resources were tied partly to sponsored research activity.

5.1.6 FISCAL AND PROCESS INTEGRITY

Fiscal and process integrity are ensured through a combination of internal controls and external audits. The New York State Governmental Accountability, Audit and Internal Control Act mandates that the College has a formal Internal Control Program in place. The purpose of the Internal Control Program is to provide “reasonable assurance” that the policies and regulations that govern campus operations function to ensure that the institution will meet its goals and objectives in a cost effective manner. The Internal Control Program includes ongoing analysis of procedures and policies to establish that they are functioning as intended. Examples of procedures and policies that may be reviewed include planning activities, program evaluations, the budget cycle, personnel transactions, information systems, cash activities, contract management and capital programs. An outcome of the Internal Control Program is the President’s certification each March 31 that the campus is in compliance with all SUNY, state, and federal regulations. A full account of ESF’s Internal Control Program can be viewed on the College Web site at <http://www.esf.edu/intcontrol/>.

SUNY and the State Comptrollers Office may audit any of ESF’s practices as they see fit. They may also audit the finances of college-related entities, such as the ESF Foundation and the ESF Alumni Association. Other parties that regulate College practices may audit College performance with respect to the practices which they govern. In the past five years, ESF has been audited on 10 different topics. In each case, ESF was found to be in compliance, with only minor suggestions for improved practice. The auditing agencies and topics are listed below:

SUNY College of Environmental Science and Forestry
Areas Audited: 2002 – 2007

<u>Auditing Organization</u>	<u>Audit Topic</u>
OSC	Procurement Process
US Citizenship and Immigration Service	Foreign national working at College
SUNY	ESF College Foundation, Inc.
SUNY	Syracuse Pulp and Paper Foundation
SUNY	Procurement Cycle and Related Financial Management Procedures
SUNY	Use of American Express Procurement Card
SUNY	Internal Control Program
SUNY	Campus-Administered Construction Projects
SUNY	Title IV Student Financial Aid Programs and TAP
SUNY	Administration of Student Activity Fee Programs
Research Foundation	Campus Sponsored Program Activity

5.2 Student Learning

5.2.1 GENERAL EDUCATION

ESF has a long tradition of strong programs based on mathematics, natural science, social science, basic communications, critical thinking, and information management. While many students explored a broader range of knowledge with their electives, the SUNY General Education requirements now guarantee all students have additional breadth to their undergraduate programs. The ESF faculty has embraced the principles of institutional and student learning assessment as reflected in activities and accomplishments during the past five years.

Assessment of learning outcomes in general education has been one specific area of focus. The assessment strategy developed during this period focuses on results ESF and SUNY expect from the core general education requirements.

We believe our proposed assessment of learning outcomes has demonstrated objectively the results of our general education strategy and plan. Indeed, we are confident the ESF general education program has demonstrated results considerably in excess of meeting our own high standards. However, we have also learned a great deal from the assessments that have led to educational improvements across the college and in all programs.

The ESF Provost's Advisory Council on Effectiveness (PACE) was a major vehicle for pursuing general education. The PACE Committee was charged by former Provost Tully to serve as the locus for campus consideration of General Education, including approval of procedural guidelines and program assessment.

1. PACE served as a forum for considering the SUNY "Guidelines for the Approval of State University General Education Requirement Courses" and recommended that the Faculty Governance Committee on Instruction (COI) propose adoption of the "Guidelines" by College Faculty. Second, PACE formulated a plan to constitute a subcommittee of the COI to serve as the campus group to provide oversight of General Education on the ESF campus. On March 20, 2003, the College Faculty approved adoption of the SUNY General Education Guidelines and established a General Education Subcommittee (GES) of the COI with elected membership reflective of the academic programs of the College.
2. In early May 2003, the campus received approval from SUNY Provost of ESF campus plan to administer General Education.
3. Dean Raynal and Associate Dean Spuches participated in the SUNY General Education Conference, A Foundation for the Future on April 24-25, 2003. They received updates and conversed with Provost Peter Salins, Assoc. Provost Donald Steven, and Assistant Provosts Patricia Pietrapaulo and Joseph DeFilippo about general education issues and logistics. Connections with other SUNY colleagues including Dr. Patricia Francis, Dr. Debbie Sydow, and Trustee Candace DeRussy.
4. ESF Faculty approved ESF's General Education Assessment Plan, developed by PACE (with the assistance of additional associated faculty) at a special Faculty Governance meeting Friday, May 17, 2002.
5. The SUNY General Education Assessment Review (GEAR) Committee approved ESF's assessment plan as submitted August 2003.
6. In February 2003, former Provost Tully, after consultation with PACE, affirmed to SUNY System administration ESF's schedule and plans for General Education assessment implementation.
7. Assessment of the Critical Thinking, Mathematics, and Other World Civilizations areas was initiated spring 2003 semester.
8. The first round of General Education Assessment was completed in August 2003 and a report submitted to the General Education Subcommittee (GES) of the COI.
9. Upon review and approval by the GES, the first round report was submitted to SUNY.

Since then, we have updated and revised our Plan for Assessing Student Learning Outcomes in General Education. The framework of our assessment plan responds specifically to the guidelines established by the SUNY General Education and Review (GEAR) group. We are also cognizant of the guidelines encouraged by or required by Middle States and the several professional accreditation boards that review ESF undergraduate programs.

The assessment strategy presented in this document focuses on the results ESF and SUNY expect from the adopted core general education requirements. That plan incorporates lessons learned in the initial cycles of implementation and adopts the practices required or recommended by the

SUNY Strengthened Campus-Based Assessment initiative including:

- utilization of nationally-normed measures to assess mathematics, basic communication (written) and critical thinking (reasoning), and
- assessment of the academic environment.

Our revised plan was reviewed positively by SUNY System Administration and approved. The revised plan focuses general education assessment efforts on

- Mathematics,
- Basic Communications,
- Critical Thinking, and
- Academic Environment.

We will implement this plan consistent with the SUNY general education assessment calendar beginning academic year 2007-08 (contingent upon availability of the SUNY-approved nationally-normed tests) and in coordination with other SUNY campuses (as outlined in communications from SUNY Provost Salins). This plan will be executed by the ESF College Faculty Governance, specifically a recently established subcommittee of the Committee on Instruction – the General Education Subcommittee – with support from the offices of the Provost and the Dean of Instruction and Graduate Studies.

5.2.2 LEARNING OUTCOMES IN MAJORS

In 2001 and 2002, the Provost's Advisory Council on Effectiveness also delineated campus-wide guidelines for the assessment of academic majors. The guidelines prescribed that all academic programs develop learning outcomes assessment procedures that emulated the process outlined by ABET. The campus was familiar with the ABET assessment model as two of the College's programs are ABET accredited. Further, the ABET approach to assessment was seen as one of the most fully formulated assessment systems available. The ABET model requires the following actions:

- Determine educational objectives
- Determine outcomes required to achieve objectives
- Determine how outcomes will be achieved (match instruction and student activities to educational objectives)
- Determine how outcomes will be assessed (establish indicators that objectives are being met)
- Assess whether objectives are being met
- Revise objectives or methods to ascertain or achieve objectives

In addition, the ABET model requires that external constituencies contribute to the formulation of educational objectives and to outcomes assessment.

By SUNY and campus policy, each major in the College undergoes a substantive review every sixth year. Major reviews focus heavily on assessment of educational outcomes, but they also examine program infrastructure to determine if the resources and practices required to provide a quality educational experience are present. Each review includes the preparation of a self-study report, the examination of the program by an external panel of experts, the submission of an outcomes assessment report to SUNY, and a plan for acting on the review process findings.

For most of the majors, professional accrediting organizations provide the vehicle for external review and the internal review cycle is timed to coincide with that of the professional accrediting organizations. For programs that are not subject to professional accreditation, a panel of three outside experts composed by the Provost assesses program efficacy. As in professional accreditation, the panel prepares a report to the Provost following review of a self-study report and a site visit. The calendar for program assessment for the past six years is shown in the following table. The full six-year cycle will be completed next academic year.

TABLE 7: CALENDAR FOR PROGRAM ASSESSMENT

Academic Year	Status*	Program Name / Level	Cycle Yrs.	Review Agency
2002-03	√	Forest Resources Management: BS	10/5**	Society of American Foresters
2002-03	√	CM&WPE Wood Products Option: BS	10/5**	Society of American Foresters in conjunction with Society of Wood Science & Technology
2002-03	√	Paper Science & Engineering: BS	6	Accreditation Board for Engineering & Technology
2004-05	√	Chemistry: BS	6	American Chemical Society
2004-05	√	Environmental & Forest Biology: BS	6	Selected Peer Group
2004-05	√	Environmental Studies: BS	6	Selected Peer Group
2004-05	√	Forest Technology: AAS	10/5**	Society of American Foresters
2005-06	√	Landscape Architecture: BLA	6	American Society of Landscape Architects
2006-07	P	Forest Engineering: BS	6	Accreditation Board for Engineering & Technology
2006-07	P	Paper & Bioprocess Engineering ¹ : BS	6	Accreditation Board for Engineering & Technology
2006-07	▲	CM&WPE Construction Management & Engineering Option: BS	6	American Council for Construction Education
2007-08		Environmental Science: BS	6	Selected Peer Group

* (√) – completed; (P) – in progress; (▲) – currently in process of an internal review

5.2.3 NEXT STEPS

We have a campus history rich in its tradition of evaluating the effectiveness of its instruction. Our commitment to foster and encourage excellence in teaching and learning remains strong. Dialogue over the last decade has resulted in rich examples of the successful use of assessment approaches, many of which are routinely utilized at ESF.

Going forward, we are guided by five important forces:

1. Requirements of the New York State Education Department Part 5 regulation.
2. Principles and guidelines coordinated by SUNY.
3. Our respect for the role of the regional accreditation authority of Middle States.
4. Our required specialized accreditation authorities (e.g., ABET, ALSA, SAF).
5. And foremost is the abiding commitment on the part of our faculty for the quality of an ESF education

We expect to satisfy all these. We will meet MSA expectations with a full and rigorous implementation of SUNY and other guidelines. And we will do so through a faculty driven process.

Section 6. Linkage of Planning and Budgeting

The College's "Vision 2020" strategic plan (appended), developed cooperatively by the many constituency groups that comprise the college community, was approved by the ESF Board of Trustees in early 2003. Included in that plan were a series of goal-specific targeted actions and timelines. A review of progress made toward achieving these goals is presented each year by the Executive Cabinet, which consists of the President and the three vice presidents. Each vice president is expected to incorporate achievements from the academic and administrative functions that they oversee. The compilation of these achievements is shared annually with ESF's Board of Trustees and with the college community. This review provides an opportunity to demonstrate the linkages between the "Vision 2020" goals and the College's priorities for expenditure of its capital and discretionary operating funds, as well as a mechanism to ensure that ESF is on track to meet its strategic planning goals.

Both the ESF College Foundation, Inc. and the College's research enterprise annually align their financial planning with "Vision 2020." For example, the Foundation regularly reviews its progress toward achieving the "Vision 2020" target of \$100M in assets, while the Research Office focuses on the target of reaching \$30M in annual research expenditures by 2020.

Each summer the President's Full Cabinet develops goals and objectives for the coming academic year during a full-day retreat. Participants are expected to link their shorter-term operational plans with the longer-term targets of "Vision 2020." Decisions made at this retreat drive date-specific action plans and performance metrics, and influence funding priorities.

Other planning and budgeting activities require the College's involvement with the State University of New York System Administration. For example, System Administration oversees the process of allocating operating funds to all the campuses in the system. In recognition that this activity is vital to the financial well being of the College, ESF's President volunteered to serve on the SUNY Budget Allocation Process Committee to represent the interests of doctoral-granting institutions. Areas of particular interest to ESF include achieving adequate support for graduate education and funding for additional faculty positions in SUNY's new Empire Innovation and High Needs programs.

Another important interface with SUNY is the Mission Review II Memorandum of Understanding, which identifies ESF's goals and aspirations through 2011. In addition to the MOU, the College has provided SUNY with a document that identifies its supplemental funding needs as required by Mission Review II commitments. Again, the Mission Review II goals, aspirations and commitments are closely aligned with the "Vision 2020" plan.

The Executive Cabinet develops the College's annual operating budget, involving other employees as appropriate. These budget plans are reviewed with the ESF Board of Trustees, the Provost's Academic Council, and the Faculty Governance organization. Performance against budget is reviewed on a quarterly basis, and adjustments are made as appropriate. If additional discretionary funds become available, such as near the end of a fiscal year, the vice presidents consult with their staffs and bring forward expenditure requests for Executive Cabinet consideration.

Because campus facilities are critical to meeting the College's objectives, in 2006, the President appointed a Master Plan Committee to develop and prioritize plans for future additions and improvements to buildings and landscaping. The college community will be engaged in this process as part of the Committee's activities. Decisions made through the master planning process will have a significant influence on efforts to seek future capital funding.

Appendix Institutional Profile

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

A. General Information

	Data on File (2005-06)	IP Data (2006-07)
Institution Name	SUNY College of Environmental Science and Forestry	SUNY College of Environmental Science and Forestry
Address	One Forestry Drive Syracuse, NY 13210 -2778	One Forestry Drive Syracuse, NY 13210 -2778
Telephone	315 470 6500	315 470 6500
Fax	315 470 6932	315 470 6932
Website	www.esf.edu	www.esf.edu
Control	Public	Public
Institution Type	Doctoral/Research-Intensive	Doctoral/Research-Intensive
Affiliation	Supervised by SUNY	Supervised by SUNY
Calendar	Semester	Semester
Degree Granting Authority	New York	New York
Licensed to Operate in	NY	NY
Degrees Offered		
Certificate/Diploma	no	no
Associate's	yes	yes
Bachelor's	yes	yes
Master's	yes	yes
1st Professional Degree	no	no
Doctoral	yes	yes
Related Institutions		
Name, State, Country	none	none
Next Self-Study Visit		
Next Self-Study Visit	2011-12	2011-12
Next Periodic Review Report (PRR)		
Next Periodic Review Report (PRR)	June 2007	June 2007
CHE Staff Liaison		
CHE Staff Liaison	Dr. Michael J. Kiphart	Dr. Michael J. Kiphart

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Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

B. Key Contacts

Key Contact	Data on File (2005-06)	IP Data (2006-07)
System/District Chief Exec Officer	Vice Admiral John R. Ryan USN <i>Chancellor</i> State University Plaza Albany, NY 12246 Phone: 518 443 5366 Fax: 518 443 5360 Email: John.Ryan@suny.edu	Vice Admiral John R. Ryan USN <i>Chancellor</i> State University Plaza Albany, NY 12246 Phone: 518 443 5366 Fax: 518 443 5360 Email: John.Ryan@suny.edu
Chief Executive Officer	Dr. Cornelius B. Murphy Jr. <i>President</i> 224 Bray Hall One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6681 Fax: 315 470 6977 Email: cbmurphy@esf.edu	Dr. Cornelius B. Murphy Jr. <i>President</i> 224 Bray Hall One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6681 Fax: 315 470 6977 Email: cbmurphy@esf.edu
Chief Academic Officer	Dr. Bruce Bongarten <i>Provost/VP Academic Affairs</i> One Forestry Drive Syracuse, NY 13210-2778 Phone: 315 470 6510 Fax: 315 470 6932 Email: bcbongarten@esf.edu	Dr. Bruce Bongarten <i>Provost/VP Academic Affairs</i> One Forestry Drive Syracuse, NY 13210-2778 Phone: 315 470 6510 Fax: 315 470 6932 Email: bcbongarten@esf.edu
Accreditation Liaison Officer	Dr. Dudley J. Raynal <i>Dean, Instruction and Graduate Studies</i> One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6599 Fax: none Email: djraynal@esf.edu	Dr. Dudley J. Raynal <i>Dean, Instruction and Graduate Studies</i> One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6599 Fax: none Email: djraynal@esf.edu
Director of the Library	Ms. Elizabeth A. Elkins <i>Director of the Library</i> 1 Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6715 Fax: 315 470 6512 Email: eaelkins@esf.edu	Ms. Elizabeth A. Elkins <i>Director of the Library</i> 1 Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6715 Fax: 315 470 6512 Email: eaelkins@esf.edu

Key Contact	Data on File (2005-06)	IP Data (2006-07)
Coordinator of Outcomes Assessment	Dr. Dudley J. Raynal <i>Dean, Instruction and Graduate Studies</i> One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6599 Fax: none Email: djraynal@esf.edu	Dr. Dudley J. Raynal <i>Dean, Instruction and Graduate Studies</i> One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6599 Fax: none Email: djraynal@esf.edu
Coordinator of Institutional Research Functions	Dr. Maureen O. Fellows <i>Director Institutional Planning</i> 225 Bray Hall Syracuse, NY 132102778 Phone: 315 470 6621 Fax: 315 470 6932 Email: mfellows@esf.edu	Dr. Maureen O. Fellows <i>Director Institutional Planning</i> 225 Bray Hall Syracuse, NY 132102778 Phone: 315 470 6621 Fax: 315 470 6932 Email: mfellows@esf.edu
Chair: Self-Study Steering Committee	Dr. Dudley J. Raynal <i>Dean, Instruction and Graduate Studies</i> One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6599 Fax: none Email: djraynal@esf.edu	Dr. Dudley J. Raynal <i>Dean, Instruction and Graduate Studies</i> One Forestry Drive Syracuse, NY 132102778 Phone: 315 470 6599 Fax: none Email: djraynal@esf.edu
Co-Chair: Self-Study Steering Committee	none	none
Person in the President's Office To Whom MSCHE Invoices Should be Sent	none	Dr. Bruce Bongarten <i>Provost/VP Academic Affairs</i> One Forestry Drive Syracuse, NY 13210-2778 Phone: 315 470 6510 Fax: 315 470 6932 Email: bcbongarten@esf.edu
Person Completing IP Financials	Dr. Maureen O. Fellows <i>Director Institutional Planning</i> 225 Bray Hall Syracuse, NY 132102778 Phone: 315 470 6621 Fax: 315 470 6932 Email: mfellows@esf.edu	Dr. Maureen O. Fellows <i>Director Institutional Planning</i> 225 Bray Hall Syracuse, NY 132102778 Phone: 315 470 6621 Fax: 315 470 6932 Email: mfellows@esf.edu
Person Completing IP (Key User)	Dr. Maureen O. Fellows <i>Director Institutional Planning</i> 225 Bray Hall Syracuse, NY 132102778 Phone: 315 470 6621 Fax: 315 470 6932 Email: mfellows@esf.edu	Dr. Maureen O. Fellows <i>Director Institutional Planning</i> 225 Bray Hall Syracuse, NY 132102778 Phone: 315 470 6621 Fax: 315 470 6932 Email: mfellows@esf.edu

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2005, and June 30, 2006. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File (2005-06)	IP Data (2006-07)
Associate's	42	36
Bachelor's	272	312
Master's	63	97
1st Professional	0	0
Doctoral	18	25
Diploma/Certificate	0	7
Does your institution have undergraduate programs?	yes	yes
Do your undergraduate programs serve only transfer students? See instructions if the answer is yes.	no	no

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2005-06 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File (2005-06)	IP Data (2006-07)
Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Total transfers out	0	0
4-year Institutions w/ Baccalaureate Programs		
Total Number of students in the cohort	142	181
Number completed within 150% of time to degree	96	114
Total transfers out	45	65

**Middle States Commission on Higher Education
Institutional Profile 2006-07**

[0397] SUNY College of Environmental Science and Forestry

D. Enrollment

	Data on File (2005-06)		IP Data (2006-07)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	1469	644	1043	792
Number of credit hours for the credit load of a full time student	12	9	12	9
Full-Time Head Count	1339	309	1349	290
Part-Time Head Count	396	291	295	303

Credit Enrollment

	Data on File (2005-06)	IP Data (2006-07)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	1819	1868
Number of Students not matriculated, enrolled in credit-bearing courses	476	369

Non-Credit Enrollment

	Data on File (2005-06)	IP Data (2006-07)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	1388	1856
Number of Students in non-credit avocational continuing education courses	0	0

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Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

E. Distance Learning

Distance learning is a formal educational process in which the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.

	Data on File (2005-06)	IP Data (2006-07)
Does your institution offer courses for distance learning (i.e., courses that may be completed <i>entirely</i> by distance learning)?	No	No

Notes

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (2005-06)	IP Data (2006-07)
<ul style="list-style-type: none">▪ Accrediting Board for Engineering and Technology (ABET)▪ Society of American Foresters (SAF)	<ul style="list-style-type: none">▪ Accrediting Board for Engineering and Technology (ABET)▪ Society of American Foresters (SAF)

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

Please separate each accreditor by semi-colon (:).

American Society of Landscape Architects; Society of Wood Science and Technology

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

G. Instructional Personnel (as of Fall 2006)

	Data on File (2005-06)		IP Data (2006-07)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Tenured Faculty	86	1	90	1
Non-Tenured Faculty <i>(On Tenure Track)</i>	21	2	26	1
Non-Tenured Faculty <i>(Not On Tenure Track)</i>	3	31	3	28

Notes

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2007-08 or 2008-09, or if your institution's Periodic Review Report (PRR) is due to be submitted in June 2008.

Note:

Your institution's next Self-Study Visit is scheduled for 2011-12.

Your institution's next Periodic Review Report (PRR) is due to be submitted in June 2007.

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

H-2. Branch Campuses *(as of Fall 2006)*

Data on File (2005-06)	IP Data (2006-07)
No Branch Campuses.	

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

H-3. Additional Locations *(as of Fall 2006)*

Data on File (2005-06)	IP Data (2006-07)
No Additional Locations.	

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

H-4. Other Instructional Sites *(as of Fall 2006)*

	Data on File (2005-06)	IP Data (2006-07)
Name	Wanakena Campus	Wanakena Campus
City/State/Country	Wanakena, NY	Wanakena, NY
Headcount (For Credit)	44	34
<hr/>		
<hr/>		

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

I. Financial Information

Report Educational and General (E&G) expenses from your institution's audited financial statement for the most recent fiscal year. Some of the data in this section may be the same data your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2005 through 6/30/2006 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65. Do not enter data in thousands of dollars. For example, enter 1,250,000 not 1,250.

Report educational and general expenses by expense category (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

	Data on File (2005-06)	IP Data (2006-07)
Fiscal Year Begin	7/1/2004	7/1/2005
Fiscal Year End	6/30/2005	6/30/2006
Does your institution allocate Operation & Maintenance of Plant expense?	No	No
Does your institution allocate Depreciation Expense?	No	No
	Data on File (2005-06)	IP Data (2006-07)
	Expenses	Expenses
1. Instruction	\$19,454,738	\$20,775,887
2. Research	\$10,291,212	\$12,875,136
3. Public Services	\$647,002	\$467,186
4. Academic Services	\$5,234,073	\$5,622,429
4a. Included Library Expense	\$723,035	\$720,568
5. Student Services	\$2,377,295	\$2,531,028
6. Institutional Support	\$5,519,207	\$6,384,660
7. Scholarships and Fellowships	\$869,329	\$680,133
8. Operation and Maintenance of Plant	\$7,474,028	\$8,449,824
9. Depreciation Expense	\$2,881,571	\$2,807,113
Total E&G Expenses	\$54,748,455	\$60,593,396
Total Net Assets	\$8,116,702	\$8,853,740
Change in Total Net Assets	\$2,576,623	\$577,732

Notes

Middle States Commission on Higher Education Institutional Profile 2006-07

[0397] SUNY College of Environmental Science and Forestry

J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2007-08 or 2008-09, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

The College completed renegotiation of the Mission Review II document, the contract between ESF and the State University that describes the unique role of the College in the SUNY system. The Periodic Review Report is being compiled by a team of campus writers and reviewers for submission to the Middle States Association. Faculty are actively engaged in academic program development and revision. A new baccalaureate degree in Forest Ecosystem Science and master's degree programs in both Environmental Studies and Chemistry are being proposed. Revisions in the graduate programs in Environmental and Resource Engineering and Environmental and Forest Biology have been approved by the College Faculty. A joint initiative between ESF and Syracuse University to explore development of a new interdisciplinary doctoral program in environmental science and policy is underway.

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K. Required Attachments

Please mail the entire package of required attachments **as soon as all of the items are available** but no later than **April 20, 2007**.

- A copy of the institution's most recent audited financial statement, including any management letter that the auditors may have attached to the statement.
- A print edition of the institution's current catalog. If the catalog is available only on-line (and not available in print), provide the exact web address for the home page of the catalog.

If diversity is part of your institution's mission statement, please include the following material that will be made available to evaluators and Commission staff but not entered in our database:

- A profile of student enrollment, tenured and non-tenured faculty, and the governing board, indicating gender and racial/ethnic categories. You may photocopy and attach the Enrollment and Faculty forms you normally submit to IPEDS. Construct a similar form for your governing board, which is information that IPEDS does not require.

Mail the required attachments to:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104

