



State University of New York
College of Environmental Science and Forestry

Draft Document Roadmap

**Documenting Compliance with the Accreditation Standards of
The Middle States Commission on Higher Education**

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STANDARD 1: MISSION AND GOALS

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Assemble the following, as appropriate.

Document Set 1: Statements of Mission, Vision, Values and Institutional Goals. These may be in one or multiple statements.

- *Vision 2020*

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- ESF Cabinet Annual Planning Retreat Assessment
- President's Mid Year Cabinet Retreat Metrics
- Mission Review
- SUNY Strategic Plan - The Power of SUNY
- State University of New York Master Plan
- 2009 Annual Middle States Institutional Profile

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 1 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is <i>NOT</i> Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Clearly defined mission and goals		
<ul style="list-style-type: none"> • that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes 	<ul style="list-style-type: none"> • <i>Vision 2020</i> <ul style="list-style-type: none"> - linked from multiple websites - Strategic Priorities pg 7 - Mission pg 24 • <i>Mission Review</i> • <i>SUNY Master Plan</i> 	
<ul style="list-style-type: none"> • that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character 	<ul style="list-style-type: none"> • <i>Vision 2020</i> <ul style="list-style-type: none"> - linked from multiple websites - Goal 1 pg 8 – 11 - Goal 2 pg 12 – 13 - Goal 6 pg 20 - 21 	

<ul style="list-style-type: none"> ● that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments 	<ul style="list-style-type: none"> ● <i>Vision 2020</i> <ul style="list-style-type: none"> - Daring to Dream pg 6 - ESF Strategic Planning - Council pg 31 - 32 ● <i>ESF Cabinet Annual Planning Retreat Assessment</i> 	
<ul style="list-style-type: none"> ● that are periodically evaluated and formally approved 	<ul style="list-style-type: none"> ● <i>ESF Cabinet Annual Planning Retreat Assessment</i> ● <i>President's Mid Year Cabinet Retreat Assessment</i> ● <i>Mission Review</i> 	
<ul style="list-style-type: none"> ● that are publicized and widely known by the institution's members 	<ul style="list-style-type: none"> ● <i>Vision 2020</i> <ul style="list-style-type: none"> - linked from multiple webpages 	
Mission and goals that relate to external as well as internal contexts and constituencies	<ul style="list-style-type: none"> ● <i>Vision 2020</i> <ul style="list-style-type: none"> - Goal 3 pg 14 – 15 - Goal 5 pg 18 – 19 - Goal 6 pg 20 - 21 	
Institutional goals that are consistent with mission	<ul style="list-style-type: none"> ● <i>Vision 2020</i> <ul style="list-style-type: none"> - entire document 	
Goals that focus on student learning, other outcomes, and institutional improvement	<ul style="list-style-type: none"> ● <i>Vision 2020</i> <ul style="list-style-type: none"> - Goal 1 pg 8 – 11 - Goal 2 pg 12 – 13 - Goal 4 pg 16 – 17 - Goal 5 pg 18 - 19 - Goal 7 pg 22 - 23 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 1: Mission and Goals, including relevant Fundamental Elements.

SUNY ESF's mission clearly defines our purpose and our unique role within the context of higher education. Completed in 2003, Vision 2020 delineates the many constituents the institution serves. The Annual and Mid-Year Cabinet Retreat Assessment documents show both the process and the goals the College intends to accomplish. These documents further show that the institution's stated goals are consistent with the aspirations and expectations of higher education and clearly specify how SUNY-ESF will fulfill its mission to "advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments." SUNY-ESF's mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used consistently to develop and shape its programs and practices and to evaluate our effectiveness on a regular basis.

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Assemble the following, as appropriate.

Document Set 2: Institutional Strategic Plan, if not included in Document Set 1.

- The ESF strategic Planning Document was included in Document Set 1

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

In addition to the document set listed in Standard 1:

- College Institutional Assessment Unit Plans
- Academic Program Assessment Plans
- Academic Program Annual Reports of Assessment
- VP Form 1 Budget Preparation Sheets
- Provost Resource Allocation Model
- President’s Mid Year Cabinet Retreat Metrics
- SUNY ESF Development Campaign Plan
- ESF Affirmative Action Plan Methodology
- 2010 Operating Budget Draft 1.0
- Schedule O Form 1 SUNY Budget Planning Doc
- Budget Allocation Process - SUNY
- IPEDS Finance
- ESF Cabinet Annual Planning Retreat Assessment

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 2 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels	<ul style="list-style-type: none"> • <i>Vision 2020</i> • <i>ESF Cabinet Annual Planning Retreat Assessment</i> • <i>President’s Mid Year Cabinet Retreat Metrics</i> • <i>College Institutional Assessment Unit Plans</i> • <i>Academic Program Assessment Plans</i> • <i>SUNY ESF Development Campaign Plan</i> 	
Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results	<ul style="list-style-type: none"> • <i>ESF Cabinet Annual Planning Retreat Assessment</i> • <i>President’s Mid Year Cabinet Retreat Metrics</i> • <i>Academic Program Assessment Plans</i> • <i>Academic Program Annual Reports of Assessment</i> 	

Well defined decision-making processes and authority that facilitates planning and renewal	<ul style="list-style-type: none"> ● <i>ESF Cabinet Annual Planning Retreat Assessment</i> ● <i>President's Mid Year Cabinet Retreat Metrics</i> ● <i>Academic Program Assessment Plans</i> ● <i>Academic Program Annual Reports of Assessment</i> ● <i>VP Form 1 Budget Preparation Sheets</i> 	
The assignment of responsibility for improvements and assurance of accountability	<ul style="list-style-type: none"> ● <i>ESF Cabinet Annual Planning Retreat Assessment</i> ● <i>President's Mid Year Cabinet Retreat Metrics</i> 	
A record of institutional and unit improvements and their results	<ul style="list-style-type: none"> ● <i>ESF Cabinet Annual Planning Retreat Assessment</i> ● <i>President's Mid Year Cabinet Retreat Metrics</i> ● <i>Academic Program Assessment Plans</i> ● <i>Academic Program Annual Reports of Assessment</i> 	
Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	<ul style="list-style-type: none"> ● <i>ESF Cabinet Annual Planning Retreat Assessment</i> ● <i>President's Mid Year Cabinet Retreat Metrics</i> ● <i>Academic Program Assessment Plans</i> ● <i>Academic Program Annual Reports of Assessment</i> ● <i>Provost Resource Allocation Model</i> ● <i>Quarterly financial report</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 2: Planning, Resource Allocation, and Institutional Renewal, including relevant Fundamental Elements.

Vision 2020 establishes the overall goals for the institution by using environmental scans and engaging significant campus and community partners as key players in the ESF Strategic Planning Council to develop the strategic plan. Goals and objectives for individual units and departments are based upon the Vision 2020 strategic planning document and are reviewed, assessed and renewed annually through College Assessment Unit Plans and Academic Program Assessment Plans. The ESF Cabinet Annual Planning Retreat Assessment and Academic Program Annual Reports of Assessment provide regular, College initiated, planning and improvement processes that engage the community, assign responsibility, and provide a periodic assessment and record of how the institution and units are meeting their goals. The annual academic planning documents are used to improve educational programs and renew goals in light of changing economic and other factors. The Provost's Resource Allocation Model and the VP Form 1 Budget Preparation Sheets are examples of institutional resource allocation procedures. The College also engages in a planning and resource allocation process driven by SUNY as reflected in the Schedule O Form 1 SUNY Budget Planning document, IPEDS submissions and the SUNY Allocation Process Document.

STANDARD 3: INSTITUTIONAL RESOURCES

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Assemble the following, as appropriate.

- Document Set 3-A: Financial Statements:** The institution's two most recent externally-audited financial statements, including management letters. Provide appropriate supporting documents to help the Commission understand the audited financial statements; these may include the original financial plans and budgets for these fiscal years, a summary of budget procedures used in these fiscal years and, if applicable, SEC 10K filings or Forms 990. If either of the financial statements shows a deficit, include in Appendix 3-B clear, well-founded plans to yield a balance or surplus in a timely fashion.

Since SUNY-ESF is part of a larger entity, The State University of New York (SUNY), it is not required to have its own individual externally audited financial statements. However, the College's operations are periodically reviewed by SUNY's and the Research Foundation of SUNY's internal auditors. On occasion, external auditors of these larger entities do perform audits of particular functions at the College. In addition, other affiliated organizations of the College undergo annual external audits.

The following documents reflect such audits performed:

- SUNY Audit of Campus Vehicles, Fuel Inventory and Gasoline Credit Cards
- RF of SUNY's A-133 Audit Samples and Findings
- ESF College Foundation, Inc.'s 2009 Audit Report
- ESF College Foundation, Inc.'s Report on Internal Controls

- Document Set 3-B: Financial Plans:** The institution's budget for revenues and expenditures, in detail, for the current fiscal year and the next five fiscal years.

- 2010 - 2011 Operating Budget Draft
- Schedule O Form 1 SUNY Budget Planning Doc
- SUNY Development of 10-11 State Support
- VP Form 1 Budget Preparation Sheets

- Document Set 3-C: Analytical Narrative** that (1) provides information on the financial plan's underlying assumptions, (2) provides evidence of the viability of those assumptions, (3) reconciles the financial plan to the institution's strategic, operating, and other plans, and (4) assesses the institution's financial capacity and risk factors.

SUNY-ESF's operating budget is based on State revenues received. The financial plan assumes that all revenue collected during a given fiscal year will be fully expended and further assumes that state tax support as well as students' tuition and fee amounts will be fully collected. This model follows suit with the one provided by the State University of New York for all state operated campuses. Other affiliated organizations of the College (e.g., The ESF College Foundation, Inc.) and programs that operate independently of state tax support (e.g., IFR programs, research programs) are budgeted for and monitored separately. Collectively, the College's operating budget and financial statements prepared for its affiliated organizations and other programs reflect how the institution's strategic, operating and other plans are financially supported as well as assess the institution's financial capacity and risk factors.

- Document Set 3-D: Physical Facilities:**
 A thorough description of physical facilities, including space for instruction, library, student support services, and administrative services
 Capital facilities master plan, if any
- Building Characteristics Inventory
 - Physical Space Inventory
 - ESF Master Plan

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- Vision 2020
- ESF Cabinet Annual Planning Retreat Assessment
- President's Mid Year Cabinet Retreat Metrics
- Assessment of Institutional Effectiveness and Student Learning at ESF
- ESF Sustainability Plan 9-08
- SUNY ESF Annual Internal Control Summary and Certification
- ESF College Foundation Budget
- Quarterly Report 2009-10
- SUNY ESF Development Campaign Plan
- 2009-10 AER dept Allocations
- SU Accessory Instruction Contract
- IPEDS Financial
- IPEDS Institutional Characteristics
- IPEDS Supplemental Students with Disabilities
- IPEDS Student Financial Aid
- IPEDS Human Resources
- ESF Affirmative Action Plan Methodology
- Proposed DY 2010-11 Revenues and Expenditures for ESF Intercollegiate Athletics Programs

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 3 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is <i>NOT</i> Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals	<ul style="list-style-type: none"> • <i>ESF Cabinet Annual Planning Retreat Assessment</i> • <i>President's Mid Year Cabinet Retreat Metrics</i> 	

<p>Rational and consistent policies and procedures in place to determine allocation of assets</p>	<ul style="list-style-type: none"> ● <i>Assessment of Institutional Effectiveness and Student Learning at ESF</i> <ul style="list-style-type: none"> - Figure 1 ● <i>VP Form 1 Budget Preparation Sheets</i> 	
<p>An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations</p>	<ul style="list-style-type: none"> ● <i>ESF Affirmative Action Plan Methodology</i> <ul style="list-style-type: none"> - Hard copy ● <i>2009-10 AER dept Allocations</i> 	
<p>A financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate</p>	<ul style="list-style-type: none"> ● <i>2010-2011 Operating Budget Draft 1.2</i> ● <i>SUNY Development of State Support 2010-11</i> ● <i>2009-2010 Quarterly financial report</i> ● <i>VP Form 1 Budget Preparation Sheets</i> ● <i>Proposed FY 2010-11 Revenues and Expenditures for ESF Intercollegiate Athletics Programs</i> ● <i>ESF College Foundation budget</i> ● <i>S.U. Accessory Instruction contract</i> 	
<p>A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation</p>	<ul style="list-style-type: none"> ● <i>ESF Master Plan</i> <ul style="list-style-type: none"> - http://www.esf.edu/sustainability/ESF%20Sustainability%20Plan%2009-04-08.pdf ● <i>ESF Sustainability Plan</i> 	
<p>Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance</p>	<ul style="list-style-type: none"> ● <i>VP Form 1 Budget Preparation Sheets</i> ● <i>ESF Master Plan</i> <ul style="list-style-type: none"> - http://www.esf.edu/sustainability/ESF%20Sustainability%20Plan%2009-04-08.pdf 	
<p>An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation</p>	<ul style="list-style-type: none"> ● <i>2009-10 AER dept Allocations</i> 	
<p>Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets</p>	<ul style="list-style-type: none"> ● <i>IPEDS Financial</i> <ul style="list-style-type: none"> - http://nces.ed.gov/ipeds/datacenter/Snapshotx.aspx?unitId=acb4b1acbae ● <i>IPEDS Institutional Characteristics</i> <ul style="list-style-type: none"> - http://nces.ed.gov/ipeds/datacenter/Snapshotx.aspx?unitId=acb4b1acbae ● <i>IPEDS Supplemental Students with Disabilities</i> <ul style="list-style-type: none"> - http://nces.ed.gov/ipeds/datacenter/Snapshotx.aspx?unitId=acb4b1acbae ● <i>IPEDS Student Financial Aid</i> <ul style="list-style-type: none"> - http://nces.ed.gov/ipeds/d 	

	<p>atacenter/Snapshot.aspx?unitid=acb4b1acabae</p> <ul style="list-style-type: none"> ● <i>IPEDS Human Resources</i> <ul style="list-style-type: none"> - http://nces.ed.gov/ipeds/datacenter/Snapshot.aspx?unitid=acb4b1acabae ● <i>SUNY ESF Annual Internal Control Certification.</i> ● <i>ESF College Foundation's Report on Internal Controls.</i> 	
An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter	<ul style="list-style-type: none"> ● <i>SUNY audit of campus vehicles, fuel inventory and gasoline credit cards.</i> ● <i>ESF College Foundation's 2009 audit report.</i> ● <i>RF of SUNY's A-133 audit samples and findings.</i> 	
Periodic assessment of the effective and efficient use of institutional resources	<ul style="list-style-type: none"> ● <i>Building Characteristics Inventory</i> ● <i>Physical Space Inventory</i> ● <i>Campus Masterplan</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 3: Institutional Resources, including relevant Fundamental Elements.

As part of the State University of New York, SUNY-ESF is bound by the allocation of state monies determined in part by the state legislator and by SUNY itself. Schedule O Form 1 SUNY Budget Planning document and SUNY Development of 10-11 State Support are examples of this process. SUNY-ESF, as is the case for all SUNY institutions, does not have an audited financial plan. However, SUNY has an auditing structure in place and that periodically reviews the components of the College's financial business. Examples include the recent Fleet and Procurement Card Audit, the ESF Foundation Audit, Student Association Audit, and the Office of Research Programs Research Foundation Audit. Rational and consistent allocation models for campus budgets are created through the VP Form 1 Budget Preparation Sheets and Proposed FY 2010-11 Revenues and Expenditures for ESF Intercollegiate Athletics Programs. Resource allocation is driven by the informed decisions of the President's Executive Cabinet and use of models such as the SUNY Academic Equipment Allocation Model. Comprehensive planning for facilities is reflected in the ESF Master Plan, ESF's Sustainability Plan and the ESF Cabinet Annual Planning Retreat Assessment and Mid-Year Metrics.

STANDARD 4: LEADERSHIP AND GOVERNANCE

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Assemble the following, as appropriate.

- Document Set 4-A: Bylaws:** The bylaws or other basic institutional documents identifying the group legally responsible for the institution.

- Faculty By-Laws (Last Amended 2/2009)
- SUNY ESF Board of Trustees Bylaws 1/31/1997
- SUNY By-Laws of Board of Trustees
- By-Laws of the ESF College Foundation, Inc Approved 5/4/07
- ESF Faculty By-Laws 6-30-10

Document Set 4-B: Governing Board: Documentation of the structure, authority, and autonomy of the governing board, including policies and procedures manuals, board and committee procedures, and board and committee minutes. The documentation should describe how the governing board regularly reviews basic policies.

- SUNY Policies of the Board of Trustees
- SUNY ESF Faculty and Professional Staff Handbook
- SUNY ESF College Organization Chart
- ESF College Foundation Inc. Policies and Procedures May 2010

Document Set 4-C: Governing Board Members: A list of current governing board members, including the name, affiliation, and occupation of each member. Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees; and identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer.

- ESF Faculty Governance Officers 2009-2010
- SUNY ESF Board of Trustees Contact List
- ESF College Foundation Board of Directors 2009-2010
- SUNY Board of Trustees

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- SUNY-ESF Board of Trustees Minutes 2-5-10
- ESF College Foundation, Inc. Policies and Procedures –May 2010
- ESF Faculty Governance Officers
- SUNY ESF President’s Annual Report

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 4 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why it is Not
A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	<ul style="list-style-type: none"> ● <i>ESF Faculty Bylaws</i> - http://www.esf.edu/facgov/bylaws.pdf ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> 	

	<ul style="list-style-type: none"> ● <i>SUNY By-Laws of Board of Trustees</i> ● <i>By-Laws of the ESF College Foundation, Inc Approved 5/4/07</i> 	
Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:	<ul style="list-style-type: none"> ● <i>SUNY Board of Trustees By-Laws</i> <ul style="list-style-type: none"> - http://www.suny.edu/Board_of_Trustees/BY-LAWS.pdf 	
<ul style="list-style-type: none"> ● delineate the governance structure and provide for collegial governance, and the structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process. 	<ul style="list-style-type: none"> ● <i>Faculty By-Laws (Last Amended 2/2009)</i> <ul style="list-style-type: none"> - Page 1 ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> <ul style="list-style-type: none"> - Page 1 ● <i>SUNY By-Laws of Board of Trustees</i> ● <i>By-Laws of the ESF College Foundation, Inc Approved 5/4/07</i> 	
<ul style="list-style-type: none"> ● assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making 	<ul style="list-style-type: none"> ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> ● <i>SUNY By-Laws of Board of Trustees</i> ● <i>By-Laws of the ESF College Foundation, Inc Approved 5/4/07</i> 	
<ul style="list-style-type: none"> ● provide for the selection process for governing body members 	<ul style="list-style-type: none"> ● <i>Faculty By-Laws (Last Amended 2/2009)</i> <ul style="list-style-type: none"> - Page 2 ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> ● <i>SUNY By-Laws of Board of Trustees</i> ● <i>By-Laws of the ESF College Foundation, Inc Approved 5/4/07</i> 	
Appropriate opportunity for student input regarding decisions that affect them	<ul style="list-style-type: none"> ● <i>Student voting membership on SUNY ESF Board of Trustees</i> <ul style="list-style-type: none"> - SUNY ESF Contact List ● <i>SUNY Student Assembly</i> <ul style="list-style-type: none"> - http://www.suny.edu/University_Life/student_assembly.cfm 	
A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled	<ul style="list-style-type: none"> ● <i>SUNY Board of Trustees</i> ● <i>ESF Board of Trustees</i> ● <i>ESF College Foundation Board of Trustees</i> 	
A governing body not chaired by the chief executive officer	<ul style="list-style-type: none"> ● <i>SUNY Board of Trustees</i> ● <i>ESF Board of Trustees</i> ● <i>ESF College Foundation Board of Trustees</i> 	

<p>A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any</p>	<ul style="list-style-type: none"> ● <i>SUNY Board of Trustees</i> ● <i>ESF Board of Trustees</i> ● <i>ESF College Foundation Board of Trustees</i> 	
<p>A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution</p>	<ul style="list-style-type: none"> ● <i>ESF College Foundation Policies and Procedures</i> ● <i>By-Laws of the ESF College Foundation, Inc Approved 5/4/07</i> ● <i>SUNY Conflict of Interest Policy</i> ● <i>NYS Public Officers Law 74 Code of Ethics</i> 	
<p>A governing body that assists in generating resources needed to sustain and improve the institution</p>	<ul style="list-style-type: none"> ● <i>SUNY Board of Trustees Membership List</i> <ul style="list-style-type: none"> - http://www.suny.edu/Board_of_Trustees/index.cfm ● <i>ESF Board of Trustees List</i> <ul style="list-style-type: none"> - https://docs2.google.com/document/edit?id=1CKmBiT1o142_VxuZazNh5XfyNN1EX3G8JU5-42MSbDw&hl=en# ● <i>ESF Foundation Board Member List</i> <ul style="list-style-type: none"> - http://www.esf.edu/development/esffoundation/documents/Publicmembershiplist09-10.pdf 	
<p>A process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives</p>	<ul style="list-style-type: none"> ● The college provides orientation to new Board of Trustees members that include trustee participants and the ESF President, Vice President and Deans. ● SUNY provides orientation to new SUNY Board of Trustees 	
<p>A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives</p>		
<p>A chief executive officer, appointed by the governing board, with primary responsibility to the institution</p>	<ul style="list-style-type: none"> ● <i>Resume of College President</i> 	
<p>Periodic assessment of the effectiveness of institutional leadership and governance</p>	<ul style="list-style-type: none"> ● <i>Annual Review of President by SUNY Chancellor</i> ● <i>Annual Performance Program Reviews for all President's Cabinet</i> ● <i>ESF President's Annual Report</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 4: Leadership and Governance, including relevant Fundamental Elements.

SUNY-ESF has a well-defined system of leadership and governance at both the SUNY and campus levels. SUNY-ESF abides by the many Conflict of Interest policies, internal control policies, and all other administrative and academic policies mandated by the State of New York and the State University of New York. The SUNY Board of Trustees By-Laws and SUNY Policies of the Board of Trustees are guiding documents at the SUNY governing level. As the only SUNY campus with a Board of Trustees, the SUNY ESF Board of Trustees Bylaws provides authority and governing structure. Other governing entities on campus also have clearly defined roles as indicated through the Faculty-By-Laws, By-Laws of the ESF College Foundation, ESF College Foundation inc. Policies and Procedures.

STANDARD 5: ADMINISTRATION

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Assemble the following, as appropriate.

- Document Set 5-A: Chief Executive Officer:**
 - Resume or vita for the chief executive officer including the officer's name and title
 - Evidence that the CEO was appointed by the governing board
 - The appointment date of the CEO
 - President's Resume
 - President's February 29, 2000 Appointment Letter

- Document Set 5-B: Administrative Organization:** The organizational chart for the institution, including names and titles of the individuals in each position identified in the chart
 - ESF's Organizational Charts

- Document Set 5-C: Continuity of Leadership:** Institutional procedures for continuity of leadership in the event that the institution is sold, the owner or president dies, etc.
 - SUNY ESF Board of Trustees Bylaws 1/31/1997
 - SUNY Board of Trustees Policies

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- President and Vice President Standing Committee Meetings
- Human Resources Affirmative Action Plan
- Annual Performance Programs of President and Vice Presidents
- Resumes of Department Chairs
- President's Job Description

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 5 Fundamental Elements	If This Fundamental Element /S Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution	<ul style="list-style-type: none"> ● <i>President's Resume</i> ● <i>President's Job Description</i> ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> 	
A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission	<ul style="list-style-type: none"> ● <i>President's Resume</i> 	
Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions	<ul style="list-style-type: none"> ● <i>Resumes of President's Cabinet</i> ● <i>Resumes of Department Chairs</i> ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> 	
Qualified staffing appropriate to the goals, type, size, and complexity of the institution	<ul style="list-style-type: none"> ● <i>Human Resources Affirmative Action Plan</i> 	
Adequate information and decision-making systems to support the work of administrative leaders	<ul style="list-style-type: none"> ● <i>President and Vice President Standing Committee Meetings</i> 	
Clear documentation of the lines of organization and authority	<ul style="list-style-type: none"> ● <i>Organizational Charts</i> ● <i>SUNY ESF Board of Trustees Bylaws 1/31/1997</i> 	
Periodic assessment of the effectiveness of administrative structures and services	<ul style="list-style-type: none"> ● <i>Annual Performance Programs of President and VP's</i> ● <i>President and Vice President Standing Committee Meetings</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 5: Administration, including relevant Fundamental Elements.

SUNY-ESF's administrative structure is clearly represented and documented by its organizational chart. The President's responsibility, as indicated in his appointment letter and annual reviews, is to lead the institution to achieve its mission and goals. The SUNY Office of Human Resources and Labor Relations as well as Union contracts provide the basic requirements for all state funded hiring. The College requires annual performance programs and evaluations of personnel and The Human Resources Affirmative Action Plan is reviewed annually. The administrative structure at the college is reviewed regularly by the President's Executive Cabinet and has periodically changed based on new hires and changing needs and initiatives.

STANDARD 6: INTEGRITY

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

In the (expandable) box below, list any documentation demonstrating compliance with this standard that the institution has assembled.

- NYS Public Officers Law 73
- NYS Public Officers Law 73a
- NYS Public Officers Law 74
- NYS Executive Law 94
- NYS Civil Service Law 107
- NYS Guidelines Concerning the Property of a State Agency Accepting Gifts
- NYS Civil Service Law
- ESF Student Handbook
- ESF Judicial Handbook
- Academic Integrity at ESF
- ESF Student Community Membership Statement
- ESF Classified Employee Handbook
- ESF Faculty and Professional Staff Handbook

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 6 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably	<ul style="list-style-type: none"> ● <i>ESF Judicial Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/handbook/default.htm ● <i>Academic Integrity Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/handbook/integrity.pdf 	
Fair and impartial practices in the hiring, evaluation and dismissal of employees	<ul style="list-style-type: none"> ● <i>NYS Civil Service Law</i> <ul style="list-style-type: none"> - http://www.cs.state.ny.us/pio/publications/summofofcs1.pdf ● <i>Internal Control</i> <ul style="list-style-type: none"> - http://www.esf.edu/intcontrol ● <i>SUNY-ESF Handbook</i> <ul style="list-style-type: none"> - Section VI - http://www.esf.edu/hr/handbookC.htm 	

<p>Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents</p>	<ul style="list-style-type: none"> ● NYS <i>Civil Service Law</i> <ul style="list-style-type: none"> - http://www.cs.state.ny.us/pio/publications/summofcs1.pdf ● NYS <i>Public Officers Law 73</i> <ul style="list-style-type: none"> - http://www.nyintegrity.org/aw/ethc/POL73.html1. ● NYS <i>Public Officers Law 73a</i> <ul style="list-style-type: none"> - http://www.nyintegrity.org/aw/ethc/POL73a.html ● NYS <i>Public Officers Law 74</i> <ul style="list-style-type: none"> - http://www.nyintegrity.org/aw/ethc/POL74.html ● NYS <i>Executive Law 94</i> <ul style="list-style-type: none"> - http://www.nyintegrity.org/aw/ethc/EXEC94.html ● NYS <i>Civil Service Law 107</i> <ul style="list-style-type: none"> - http://www.nyintegrity.org/aw/ethc/cs107.html ● NYS <i>Guidelines Concerning the Property of a State Agency Accepting Gifts</i> <ul style="list-style-type: none"> - http://www.nyintegrity.org/aw/ethc/agency_gift_guidelines.pdf 	
<p>Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management</p>	<ul style="list-style-type: none"> ● <i>ESF Student Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/handbook/0910StHandbk.pdf ● <i>ESF Judicial Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/handbook/default.htm ● <i>Academic Integrity at ESF</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/handbook/default.htm ● <i>ESF Classified Employee Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/hr/handbookC.htm ● <i>ESF Faculty and Professional Staff Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/hr/handbook.htm 	
<p>A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom</p>	<ul style="list-style-type: none"> ● <i>Academic Integrity at ESF</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/handbook/default.htm 	
<p>An institutional commitment to principles of protecting intellectual property rights</p>	<ul style="list-style-type: none"> ● <i>Academic Integrity at ESF</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/handbook/default.htm 	
<p>A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives</p>	<ul style="list-style-type: none"> ● <i>ESF Student Community Membership Statement</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/life/cms.htm 	
<p>Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices</p>	<ul style="list-style-type: none"> ● <i>Office of Communications</i> <ul style="list-style-type: none"> - http://www.esf.edu/communications/goalobj.htm 	
<p>Required and elective courses that are sufficiently available to allow students to graduate within the</p>	<ul style="list-style-type: none"> ● <i>ESF College Catalog</i> <ul style="list-style-type: none"> - http://www.esf.edu/catalog 	

published program length	<ul style="list-style-type: none"> • <i>ESF Student Handbook</i> • <i>Academic Program Handbooks</i> • <i>Registrar's website of courses</i> <ul style="list-style-type: none"> - www.esf.edu/registrar 	
Reasonable, continuing student access to paper or electronic catalogs	<ul style="list-style-type: none"> • <i>ESF College Catalog</i> <ul style="list-style-type: none"> - http://www.esf.edu/catalog 	
When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically	<ul style="list-style-type: none"> • <i>ESF College Catalog</i> <ul style="list-style-type: none"> - http://www.esf.edu/catalog 	
When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated	<ul style="list-style-type: none"> • Hardcopy catalogs are maintained in several administrative offices, SUNY, Middle States and in the College archives 	
Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies	<ul style="list-style-type: none"> • <i>Middle States Annual Submission</i> 	
Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community	<ul style="list-style-type: none"> • <i>Middle States Self-Study Website</i> 	
Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered	<ul style="list-style-type: none"> • <i>ESF College Catalog</i> <ul style="list-style-type: none"> - http://www.esf.edu/catalog • <i>Career and Graduate School Options</i> <ul style="list-style-type: none"> - http://www.esf.edu/career/documents/CareerBrochure.pdf • <i>US News and World Report</i> <ul style="list-style-type: none"> - http://www.esf.edu/communications/view.asp?newsID=417 	
Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation	<ul style="list-style-type: none"> • Web-based access adheres to state and SUNyY accessibility guidelines 	
Fulfillment of all applicable standards and reporting and other requirements of the Commission	<ul style="list-style-type: none"> • Annual Middle States Profiles and Periodic Review 	
Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented	<ul style="list-style-type: none"> • All academic departments involved in regular review for certification • All academic departments have external advisory councils 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 6: Integrity, including relevant Fundamental Elements.

Integrity is central to SUNY-ESF and all its programs. As part of the State University of New York, the College adheres to numerous stringent integrity guidelines and laws including the NYS Civil Service Law, NYS Public Officers Law, NYS executive Law 94, NYS Civil Service Law 107, and

the NYS Guidelines Concerning the Propriety of a State Agency accepting gifts. The College distributes its several documents directly dealing with integrity on the SUNY- ESF campus such as the Academic Integrity at ESF document, the ESF Student Handbook, the ESF Judicial Handbook and the ESF Student Community Membership Statement to all students or they appear in many places on our website. The College also specifically addresses integrity issues with faculty and staff through the ESF Classified Employee Handbook and the ESF Faculty and Professional Staff Handbook. The SUNY-ESF catalog and academic program handbooks as well as the Registrar's website provide easy access to students to be informed of, and refer to, college policies and procedures. Additional oversight occurs through individual academic program accreditation, regular review for certification by SUNY and NYSED, and through research ethics guidelines at the College and from funding and professional organizations. Middle States and program accreditation appears on the Colleges' website and information on institution-wide assessments is included in the College Catalog or publication of the College's Common Data Set each year.

STANDARD 7: INSTITUTIONAL ASSESSMENT

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Assemble the following, as appropriate.

- Document Set 7: Institutional Assessment Documentation:** Documentation of an implemented, systematic, and sustained institutional assessment process. Documentation of processes for assessing student learning outcomes may be included either here or in a separate Appendix 14. (For more information on the Commission's expectations for documentation, see *Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations*, available at on the Commission's website www.msche.org.)

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- Assessment of Institutional Effectiveness and Student Learning at ESF: Report to Middle States Commission on Higher Education, March 2009
- Policy on Institutional Effectiveness
- Administrative Unit Mission and Goal Statements
- Administrative Unit Assessment Plans
- Administrative Unit Assessment Reports
- ESF Institutional Strategic Plan Annual Goals
- ESF Institutional Strategic Planning Retreat Annual Agendas
- Institutional Effectiveness Guidance Document (in progress)
- ESF Board of Trustees Strategic Planning Review
- Student Survey Data – SUNY Student Opinion Survey; National Survey of Student Engagement; Annual Graduated Student Placement Survey
- Resources for Institutional Effectiveness Accountability

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular

Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 7 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria	<ul style="list-style-type: none"> • <i>Assessment of Institutional Effectiveness and Student Learning at ESF</i> - www.esf.edu/ie 	
<ul style="list-style-type: none"> • A foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another 	<ul style="list-style-type: none"> • <i>Unit assessment plans, and mission & goal statements</i> - www.esf.edu/ie 	
<ul style="list-style-type: none"> • Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: <ul style="list-style-type: none"> ○ maximize the use of existing data and information; ○ clearly and purposefully relate to the goals they are assessing; ○ are of sufficient quality that results can be used with confidence to inform decisions 	<ul style="list-style-type: none"> • Administrative unit assessment matrices included in plans - www.esf.edu/ie 	
<ul style="list-style-type: none"> • Support and collaboration of faculty and administration 	<ul style="list-style-type: none"> • All admin and academic departments have active assessment plans that involve staff and faculty 	
<ul style="list-style-type: none"> • Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources 	<ul style="list-style-type: none"> • <i>Policy on Institutional Effectiveness</i> - Figure 1, p. 3, in <i>Assessment of Institutional Effectiveness and Student Learning at ESF</i> (www.esf.edu/ie) 	
<ul style="list-style-type: none"> • Sufficient simplicity, practicality, detail, and ownership to be sustainable 	<ul style="list-style-type: none"> • <i>Unit assessment plans reflect sustainable approach</i> 	
<ul style="list-style-type: none"> • Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process 	<ul style="list-style-type: none"> • <i>Unit plans include timeline of when plan will be updated</i> 	
Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal and to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g., service, outreach, research);	<ul style="list-style-type: none"> • <i>President's Cabinet Retreat Agenda and Metrics</i> 	
Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results	<ul style="list-style-type: none"> • <i>Unit annual assessment results</i> - www.esf.edu/ie 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 7: Institutional Assessment, including relevant Fundamental Elements.

Institutional Assessment is an ongoing process at the College. The College's Policy on Institutional Effectiveness along with the ESF Cabinet Annual Planning Retreat Assessment and President's Mid-Year Cabinet Retreat Metrics set the institutional foundation for assessment each year. The Assessment of Institutional Effectiveness and Student Learning at ESF Report to Middle States submitted in March of 2009 offers a picture of Institutional Assessment at the College. At the Administrative Level, Administrative Mission and Goal Statements, Assessment Plans and Reports are reviewed annually. Data from a large number of student surveys including the SUNY Student Opinion Survey, National Survey of Student Engagement and the Annual Graduated Student Placement Survey are used regularly to assess programs and institutional goals. Academic and administrative unit assessment plans include timelines and use data collected institutionally and at the unit level. The Annual Cabinet Retreat integrates assessment plans with the overall strategic plan, as seen in Figure 1 of the 2009 Assessment of Institutional Effectiveness and Student Learning Report to Middle States.

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Assemble the following, as appropriate.

- Document Set 8-A: Admissions Philosophy and Practices:** Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practices
 - Admissions Philosophy Document
 - Undergraduate Recruitment and Admissions at SUNY -ESF

- Document Set 8-B: Admissions Profile:** Number of inquiries, applications, admits, deposit-payers, and newly enrolled degree-seeking students, with appropriate cohort breakdowns, for the most recent year for which this information is available
 - ESF Admission Conversion of Majors and Student Types – data set

- Document Set 8-C: Enrollment Profile:** Current enrollment profile, with distributions by program or major, age, gender, racial/ethnic status, geographic origin, full-time/part-time status, and eligibility for financial aid.
 - Table 01 – Basic Enrollment counts – data set
 - Table IR001B – Ethnicity Enrollment by Degree Program – data set
 - IR007C – Enrollment History by Program of Study – data set
 - IR001E – Ethnicity Enrollment by Registration Type – data set
 - IR050 – Average Age Report – data set
 - SDF103 A – Permanent Residence Tables for Undergraduates data set
 - SDF103B – Permanent Residence Tables for Grads – data set
 - PACKFCEn – Summary Report of Freshmen Merit Current Offered and Registered by EFC Range – data set

- Document Set 8-D: Enrollment Projections:** Five-year enrollment projections, with distribution by program or major, and the assumptions upon which these projections are based
 - SUNY ESF Enrollment Plan 2009 - 19
 - Board of Trustees Meeting Feb 5, 2010 PowerPoint
 - Board of Trustees Meeting May 14, 2010 PowerPoint

- Document Set 8-E: Financial Aid Profile:** Brochures and other publications on financial aid and most recent student loan default rate
 - School Default Rates FY 2007, 2006, 2005 Document
 - Fiscal Operations Report and Application to Participate (FISAP) Document
 - FA121zx – Summary of All Awards for the Budget Year – data set

- Document Set 8-F: Retention and Graduation Rates:** Current and recent student retention and graduation rates, including clear definitions of each rate and how each is calculated
 - ESF Freshman Attrition and Retention 2001-2009 – data set
 - SUNY ESF Attrition and Retention Summary Doc
 - IR1003 – Attrition/Retention Cohorts for Graduate Students – data set

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- SUNY ESF Student Learning Outcomes Policy
- Admissions website
- NSEE website
- Student Success Website
- ESF Counseling Website
- Committee on Instruction Policy on Undergraduate Performance
- Committee on Instruction Policy on AP Credit
- Committee on Instruction Courses document
- ESF Financial Aid Website
- SUNY Policy on Transferring Credit
- Committee on Instruction Policy on Probation
- SUNY ESF College Catalog
- SUNY ESF Policy of Transferring Credit

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 8 Fundamental Elements	If This Fundamental Element /S Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This	If This Fundamental Element is <i>NOT</i> Applicable to This Institution, Provide a Brief Explanation of Why It is Not
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	Fundamental Element	
Admissions policies, developed and implemented, that support and reflect the mission of the institution	<ul style="list-style-type: none"> • <i>Student Admissions and Retention Admissions Philosophy and Practices</i> • <i>Undergraduate Recruitment and Admissions at SUNY-ESF</i> • <i>College Catalog</i> - pp 17-27 	
Admissions policies and criteria available to assist the prospective student in making informed decisions	<ul style="list-style-type: none"> • <i>Student Admissions and Retention Admissions Philosophy and Practices</i> • <i>Undergraduate Recruitment and Admissions at SUNY-ESF website</i> - http://www.esf.edu/admissions/freshman/default.htm 	
Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points	<ul style="list-style-type: none"> • <i>SUNY ESF Student Success websites</i> - http://www.esf.edu/student/success/http://www.esf.edu/students/success/asc.htm • <i>SUNY ESF counseling website</i> - http://www.esf.edu/student/s/counseling/ • <i>SUNY ESF Committee on Instruction Policy</i> - http://www.esf.edu/coioca/coi/pdf/Undergrad-06.doc • <i>College Catalog</i> - p. 27 	
Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing	<ul style="list-style-type: none"> • <i>SUNY ESF Committee on Instruction Policy on AP Credit</i> - http://www.esf.edu/coioca/coi/pdf/APcredit.pdf • <i>SUNY ESF Policy on Available courses</i> - http://www.esf.edu/coioca/coi/pdf/courses.pdf • <i>Academic Department Program Handbooks</i> 	
Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students	<ul style="list-style-type: none"> • www.esf.edu/ie • <i>Policy on Student Learning Outcomes Assessment</i> • <i>Academic Department Program Handbooks</i> • <i>Academic Program Assessment Plans</i> - www.esf.edu/ie 	
Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds	<ul style="list-style-type: none"> • <i>SUNY ESF Financial Aid Website</i> - http://www.esf.edu/financialaid/ 	
Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning	<ul style="list-style-type: none"> • <i>SUNY ESF Policy on AP Credit</i> - http://www.esf.edu/coioca/coi/pdf/APcredit.pdf • <i>SUNY ESF Policy on Transfer Credit for non-degree</i> 	

	<ul style="list-style-type: none"> - http://www.esf.edu/coioca/coi/pdf/grad-non-degree-trans.pdf • SUNY Policy on Transfer Credit <ul style="list-style-type: none"> - http://www.esf.edu/coioca/coi/documents/SUNYTransferCreditAppealProcess.doc • College Catalog 	
Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies	<ul style="list-style-type: none"> • SUNY ESF Policy on Probation <ul style="list-style-type: none"> - http://www.esf.edu/coioca/coi/pdf/probation-limits.pdf • ESF Retention Committee • SOS Survey • NSEE Survey 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 8: Student Admissions and Retention, including relevant Fundamental Elements.

The College works to admit students whose interests, goals and abilities match our unique, high caliber programs and mission to promote stewardship of built and natural environments. The Admissions Philosophy document and Undergraduate Recruitment and Admissions at SUNY ESF documents provide the foundation for our admissions and retention efforts. The College Catalog and admissions website additionally set forth admissions policies and comprehensive information regarding academic programs. Programs and services are in place to help ensure success for our students and can be found through the SUNY ESF Student Success websites, Counseling Services at both SUNY-ESF and Syracuse University., reading the SUNY ESF Policy on Probation and through the Committee on Instruction website. Policies and procedures to help students with program expectations can be found in SUNY and ESF Student Learning Outcomes Assessment s policies on transfer credit and the Academic Department Program Handbooks.

STANDARD 9: STUDENT SUPPORT SERVICES

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Assemble the following, as appropriate.

- Document Set 9: Student Handbook:** The institution's student handbook and other documents addressing students and student development topics and giving evidence of comprehensive student services, including academic and financial services, and, as appropriate, personal, transfer, admissions, and career counseling services

- Student Handbook

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- ESF College Catalog
- Career Services Office Handout
- SUNY ESF Orientation Guidebook

- SUNY ESF Community Membership Statement
- SUNY Student Affairs Policies
- Student Success Center Power Point
- Advising for Transfer Students Website
- SUNY ESF Intercollegiate Athletics Message to the Chancellor
- Proposed FY 2010-11 Revenues and Expenditures for ESF Intercollegiate Athletics
- SUNY-ESF Intercollegiate Athletics Plan 2009-2014 Athletics Programs
- SUNY ESF Athletics Handbook
- Proposed Campus Consultative Process for the Exploration of a Mandatory Intercollegiate Athletics Fee at SUNY ESF
- ESF Intercollegiate Athletics Board Meeting Minutes 4/21/2010
- SUNY Policy: Access to Personal Information Maintained SUNY ESF Institutional Records
- SUNY ESF Record Retention Schedule for the Registrar's Office
- Records Retention and Deposition
- Personal Privacy Protection Law
- SUNY ESF Institutional Records Policy
- Family Educational Rights and Privacy Act
- FOIL
- Resume of Student Support Services Staff
- SUNY Form 53 – Special Auditors
- NYSED Form2H-2 Disabilities
- Counseling and Disability Services Newsletter
- Syracuse University office of Disability Services
- Student Consumer Information and Disclosures
- Student Affairs Units' Annual Assessment Reports

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 9 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery	<ul style="list-style-type: none"> • <i>Career Services Office Handout</i> • <i>Office of Student Life and Experiential Learning website</i> - http://www.esf.edu/students/life/ • <i>Student Handbook</i> • <i>Orientation Guidebook</i> • <i>Community Membership Statement</i> - http://www.esf.edu/students/life/cms.htm 	
Qualified professionals to supervise and provide the student support services and programs	<ul style="list-style-type: none"> • <i>SUNY ESF Policy on Probation</i> • <i>Resume of Student Support Services Staff</i> 	

	<ul style="list-style-type: none"> • <i>Office of Student Life and Experiential Learning (SLEL) Website</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/life/ • <i>SLEL Annual Report</i> 	
Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral	<ul style="list-style-type: none"> • <i>Office of Counseling and Disabilities Services Website</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/counseling/ • <i>Office of Academic Support Services Website</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/success/asc.htm • <i>College Catalog</i> 	
Appropriate student advisement procedures and processes	<ul style="list-style-type: none"> • <i>SUNY ESF Registrar's Website</i> <ul style="list-style-type: none"> - http://www.esf.edu/registrar/ • <i>Student Success Center Power Point</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/success/AdvisingSpringRegistration.pdf • <i>Academic Advising for Transfer Students</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/success/AdvisingSpringRegistration.pdf 	
If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs	<ul style="list-style-type: none"> • <i>SUNY ESF Athletic Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/sports/athletichandbook.pdf • <i>SUNY ESF Intercollegiate Athletics Message to the Chancellor</i> • <i>Proposed DY 2010-11 Revenues and Expenditures for ESF Intercollegiate Athletics</i> • <i>SUNY-ESF Intercollegiate Athletics Plan 2009-2014 Athletics Programs</i> 	
Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances	<ul style="list-style-type: none"> • All materials regarding policies and procedures for addressing student complaints are contained in the <i>ESF Student Handbook</i>, including a complete section specifically devoted to grievances (appendix C) <ul style="list-style-type: none"> - http://www.esf.edu/students/handbook/0910StHandbk.pdf • <i>ESF's Judicial Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/handbook/judicialhandbk.pdf 	
Records of student complaints or grievances	<ul style="list-style-type: none"> • Documents are kept in confidential files within the <i>Dean of Student Life's office</i>. (official judicial officer of the college). 	

Policies and procedures, developed and implemented, for safe and secure maintenance of student records	<ul style="list-style-type: none"> ● SUNY Policy: Access to Personal Information Maintained <i>SUNY ESF Institutional Records Policy by SUNY</i> ● <i>SUNY ESF Record Retention Schedule for the Registrar's Office</i> ● <i>Records Retention and Deposition</i> ● <i>Personal Privacy Protection Law</i> ● <i>SUNY ESF Institutional Records Policy</i> ● <i>Family Educational Rights and Privacy Act</i> ● <i>FOIL</i> 	
Published and implemented policies for the release of student information	<ul style="list-style-type: none"> ● Release of student information and records as regulated by FERPA is described in detail in the <i>ESF Student Handbook</i> (pages 56-58) <ul style="list-style-type: none"> - www.esf.edu/students/handbook/0910StHandbk.pdf ● <i>Personal Privacy Protection Law</i> ● <i>SUNY ESF Institutional Records Policy</i> ● <i>Family Educational Rights and Privacy Act</i> ● <i>FOIL</i> 	
Ongoing assessment of student support services and the utilization of assessment results for improvement	<ul style="list-style-type: none"> ● Student Affairs Units' Annual Assessment Reports <ul style="list-style-type: none"> - www.esf.edu/ie 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 9: Student Support Services, including relevant Fundamental Elements.

The College provides a well-organized and appropriate program of student services, complemented by excellent staff leadership and a broad-based institutional commitment. The ESF Student Handbook and the ESF College Catalog provide a comprehensive description of the College's Student Support Services. Student advisement procedures and processes are available through the Registrar's website and the Student Success Center Power Point as well as advising memos. ESF contracts some of its services from adjacent Syracuse University, such as Disability Services. Both SUNY and campus policies and procedures ensure student records are maintained properly and that privacy is safeguarded and laws are upheld. Our athletic programs are still in their infancy; however the SUNY ESF Athletic Handbook, budget documents, Five-year Athletic Plan and memo to the Chancellor all indicate we are well on our way to a program reflecting the integrity and rigor of our academic programs. Records of student complaints or grievances are maintained in confidential files by the Dean of Student Life who acts as the official judicial officer of the college. The Student Affairs Units' Annual Assessment Reports review the College's services for students at the office and unit level.

STANDARD 10: FACULTY

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Assemble the following, as appropriate.

- Document Set 10-A: Faculty Profile:** Current counts of all instructional staff currently employed by the institution, with breakdowns by full-time, part-time, and adjunct status and by location (on campus and at each off-campus location, as applicable)
 - Faculty Profile 10-A Fall 2009 - Data Set
 - IPEDS Human Resources

- Document Set 10-B: Faculty Data:** Names, titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter and in hours per week) of each instructional staff person
 - Faculty Profile 10-A Fall 2009 - Data Set
 - Provost's Faculty Workload Report - Data Set
 - College Catalog
 - Individual Faculty Website Pages

- Document Set 10-C: Faculty/Staff Handbook(s)**
 - Faculty/Staff Handbook

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- | |
|--|
| <ul style="list-style-type: none">● SUNY Board of Trustees Evaluation of Academic Employee's Policy● ESF Tenure and Promotion Policies● State Collective Bargaining Agreements● SUNY Board of Trustees Evaluation of Academic Employee's Policy● ESF Tenure and Promotion Policies● Faculty/Staff Handbook● Committee on Instruction website● VP Form 1 Budget Preparation Sheets● State Collective Bargaining Agreements● Admin Update Annual Reporting and Evaluation Procedure● SUNY Policies – Board of Trustees |
|--|

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 10 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately	<ul style="list-style-type: none"> ● <i>Departmental websites</i> ● <i>Academic Department Annual Reports</i> 	
Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified	<ul style="list-style-type: none"> ● <i>Committee on Instruction website</i> 	
Faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth	<ul style="list-style-type: none"> ● <i>Academic Department Annual Reports</i> ● <i>SUNY Chancellor Awards</i> ● <i>ESF Foundation Teaching Awards</i> ● <i>Graduate Teaching Awards</i> ● <i>Public Service Awards</i> 	
Appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service	<ul style="list-style-type: none"> ● <i>VP Form 1 Budget Preparation Sheets</i> 	
Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service	<ul style="list-style-type: none"> ● <i>Faculty/Staff Handbook</i> 	
Published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons	<ul style="list-style-type: none"> ● <i>Contained in the Faculty Handbook and Governed by UUP Contract and Policies of the SUNY Board of Trustees</i> <ul style="list-style-type: none"> - http://www.esf.edu/hr/handbook.htm ● <i>SUNY Board of Trustees Evaluation of Academic Employee's Policy</i> ● <i>ESF Tenure and Promotion Policies</i> 	
Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution	<ul style="list-style-type: none"> ● <i>State Collective Bargaining Agreements</i> ● <i>Administrative Update Annual Reporting and Evaluation Procedure</i> 	
Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty	<ul style="list-style-type: none"> ● <i>Policy regarding Part-time and adjunct faculty - Provost In Progress</i> 	
Adherence to principles of academic freedom, within the context of institutional mission	<ul style="list-style-type: none"> ● <i>Faculty/Staff Handbook</i> 	
Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs	<ul style="list-style-type: none"> ● <i>SUNY Board of Trustees Evaluation of Academic Employee's Policy</i> ● <i>ESF Tenure and Promotion Policies</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 10: Faculty, including relevant Fundamental Elements.

Quality teaching and learning are central to faculty at SUNY-ESF. Faculty qualifications are located on academic department websites as well as in academic unit annual reports. Their excellence is recognized through Annual Chancellor Awards, teaching awards and public service awards. Awards are also given to recognize excellence among our Teaching and Research Assistants. The College's very active Committee on Instruction maintains a website that shows updates to the curricula. The Faculty/Staff Handbook, SUNY Board of Trustees and Collective Bargaining Policies provide standards and procedures for tenure and promotion, annual reviews and address academic freedom. Annual resource allocations are made by the Provost. Hiring of faculty and other professionals follows the rigorous procedures stated in State Collective Bargaining Agreements to ensure quality instruction and research.

STANDARD 11: EDUCATIONAL OFFERINGS

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Assemble the following, as appropriate.

- Document Set 11-A: List of Educational Offerings:** List of all educational programs, indicating whether they are undergraduate or graduate, if not provided in the catalog
 - All Educational Programs are listed in the ESF College Catalog
- Document Set 11-B: Graduation requirements of each program,** if not provided in the catalog
 - All Graduation requirements are listed in the ESF College Catalog
- Document Set 11-C: Additional Academic Programs:** Information on existing, new, or planned programs that are not in the current catalog(s)
 - New and Revised Programs Status Report - Memo
- Document Set 11-D: Library and Other Information Resources:**
 - Documentation of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats
 - Documentation of how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty
 - Documentation of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources
 - Copies of formal agreements with other institutions for the use of their information resources and/or reference services
 - Moon Library Mission, Vision and Goals
 - ESF 200 Information Literacy Syllabus
 - Moon Library Collection Development Guidelines
 - Standard 11 Moon Library Response Notes
 - Moon Library Gift Guidelines

- Moon Library Policy for Suggesting Library Materials for Purchase
- Memorandum of Agreement between Syracuse University Libraries and the Moon Library at SUNY-ESF to Elsevier Science for ScienceDirect
- Information Delivery Services (IDS) Project Contract

Document Set 11-E: Academic Rigor: Evidence that the content of every academic program is appropriate to the collegiate level

- Accreditation Reports for:
 - Paper and Bioprocess Engineering
 - Forest Engineering
 - Forest Resource Management
 - Wood Products Engineering,
 - Ranger School
 - and Landscape Architecture

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 11 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered	<ul style="list-style-type: none"> • <i>ESF College Catalog</i> - http://www.esf.edu/catalog 	
Formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning	<ul style="list-style-type: none"> • <i>ESF College Catalog</i> - http://www.esf.edu/catalog - Accreditation documents (self study reports) for ERE, PBE, LA, FNRM; SUNY Program review documents for other departments/majors 	
Program goals that are stated in terms of student learning outcomes	<ul style="list-style-type: none"> • <i>Accreditation documents</i> (self study reports) for ERE, PBE, LA, FNRM; • <i>SUNY Program review documents</i> for other departments/majors 	
Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular	<ul style="list-style-type: none"> • <i>Accreditation documents</i> (self study reports) for ERE, PBE, 	

experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress	<p>LA, FNRM</p> <ul style="list-style-type: none"> ● <i>SUNY Program review documents</i> for other departments/majors 	
Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs	<ul style="list-style-type: none"> ● <i>Accreditation documents</i> (self study reports) for ERE, PBE, LA, FNRM ● <i>SUNY Program review documents</i> for other departments/majors 	
Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum	<ul style="list-style-type: none"> ● <i>ESF 200 Syllabus</i> ● <i>ESF General Education Plan</i> 	
Programs that promote student use of a variety of information and learning resources	<ul style="list-style-type: none"> ● <i>Standard 11 Moon Library Response Notes</i> 	
Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode	<ul style="list-style-type: none"> ● <i>Accreditation documents</i> (self study reports) for ERE, PBE, LA, FNRM ● <i>SUNY Program review documents</i> for other departments/majors 	
Published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated	<ul style="list-style-type: none"> ● <i>ESF College Catalog</i> <ul style="list-style-type: none"> - http://www.esf.edu/catalog ● <i>SUNY-Board of Trustees policy on transfer of credit:</i> <ul style="list-style-type: none"> - http://www.suny.edu/provost/transfer/BOTpolicies.cfm 	
Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats	N/A	ESF does not have any notably "accelerated" degree programs. The only possible exception to this characterization, the BLA-MSLA "fast-track" program, does not eliminate ANY required technical or professional coursework for either degree program.
Consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners	<ul style="list-style-type: none"> ● <i>ESF College Catalog</i> <ul style="list-style-type: none"> - http://www.esf.edu/catalog 	
Course syllabi that incorporate expected learning outcomes	<ul style="list-style-type: none"> ● <i>ESF College Catalog</i> ● <i>COI listings of new approved courses (COI website is restricted access, URL will not be accessible)</i> ● <i>COI guidelines for acceptable course descriptions</i> 	
Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness	<ul style="list-style-type: none"> ● <i>Individual program assessment plans</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 11: Educational Offerings, including relevant Fundamental Elements.

The College Catalog sets forth the College's educational offerings in line with our unique mission, values and strategic priorities. Several of these programs are regularly reviewed by professional accrediting agencies and all programs are scrutinized by NYSED and SUNY for certification and renewal. Program goals stated in terms of student learning outcomes are required in these review documents and procedures. As part of these reviews, facilities, equipment and other learning resources are evaluated. Literacy and technological competency skills are integrated through general education requirements, library courses and requirements in the major. The Committee on Instruction lists newly approved courses that require clear articulation of expected learning outcomes. Assessment of these courses can be found in the individual assessment plans of student support and academic department assessment plans that are reviewed annually.

STANDARD 12: GENERAL EDUCATION

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

If the institution offers undergraduate programs, complete this section.
 Check here if the institution offers only graduate programs.

In the (expandable) box below, list any documentation demonstrating compliance with this standard that the institution has assembled.

- ESF General Education Courses
- ESF General Education Requirements
- SUNY General Education Requirements
- Implementation Guidelines for State University of New York Baccalaureate Candidate General Education Requirement http://www.suny.edu/sunypp/documents.cfm?doc_id=188
- SUNY General Education Requirement Implementation Document 1403 http://www.suny.edu/sunypp/documents.cfm?doc_id=324
- SUNY General Education Requirement Plan http://www.suny.edu/sunypp/documents.cfm?doc_id=325
- SUNY General Education Resources for Campuses <http://www.suny.edu/provost/generaleducation/campusgenedresources.cfm>

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 12 Fundamental Elements	If This Fundamental Element <i>IS</i> Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is <i>NOT</i> Applicable to This Institution, Provide a Brief Explanation of Why It is Not
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<p>A program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)</p>	<ul style="list-style-type: none"> ● <i>ESF General Education Requirements</i> <ul style="list-style-type: none"> - http://www.esf.edu/registrar/genedcourses.htm ● <i>SUNY General Education Requirements</i> <ul style="list-style-type: none"> - http://www.suny.edu/student/academic_general_education.cfm - http://www.suny.edu/suny_pp/documents.cfm?doc_id=327 	
<p>A program of general education where the skills and abilities developed in general education are applied in the major or concentration</p>	<ul style="list-style-type: none"> ● <i>SUNY General Education Requirement Plan</i> <ul style="list-style-type: none"> - http://www.suny.edu/suny_pp/documents.cfm?doc_id=325 	
<p>Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives</p>	<ul style="list-style-type: none"> ● <i>SUNY - Board of Trustees General Education Requirements:</i> <ul style="list-style-type: none"> - http://www.suny.edu/provost/generaleducation/TrusteesResolution2010_006.cfm 	
<p>Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline</p>	<ul style="list-style-type: none"> ● <i>SUNY - Board of Trustees General Education Requirements:</i> <ul style="list-style-type: none"> - http://www.suny.edu/provost/generaleducation/TrusteesResolution2010_006.cfm 	
<p>General education requirements clearly and accurately described in official publications of the institution</p>	<ul style="list-style-type: none"> ● <i>ESF General Education Courses</i> <ul style="list-style-type: none"> - http://www.suny.edu/provost/generaleducation/coursefiles/ESFGER_Courses.pdf ● <i>ESF General Education Requirements</i> <ul style="list-style-type: none"> - http://www.esf.edu/efb/undergrad/geninfo.htm 	
<p>Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement</p>	<ul style="list-style-type: none"> ● <i>Strengthened General Education Assessment Plan</i> 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 12: General Education, including relevant Fundamental Elements.

Both SUNY-ESF's and SUNY's General Education Requirements are in place to enhance our students' academic growth. The General Education Requirements Plan sets forth a program where skills and abilities are developed in general education and are applied in the major. The SUNY Implementation Guidelines makes certain that values, ethics and diverse perspectives are included in the educational programs and that students will be proficient in basic competencies needed to succeed in their chosen field and in society at large after graduation. ESF General Education Courses and Requirements are posted on the ESF website. SUNY –ESF's General

Education Requirements assess general education outcomes within the institution's overall plan for accessing student learning.

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Indicate, by checking the appropriate box(es), the kinds of related educational activities offered by the institution:

- Pre-college basic skills or developmental courses
- Certificate programs
- Experiential learning obtained outside of a higher education institution
- Non-credit offerings
- Branch campuses, additional locations, and other instructional sites (see the Commission's policy on [Substantive Change](#) for definitions of these terms)
- Courses and programs delivered through distance learning modalities, such as online offerings
- Contractual relationships to provide certain aspects of the education experience

In the (expandable) box below, list any documentation demonstrating compliance with this standard that the institution has assembled.

- Disability Services Through Syracuse University - website
- VP Form 1 Budget Preparation Sheets
- Tutoring Through Syracuse University - website
- Tutoring Through SUNY-ESF - websites
- Remedial Courses Through Syracuse University – website
- SUNY-ESF Bioprocessing Certificate Programs – websites
- SUNY-ESF Service Learning – website
- SUNY-ESF Internships – website
- SUNY Transfer Credit Appeal Process
- SUNY-ESF COI Policy on Transfer Credit
- SUNY-ESF Outreach Office Offerings – website
- SUNY-ESF Outreach Professional Education Programs - website
- SUNY-ESF K-12 and Teacher Programs - website
- SUNY-ESF Ranger School Overview – website
- SUNY-ESF Ranger School Academic Program - website
- SUNY-ESF Distance Learning Courses - website
- Syracuse University Middle States Review - website
- Syracuse University Program Accreditations - website
- Syracuse University ALA Accreditation - website
- Planning Schedule for BS-MS Agreement ESF and SUNY New Paltz
- Multiple institutional MOUs with other Universities – Google docs
- Joint Degree Program ESF and SU School Education
- Concurrent Grad Degree Enrollment Guidelines – ESF and SU
- Affiliation Agreement ESF and SUNY Upstate
- Affiliation Agreement ESF and SUNY Upstate Phy Therapy
- Ranger School Annual Report
- Ranger School Annual Assessment Report

This standard includes the following Fundamental Elements, which explicate the standard and specify

particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete relevant sections of the following table:

Standard 13 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Basic Skills:		
Systematic procedures for identifying students who are not fully prepared for college level study	<ul style="list-style-type: none"> ● <i>Disability Services Through Syracuse University</i> <ul style="list-style-type: none"> - http://provost.syr.edu/provost/Units/academicprograms/DISABILITYSERVICES/index.aspx 	
Provision of or referral to relevant courses and support services for admitted under-prepared students	<ul style="list-style-type: none"> ● <i>Tutoring Through Syracuse University website</i> <ul style="list-style-type: none"> - http://provost.syr.edu/provost/Units/academicprograms/TUTORING/additional tutoring.aspx ● <i>Tutoring Through SUNY-ESF</i> <ul style="list-style-type: none"> - http://www.esf.edu/tutoring - http://www.esf.edu/tutoring/policies.htm ● <i>Office of Academic Support</i> <ul style="list-style-type: none"> - http://www.esf.edu/student/success/ ● <i>Office of Multicultural Affairs Pre-Orientation Program</i> 	
Remedial or pre-collegiate level courses that do not carry academic degree credit	<ul style="list-style-type: none"> ● <i>Remedial Courses Through Syracuse University</i> <ul style="list-style-type: none"> - http://tsc.syr.edu/ldap_login.php 	
Certificate Programs:		
Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures	<ul style="list-style-type: none"> ● <i>SUNY-ESF Bioprocessing Certificate Programs</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/bioprocessing/ - http://www.esf.edu/outreach/bioprocessing/overview.htm 	
Published program objectives, requirements, and curricular sequence	<ul style="list-style-type: none"> ● <i>Bioprocessing Certificate Curriculum</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/bioprocessing/curriculum.htm ● <i>Bioprocessing Certificate Schedule</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/bioprocessing/schedule.htm 	

	<ul style="list-style-type: none"> ● <i>SUNY ESF Environmental Decision Making Certificate Program</i> <ul style="list-style-type: none"> - http://www.esf.edu/es/graduate/cedm.htm 	
Program learning goals consistent with national criteria, as appropriate	<ul style="list-style-type: none"> ● <i>Bioprocessing Certificate Curriculum</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/bioprocessing/curriculum.htm ● <i>SUNY ESF Environmental Decision Making Certificate Student Handbook</i> <ul style="list-style-type: none"> - http://www.esf.edu/es/handbook/documents/Cert-Env-Dec-Making-2010-11.pdf 	
Available and effective student support services	<ul style="list-style-type: none"> ● <i>Office of Student Life and Experiential Learning Annual Report</i> ● <i>Office of Student Life and Experiential Learning Website</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/life/ 	
If courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses	Certificate program is comprised of existing credit bearing courses	
Experiential Learning:		
Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning	<ul style="list-style-type: none"> ● <i>SUNY-ESF Service Learning</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/service/default.htm 	
Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation	<ul style="list-style-type: none"> ● <i>SUNY-ESF Service Learning</i> ● <i>SUNY-ESF Service Learning</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/service/forfac.htm 	
Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards	<ul style="list-style-type: none"> ● <i>SUNY-ESF Internships</i> <ul style="list-style-type: none"> - http://www.esf.edu/internships/ 	
Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution	<ul style="list-style-type: none"> ● <i>SUNY Transfer Credit Appeal Process</i> <ul style="list-style-type: none"> - http://www.esf.edu/coioca/coi/documents/SUNYTransferCreditAppealProcess.doc - http://www.esf.edu/coioca/coi/pdf/grad-non-degree-trans.pdf 	
Credit awarded appropriate to the subject and the degree context into which it is accepted	<ul style="list-style-type: none"> ● <i>SUNY ESF Service Learning</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/service/forfac.htm 	
Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit	<ul style="list-style-type: none"> ● <i>Elizabeth Mix's Resume Community Service and Service Learning Coordinator</i> ● <i>SUNY ESF Service Learning</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/service/forfac.htm 	
Non-Credit Offerings:		

Non-credit offerings consistent with institutional mission and goals	<ul style="list-style-type: none"> ● <i>SUNY ESF Outreach Office Offerings</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/ 	
Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures	<ul style="list-style-type: none"> ● <i>SUNY ESF Professional Education Programs</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/pd/ ● <i>SUNY ESF K-12 and Teacher Programs</i> <ul style="list-style-type: none"> - http://www.esf.edu/outreach/k12/ 	
Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution	<ul style="list-style-type: none"> ● ESF's non-credit courses are not intended to be transferred at ESF. ● Certificate program is comprised of existing credit bearing courses therefore there is no restriction in transferring these credits into degree programs. 	
Periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	<ul style="list-style-type: none"> ● <i>Provost's Resource Allocation Model</i> ● <i>Executive Cabinet discussions in conjunction with</i> ● <i>VP Form 1 Budget Preparation Sheets</i> 	
<i>Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad)</i>		
Offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings	<ul style="list-style-type: none"> ● <i>SUNY ESF Ranger School Overview</i> <ul style="list-style-type: none"> - http://www.esf.edu/rangerschool/default.asp ● <i>SUNY ESF Ranger School Academic Program</i> <ul style="list-style-type: none"> - http://www.esf.edu/rangerschool/program.htm <ul style="list-style-type: none"> ● Ranger School programs currently being reviewed under ABET and SAF 	
Activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes	<ul style="list-style-type: none"> ● <i>Accredited as part of Middle States and currently being reviewed under ABET and SAF</i> 	
Adequate and appropriate support services	<ul style="list-style-type: none"> ● <i>Ranger School Annual Report</i> ● <i>Ranger School Programs currently being reviewed under ABET and SAF</i> 	
Periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	<ul style="list-style-type: none"> ● <i>Provost's Resource Allocation Model</i> ● <i>VP Form 1 Budget Preparation Sheets</i> ● <i>Ranger School Annual Report</i> ● <i>Ranger School Annual Assessment Report</i> 	
<i>Distance or Distributed Learning:</i>		
Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic		ESF's Distance Learning Program is in a Pilot Phase

rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both		
Consistency of the offerings via distance learning with the institution's mission and goals, and the rationale for the distance learning delivery	<ul style="list-style-type: none"> ● <i>SUNY ESF Distance Learning Courses</i> <ul style="list-style-type: none"> - http://www.esf.edu/esfonline/ 	ESF's Distance Learning Program is in a Pilot Phase
Planning that includes consideration of applicable legal and regulatory requirements		ESF's Distance Learning Program is in a Pilot Phase
Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded		ESF's Distance Learning Program is in a Pilot Phase
Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame		ESF's Distance Learning Program is in a Pilot Phase
Assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings		ESF's Distance Learning Program is in a Pilot Phase
Validation by faculty of any course materials or technology-based resources developed outside the institution		ESF's Distance Learning Program is in a Pilot Phase
Available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance		ESF's Distance Learning Program is in a Pilot Phase
An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings		ESF's Distance Learning Program is in a Pilot Phase
Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings		ESF's Distance Learning Program is in a Pilot Phase
Periodic assessment of the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals		ESF's Distance Learning Program is in a Pilot Phase
Contractual Relationships and Affiliated Providers:		
Contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf	<ul style="list-style-type: none"> ● Partners such as Syracuse University are accredited through Middle States and their academic programs also have individual accreditations. ● <i>Provost and ESF Committee on Instruction reviews.</i> 	
Consistency of any course or program offered via contractual arrangement with the institution's mission and goals	<ul style="list-style-type: none"> ● Syracuse University courses are reviewed by the ESF committee on Instruction as well as through SUNY under general education requirements 	
Adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment	<ul style="list-style-type: none"> ● <i>Syracuse University Middle States Review</i> <ul style="list-style-type: none"> - http://middlestates.syr.edu ● <i>Syracuse University Program Accreditations</i> <ul style="list-style-type: none"> - https://oira.syr.edu/oira_private/pdf/SUAccredSched.pdf ● <i>Syracuse University ALA Accreditation</i> <ul style="list-style-type: none"> - http://ischool.syr.edu/academics/graduate/mls/alaac 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 13: Related Educational Offerings, including relevant Fundamental Elements.

SUNY-ESF contracts with adjacent Syracuse University for a number of the basic services offered to ESF students. For example, Disability Services through Syracuse University helps ESF identify students needing remedial help. Many remedial courses are offered through Syracuse University. In addition, tutoring services are offered through SUNY ESF's Tutoring and Writing Centers, as well as through Syracuse University. SUNY ESF currently offers Post Baccalaureate Certificate program in Bioprocessing, through our Office of Outreach, as well as a Certificate of Graduate Study in Environmental Decision Making through the Environmental Studies Department. These programs are comprised of existing ESF courses and are subject to the same oversight and review as all ESF courses. ESF's Office of Student Life and Experiential Learning works in partnership and collaboration with faculty, community partners and students to create and facilitate opportunities that promote student learning and advance students' success. SUNY-ESF also has Contractual Relationships and Affiliation Agreements with several institutions, including Syracuse University and Upstate Medical University, that provide clarity on transfer credit. Unresolved issues regarding transfer of credit are addressed through the SUNY Transfer Credit Appeal Process that articulates policies regarding prior learning and credit. These affiliations and program agreements are all reviewed through the 14 Standards of Excellence of Middle States as well as NYSED, SUNY and or their program accreditation agencies. Non-credit offerings are coordinated by the Office of Outreach at SUNY-ESF and are consistent with the College's Mission and Goals. Clearly articulated program and course goals for professional and K-12 programs are found on the Outreach website. . ESF currently offers a very small number of Distance Learning Courses during an academic year. Still in its pilot phase, this type of learning is organized through the College's Office of Outreach. The Ranger School in Wanakena, New York is held to all the same standards expected by the State of New York, SUNY and SUNY-ESF

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Assemble the following, as appropriate.

Document Set 14: Assessment of Student Learning Documentation: Documentation of an implemented, systematic, and sustained process to assess student learning outcomes, if not part of Appendix 7. (For more information on the Commission's expectations for documentation, see the booklet [Understanding Middle States Expectations for Assessing Student Learning and Institutional Effectiveness](#), which is also Chapter 4 in [Student Learning Assessment: Options and Resources](#).)

- Assessment of Institutional Effectiveness and Student Learning at ESF: Report to Middle States Commission on Higher Education ,March 2009
- Policy on Student Learning Outcome Assessment
- Academic Program Assessment Plans
- Academic Program Annual Assessment Reports
- Program Accreditation Guidelines
- SUNY Assessment of General Education
- SUNY Procedure of Assessment of General Education

In the (expandable) box below, list any other documentation demonstrating compliance with this standard that the institution has assembled.

- ESF Institutional Strategic Planning Retreat Assessment
- Student Learning Outcome Assessment References
- Academic Affairs Monthly Newsletter Assessment Updates
- Evaluation of Undergraduate Programs Self-Study Guide
- Schedule of external evaluations of all undergraduate programs
- Mission Statements of Student Life Office
- Office of Student Life and Experiential Learning Annual Report
- SUNY Assessment Initiative: Resources for Campuses

This standard includes the following Fundamental Elements, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Fundamental Elements are not a simple checklist. When an institution does not demonstrate evidence of a particular Fundamental Element, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard 14 Fundamental Elements	If This Fundamental Element IS Applicable to This Institution, Indicate Those Document(s) Listed Above That Demonstrate Compliance With This Fundamental Element	If This Fundamental Element is NOT Applicable to This Institution, Provide a Brief Explanation of Why It is Not
Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:	<ul style="list-style-type: none"> ● <i>Academic program assessment plans:</i> <ul style="list-style-type: none"> - www.esf.edu/ie ● <i>Schedule of external evaluations of all undergraduate programs</i> ● <i>Mission Statements of Student Life</i> <ul style="list-style-type: none"> - http://www.esf.edu/students/life/ ● <i>Office of Student Life and Experiential Learning Annual Report</i> ● <i>SUNY Procedure of Assessment of General Education</i> 	
<ul style="list-style-type: none"> ● appropriately integrated with one another; 	<ul style="list-style-type: none"> ● <i>Academic program assessment plans</i> <ul style="list-style-type: none"> - www.esf.edu/ie 	
<ul style="list-style-type: none"> ● consonant with the institution's mission; and 	<ul style="list-style-type: none"> ● <i>Academic program assessment Plans</i> <ul style="list-style-type: none"> - www.esf.edu/ie 	
<ul style="list-style-type: none"> ● consonant with the standards of higher education and of the relevant disciplines; 	<ul style="list-style-type: none"> ● <i>SUNY Assessment of General Education</i> 	
A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:	<ul style="list-style-type: none"> ● <i>Assessment of Institutional Effectiveness and Student Learning at ESF</i> <ul style="list-style-type: none"> - www.esf.edu/ie 	
<ul style="list-style-type: none"> ● systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: 	<ul style="list-style-type: none"> ● <i>Academic program assessment plans included in annual reports</i> <ul style="list-style-type: none"> - www.esf.edu/ie 	

<ul style="list-style-type: none"> ● maximize the use of existing data and information; ● clearly and purposefully relate to the goals they are assessing; ● are of sufficient quality that results can be used with confidence to inform decisions; and ● include direct evidence of student learning 		
<ul style="list-style-type: none"> ● support and collaboration of faculty and administration 	<ul style="list-style-type: none"> ● <i>All administrative and academic departments have active assessment plans that involve staff and faculty</i> 	
<ul style="list-style-type: none"> ● clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources 	<ul style="list-style-type: none"> ● <i>Policy on Student Learning Outcomes Assessment</i> ● <i>Assessment of Institutional Effectiveness and Student Learning at ESF</i> <ul style="list-style-type: none"> - Figure 1, p. 3 	
<ul style="list-style-type: none"> ● sufficient simplicity, practicality, detail, and ownership to be sustainable 	<ul style="list-style-type: none"> ● <i>Unit assessment plans reflect sustainable approach</i> 	
<ul style="list-style-type: none"> ● periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes 	<ul style="list-style-type: none"> ● <i>Unit assessment plans include timeline of when plan will be updated</i> 	
Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes	<ul style="list-style-type: none"> ● <i>Academic program assessment plans included in annual reports</i> <ul style="list-style-type: none"> - www.esf.edu/ie ● <i>External evaluation and accreditation of all undergraduate programs</i> 	
Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning	<ul style="list-style-type: none"> ● <i>Academic program assessment plans included in annual reports</i> <ul style="list-style-type: none"> - www.esf.edu/ie 	
Documented use of student learning assessment information as part of institutional assessment	<ul style="list-style-type: none"> ● <i>Assessment of Institutional Effectiveness and Student Learning at ESF</i> <ul style="list-style-type: none"> - Figure 1, p. 3 	

Provide a clear and concise summary and analysis, in the (expandable) box below, of how the documentation listed above supports the conclusion that the institution is in compliance with Standard 14: Assessment of Student Learning, including relevant Fundamental Elements.

SUNY-ESF's assessment of student learning helps to ensure that our students and graduates have knowledge, skills and competencies consistent with our educational goals. SUNY ESF has an established, well-functioning process for assessment of academic programs that includes the requirement for all new programs to include student learning outcomes and a plan for assessing them. All academic programs have identified student learning outcomes and developed Assessment Plans that are updated annually and communicated through their annual reports. Additional assessment requirements are established and met through accreditation visits for many of our academic programs including Landscape Architecture, Engineering, and Forestry. Our 2009 Assessment of Institutional Effectiveness and Student Learning at ESF Report to Middle States documented our assessment process including academic program and administrative assessment plans with annual reports, and our College Policy on Student Learning Outcomes Assessment. The Academic Program Assessment Plans and Annual Reports are

discussed in meetings with Department Chairs and the Provost and shared among all departments to improve teaching and outcomes-based learning.

11/11/2009