1. **Foster high quality student learning through initiatives by:**
   - Increasing engagement in classes typically taken by first-year students
   - Making curricular changes that improve student learning outcomes
   - Increasing opportunities for experiential learning in major programs or general education courses

2. **Move toward inclusive excellence through initiatives such as:**
   - Enhance a welcoming classroom and campus environment for all students in effort to decrease incidence of bias
   - Including perspectives of underrepresented groups in the curriculum
   - Improving the recruitment and retention of students of diverse backgrounds including international students

3. **Promote shared ownership of student success through initiatives such as:**
   - Facilitating the assimilation and timely degree completion of transfer and non-traditional students
   - Mentoring and assisting students in developing their career goals and skills
   - Providing opportunities for students to learn professional conduct within their major fields.
What is an environmental assessment?

- A review of internal and external data that help us identify trends.
Why are we looking at this data?

The environmental assessment should inform our next vision statement.
SP2010 Accomplishments

Teaching, Learning and Scholarship

- Created 14 new tenure track faculty lines
- The College Foundation raised $106,000 for faculty development.
- A record 216 students presented 122 projects with 60 faculty sponsors at the 2012 Student Research Day.
- Reorganized into five schools
SP2010 Accomplishments

Global Connectedness

- Added staff in International Education
- Funded faculty to travel abroad
- Created scholarships for students to study abroad
- Developed International internships
SP2010 Accomplishments

Student Engagement

◦ Rollout of Degree Works, our new, system-wide degree audit tool.

◦ Created leadership coordinator position.
SP2010 Accomplishments

Diversity

◦ Created the most diverse student body in the College’s history.
◦ Created scholarships for historically underrepresented students
◦ Created a Chief Diversity Officer position
◦ A campus-wide anti-bias campaign was launched.
◦ The Anti-Defamation League’s “A Campus of Difference” training model was implemented.
SP2010 Accomplishments

Community Partnership

- Created an Internship Coordinator Position
- The college piloted a cross-divisional internship program focused on alumni mentoring.
- Strengthened our Alumni network
SP2010 Accomplishments

Sustainability

- Sustainability Coordinator position created.
- Sustainable Susquehanna Curriculum Workshop created.
- A comprehensive campus recycling program was adopted.
- Bronze STARS (Sustainability Tracking, Assessment & Rating System) rating from the Association for the Advancement of Sustainability in Higher Education.
Indicators of our success!
However...

The venerable institution of American higher education has now arrived at its own critical juncture subject to an onslaught of forces:

1. Changing Economy
2. Demand of College-level credentials
3. Traditional funding sources strained
4. Aging infrastructure
5. Modern society seeks data and bullet point arguments, and yet the value proposition of a college degree remains intangible.

Chancellor Zimpher
You heard it from our President…

“The new plan will guide our responses to the challenges of today’s higher education landscape.”

Nancy Kleniewski
The President's Four Wishes for our Students

- That they **study something they love** and gain competency in their field;
- That they **grow as people to be thoughtful, creative, confident, and ethical**;
- That they **graduate in four years with the least debt possible**;
- That they **launch a fulfilling career or go on to further their education**.
Environmental issues we should all be aware of

- Demographics
- Financial Sustainability
- Affordability
- Quality
New York's public high school graduating classes are projected grow steadily more racially/ethnically diverse in the years to come. As they do, they will flirt with a significant milestone – “majority-minority” – the point at which non-Whites account for more than half of all graduates.

- White non-Hispanics are projected to lose more than 4 percentage points as a share of the graduating class between 2008-09 and 2019-20.
- Also projected to lose share will be Black non-Hispanics, by over a percentage point.
- Hispanic and Asian/Pacific Islander public high school graduates will make up the difference, each adding roughly 4 percentage points to shares of the total.
SUNY Oneonta Enrollment Trend

Summary:
Average Annual enrollment growth has been 0.6% over the past 5 years;
It has been 1.4% for the past 10 years; and
Is planned to increase by 0.8% next year.
### SUNY Oneonta Enrollment

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1142</td>
<td>20%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1389</td>
<td>24%</td>
</tr>
<tr>
<td>Junior</td>
<td>1693</td>
<td>29%</td>
</tr>
<tr>
<td>Senior</td>
<td>1590</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5814</td>
<td></td>
</tr>
</tbody>
</table>
## Enrollment targets 2014-15

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1050</td>
<td>1045</td>
</tr>
<tr>
<td>Freshman EOP</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>New Transfer</td>
<td>480</td>
<td>534</td>
</tr>
<tr>
<td>New Transfer EOP</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>New/Transfer International</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Overall Grad</td>
<td>245</td>
<td>269</td>
</tr>
</tbody>
</table>
Freshman to sophomore year retention rate
1999-2000 through 2012-2013

Retention rate

Academic year
Retention for 2\textsuperscript{nd}, 3\textsuperscript{rd} & 4\textsuperscript{th} year

Preliminary Report

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort Type</th>
<th>Cohort</th>
<th>2nd Year Retention</th>
<th>3rd Year Retention</th>
<th>4th Year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>Freshmen</td>
<td>1,145</td>
<td>940</td>
<td>82</td>
<td>862</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>471</td>
<td>385</td>
<td>82</td>
<td>231</td>
</tr>
</tbody>
</table>
Competitive Environment

Softening of our applicant pool
- Number of high school graduates is declining
- Freshmen applications are down
- Transfers applications are down system-wide
- Acceptances will increase slightly this year
- Our academic profile is holding for now

Competitors are catching up and developing strategic program enhancements
- 4-1 Masters at Plattsburgh with seamless acceptance
- Music Industry and Sports Management at Fredonia, Engineering at Oswego, Online Masters in Sports Management at Cortland, Seamless transfer including General Education accommodations (7/10) are being adopted by our competitors, Community College’s are developing bachelor degrees and building residence halls to provide an on-campus living experience

SUNY is encouraging growth

Student Housing Market
- Sustaining maximum DIFR revenue is critical since DIFR supports over 150 positions across campus and $492k of scholarships
We must do our best to ensure that students can earn degrees in four years.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Yr.</th>
<th>SUNY Oneonta Graduation Rate (4 Yrs.)</th>
<th>SUNY Oneonta Graduation Rate (4 Yrs.)</th>
<th>National Average Graduation Rate (6 Yrs.)</th>
<th>National Average Graduation Rate (6 yrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>1018</td>
<td>55.5%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1145</td>
<td>52.3%</td>
<td>*</td>
<td>67.9%</td>
<td>*</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1117</td>
<td>52.4%</td>
<td>39.0%</td>
<td>66.5%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1144</td>
<td>53.4%</td>
<td>38.6%</td>
<td>67.1%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>1056</td>
<td>48.0%</td>
<td>37.9%</td>
<td>64.5%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1201</td>
<td>53.4%</td>
<td>36.7%</td>
<td>64.3%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1086</td>
<td>43.2%</td>
<td>36.4%</td>
<td>59.3%</td>
<td>57.2%</td>
</tr>
</tbody>
</table>

* Data not yet available
New markets dovetail nicely with our aspiration to be accessible and affordable.
Financial Considerations

CHALLENGES

COSTS  FUNDING  HS GRADS
Downgrading the Entire Sector

Moody’s Highlights Threats to Revenue

Moody’s Investors Service

“For 2013, Moody’s revises its outlook for the entire US higher education sector to negative... The new sector-wide negative outlook reflects mounting pressure on all key university revenue sources... The sector will need to adjust to the prospect of prolonged muted revenue growth.”

Pressure and Uncertainty Around All Revenue Sources

- Household income and wealth
- Philanthropic support
- Investment returns
- State appropriations
- Federal research funding
- Medicaid and Medicare
- Pell grants
The Flip Side of Enrollment Growth
An Unprecedented Jump in Tuition Dependence

Tuition as a Percentage of Educational Revenues for Public Universities, 1986-2012

1) Shaded areas indicate recessions

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Source: SHEEO, "State Higher Education Finance FY 2012"; Education Advisory Board interviews and analysis.
### Financial Facts

#### 8-year All Funds Budget: Funds as % of Total

<table>
<thead>
<tr>
<th></th>
<th>FY07/08</th>
<th>FY08/09</th>
<th>FY09/10</th>
<th>FY10/11</th>
<th>FY11/12</th>
<th>FY12/13</th>
<th>FY13/14</th>
<th>FY14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Funds Budget $</td>
<td>$99.5</td>
<td>$100.2</td>
<td>$104.7</td>
<td>$105.0</td>
<td>$105.0</td>
<td>$107.0</td>
<td>$108.6</td>
<td>$108.3</td>
</tr>
<tr>
<td>Research Foundation</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>College Foundation</td>
<td>15%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>OAS</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Dorm Rents, Fee</td>
<td>27%</td>
<td>26%</td>
<td>29%</td>
<td>29%</td>
<td>31%</td>
<td>32%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>Income, &amp; Other</td>
<td>19%</td>
<td>19%</td>
<td>16%</td>
<td>14%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Overflow Enrollment &amp; Summer Session</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Tuition &amp; Related Revenue</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>University-wide Program Support</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>State Tax Support</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

8-year All Funds Budget $ in millions
A positive SUNY Oneonta trend!

IPEDS Spending by Major Function

Strategic Performance Indicator

Major Functional Areas are defined by SUNY
How did we accomplish this?

- Increased funding for scholarships
- Additional tenure track faculty lines
- Increased academic budgets
- Additional professional development funding
### Financial Sustainability Indicators

Our Recurring Campus Reserve as % of state support  *(SUNY Policy is 10-25%)*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Reserve</td>
<td>8.60%</td>
<td>9.30%</td>
<td>21.70%</td>
<td>16.30%</td>
<td>16.30%</td>
<td>4.80%</td>
<td>4.00%</td>
</tr>
</tbody>
</table>

Graph showing the percentage of state support for recurring campus reserves from 2008-09 to 2014-15.
Performance Funding

President Barack Obama and Governor Cuomo have both called on the public sector to be more responsible to its citizenry, more data-driven in its decision making, and more accountable in its results.

a.k.a. Performance Funding
Performance-Based Funding Goes National?
Obama Plan Could Lead to Less Loan Money for “Low-Performing” Institutions

The President’s Proposal: “A Better Bargain for the Middle Class”
August 22, 2013

- Proposed Formula
  - Access ×
  - Affordability ×
  - Outcomes

- Performance Incentives
  1. Federal aid linked to college ratings, not student choice
  2. Students at “high-performing” schools get more Pell money, lower loan rates

- Potential Impact
  - High-performing schools may find it much easier to recruit students, especially from low-income families

- Lingering Questions
  - Will institutions focused on serving disadvantaged populations be “punished”? How will educational “value-add” be defined?

Performance-Based Funding 2.0

State Funding That Remains Will Have More Strings Attached Than Ever

Performance Funding Spreading Across Nation (Again)

Why This Time May Be Different

**Before 2010:**
- Pennsylvania
- Indiana
- Tennessee
- Ohio

**After 2010:**
- 24 states (and counting) have now approved or are currently planning new funding models

**PBF 1.0**
- Sudden, disruptive rollouts
- Overly simplistic rubrics
- Insignificant funds on the table
- Funds offered as bonus

**PBF 2.0**
- Gradual, phased roll outs
- Rubrics customized to mission
- Meaningful dollars at stake
- Zero-sum competition for base

Source: Education Advisory Board interviews and analysis.
Power of SUNY Refresh Performance Management System Guidebook

Some examples are:

Percent of first year students with unpaid tuition or fees at the end of their first year
Average number of times a student meets with his/her academic advisor per semester
Full-time employment and/or re-enrollment in continued study within six months of graduation
Experiential learning opportunities and placements
Number of State/industry-recognized credentials
Alumni giving rate
Student loan default rates
Number of high-quality grant proposals submitted
“We don’t see things as they are, we see things as we are”

Anais Nin
**Challenging Students to Do Their Best Work**

To what extent did students’ courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

*Graph showing the percentage of students at SUNY Oneonta and SUNY Selections in First Year and Senior Year for high, moderate, and low challenge levels.*

- **First Year**
  - SUNY Oneonta: 56% high challenge, 46% moderate challenge, 4% low challenge
  - SUNY Selections: 50% high challenge, 47% moderate challenge, 3% low challenge

- **Senior Year**
  - SUNY Oneonta: 56% high challenge, 47% moderate challenge, 3% low challenge
  - SUNY Selections: 52% high challenge, 47% moderate challenge, 1% low challenge

**NSSE**

national survey of student engagement
Student Perception of Academic Strength and Career Preparation
(students that were accepted but chose not to enroll at SUNY Oneonta)

1 = awful   4 = average   7 = absolutely perfect

1.25 1.5 1.75 2 2.25 2.5 2.75 3 3.25 3.5 3.75 4 4.25 4.5 4.75 5 5.25 5.5 5.75 6

---

1 = awful   4 = average   7 = absolutely perfect

1.25 1.5 1.75 2 2.25 2.5 2.75 3 3.25 3.5 3.75 4 4.25 4.5 4.75 5 5.25 5.5 5.75 6
Academic Quality

Recommendations for SUNY Oneonta from EDUVENTURES

Improve Perception of Academic Strength and Career Preparation

Develop Specific Talking Points to demonstrate SUNY Oneonta’s Strengths and Value Compared to its Competitors
What is the most important reason why you have chosen to attend [School Student is Attending] instead of SUNY Oneonta?

© 2014 Eduventures, Inc.
Among non-enrolling students only (open-ended responses; responses edited for clarity and concision).

Academic Rigor

Closer to Home

Strength of Major

Financial Aid

Reputation

“I feel like it is a more rigorous educational environment that will push me more academically.”

“It’s closer to home, I would be able to keep my job…”

“Sacred Hearts is only 1.5 hours from my home. I loved SUNY Oneonta, but decided to stay closer to home.”

“The program for my major is better at SUNY Albany.”

“Binghamton has a much better business school…”

“Ithaca College offered me a way better financial aid package than SUNY Oneonta.”

“Stony Brook offered convincing financial aid.”

“Geneseo has a better academic reputation.”

“Delaware has a more rigorous Education Program.”
Non-enrolling students: Please rate SUNY Oneonta compared to [School Student is Attending] in the following areas:

- **Strength of program in my area of interest**: 62% Worse, 23% About the Same, 15% Better
- **Overall Reputation**: 60% Worse, 28% About the Same, 12% Better
- **Off-campus environ. / things to do off-campus**: 53% Worse, 28% About the Same, 19% Better
- **Overall academic quality of institution**: 52% Worse, 36% About the Same, 12% Better
- **Location (quality of the area)**: 52% Worse, 30% About the Same, 18% Better
- **Opp. for internships / experiential learning**: 50% Worse, 36% About the Same, 14% Better
- **Job opportunities for graduates**: 49% Worse, 37% About the Same, 13% Better
- **Preparation for graduate/professional school**: 46% Worse, 40% About the Same, 14% Better
- **Attractiveness of campus**: 45% Worse, 34% About the Same, 22% Better
- **The feeling that I would fit in**: 45% Worse, 41% About the Same, 16% Better
- **Strength / helpfulness of alumni network**: 43% Worse, 42% About the Same, 16% Better
- **Availability of program in my area of interest**: 41% Worse, 42% About the Same, 16% Better
- **Distance from home**: 39% Worse, 29% About the Same, 32% Better
- **Quality of campus buildings**: 36% Worse, 48% About the Same, 17% Better
Wabash National Study on-site visit conducted in April ‘12

Focus on improving the engagement of first-year students

*First-year student NSSE survey findings* Women Men
- % who would return to Oneonta 88% 91%
- % who rate their Oneonta experience as good or excellent 92% 92%
- % who spend less that 10 hrs/wk on academic work 35% 52%
- % who spend more than 21 hrs/wk relaxing and socializing 19% 27%
- % who report that most of their grades are B+ or above 74% 67%

Oneonta students described many of their first-year courses as being
- Undemanding: required little reading or writing.
- Faculty assigned few exams or papers.
- Difficulties finding faculty in their offices to get help with courses or advising.

Overall, our conversations paired with the NSSE results indicate that too few Oneonta students are having a consistent, engaging, high-quality academic experience in their first year.
Summary

We cannot ignore the declining pool of traditional high school graduates
We cannot continue to increase spending at our current rates
We must find new means to increase revenues
We cannot continue to increase student’s cost of attendance
We must address student perceptions
We must be more agile in our academic offerings

The key word is “we”
What other data should we be looking at?