

The Second Century Enterprise A Strategic Plan

for The State University of New York
College of Agriculture and Technology at Cobleskill
July 1, 2011 June 30, 2016



real life ♦ real learning
engaged
dynamic
uncommon



A MESSAGE FROM THE PRESIDENT...

SUNY Cobleskill is best known as the State University of New York's College of Agriculture and Technology, and features the only contiguous collegiate farm operation in the state. We also serve as the sole baccalaureate college among traditional public institutions in New York's Capital Region.

With a fairly constant enrollment of approximately 2,600 students, most of whom attend full-time and reside on our bucolic 782-acre campus, we have our share of recognitions, including a 2010 "top tier" ranking among regional colleges in the North (*U.S. News and World Report*); a 2009 citation as one of the "Best Colleges to Work For" (*Chronicle of Higher Education*); and a 2010 selection as one of "America's Greenest Colleges" (*Princeton Review*). In addition, the College occupies a place on President Obama's "Community Service Honor Role." And, during the period comprising 2011 to 2016, SUNY Cobleskill will celebrate twin centennials – our founding charter in 2011 and the campus itself in 2016. These facts represent a seamless opportunity at SUNY Cobleskill.

Preparing for a second century of service fuels our passion for possibility. Increasingly, our long history of proactive commitment to "Real Life ♦ Real Learning" is garnering our campus an enviable reputation as a **transformative** learning community that is **engaged, dynamic** and **uncommon**.

Even the dismal economic cloud our nation has weathered has shown our campus a silver lining – a cultural shift that is embracing inventive ways to handle the "new normal." One outcome is a broadening of our recruitment of students, personnel, and partners in order to develop greater national visibility while enhancing our commitment to first generation and non-traditional college populations. Another result is a strengthening of our role as the county's major employer and cultural center. Add to this mix more than \$100 million in construction, a growing portfolio of extended learning and sponsored projects, and a demonstrated commitment to revitalize our village, and you will realize the future is bright for SUNY Cobleskill.

Developing a "futurescape" plan for the College has been a complex and rewarding undertaking. On the following pages, you will be introduced to SUNY Cobleskill's **Second Century Enterprise**. We trust that you will want to be an active stakeholder in this endeavor and contribute to our achievement of success as a transformative institution bringing new meaning to the "edu" in www.cobleskill.edu – **engaged, dynamic** and **uncommon**.

Best regards,

Don Zingale

Don Zingale, PhD, LCSW
President

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INTRODUCTION TO SUNY COBLESKILL

The State University of New York College of Agriculture and Technology at Cobleskill is an accredited polytechnic college that is primarily baccalaureate and residential. SUNY Cobleskill is one of few institutions in the United States where an undergraduate student may also choose to earn an associate's degree. The College has an enrollment of 2,600 students in 50 programs divided into three schools – Agriculture and Natural Resources, Liberal Arts and Sciences, and Business. An economic engine for rural New York, SUNY Cobleskill is home to a wide array of extended learning and professional development opportunities.

Chartered in 1911 and opened in 1916 as the Schoharie State School of Agriculture, today SUNY Cobleskill offers one of the most diverse agricultural programs in the United States, ranging from production agriculture, natural resources, landscaping and golf course management to fisheries to wildlife, environmental studies and more. The College's modern 782-acre complex serves as a laboratory for hands-on skill building and includes a working farm, 14 greenhouses, a 10-acre arboretum, 40,000-gallon fish hatchery, 200-cow contemporary freestall dairy, a meat laboratory, and an equine complex.

SUNY Cobleskill students majoring in accounting, business administration, information technology, and culinary arts learn the most current thinking, theories and practices in their respective fields. "Smart" classrooms and new computer labs use advanced technology as students prepare for their careers in a setting that mirrors the realities of the modern workplace. Small classes, close personal attention, and a wide range of majors are the hallmarks of the College's liberal arts program. Every major has been designed to promote critical thinking and incorporates experiential learning. More than 20 bachelor's degrees are available, including early childhood, natural sciences, communications, animal science, and plant science.

In what we consider the "outside classroom," the SUNY Cobleskill Fighting Tigers are among the largest and most diverse athletic programs in NCAA Division III. More than 40 student clubs cover academic, athletic and recreational pursuits, ranging from pastry arts and pre-veterinary to paintball and snowboarding. On-campus facilities include a recreation center and rustic lodge, as well as 10 residence halls wired for Internet access, cable TV and telephone.

Located in New York's picturesque Schoharie County, SUNY Cobleskill's campus is in the "middle of everywhere." The village of Cobleskill is a small college town dating to 1752 with an array of historic sites and museums nearby. The state capital, Albany, historic Cooperstown, and scenic Saratoga Springs are all just a short drive away. SUNY Cobleskill prides itself on individual attention to students, programs that marry theory with practice, and commitment to preparing students for lifelong learning and noteworthy achievement.

STRATEGIC REALITIES – WHY A STRATEGIC PLAN? WHY NOW?

Similar to other colleges, SUNY Cobleskill is confronting an array of significant challenges. While some of the challenges are common to most colleges, others are unique to Cobleskill. A discussion of the factors requiring the attention of the College may be separated into six categories: Revenue Adequacy; Costs of Providing Adequate Services and Equipment; Market Viability of Academic Programs; Investment in Human Capital; Investment in Physical Capital; and Quality of Student Experiences.

Revenue Adequacy

The College depended upon state government to provide an adequate level of financial support for the majority of its first 100 years. More recently, SUNY Cobleskill has experienced a significant decline in state funding for college operations. The structure of the revenue stream has been continuously shifting from state support to tuition and fees imposed upon the student. There is no expectation that the state government will reverse past decreases in funding. The funding ratio once was approximately 2/3 state funding, 1/3 student tuition and fees. The current funding ratio is approximately 2/3 student tuition and fees, 1/3 state funding. Even when tuition has been raised, quite often the College has received only a fraction of the revenue generated by the increase in tuition.

The outcome at the macro level is that the state government has established per student support at a level that is significantly below the per student cost. The College has then had to significantly reduce staffing and service levels to accommodate that shortfall. It is doubtful that future declines in funding can be balanced by additional reductions in operating expenses. Only new sources of revenue can provide the resources to close the gap between revenue and costs. Additional revenue from a fully integrated institutional effort across the College is of the highest priority.

Given the price and product competitiveness of the higher education market, it is vital that the College enhance and diversify its revenue base. Some might conclude that providing the campus with tuition (price) flexibility would enable the College to compensate for the loss in state funding as well as allow the College to secure more of the required human and physical resources. However, the benefits of price flexibility may prove to be an elusive outcome for the College. Any arbitrary increase in the price of tuition must be accompanied by value-added activities. Merely raising prices without simultaneously improving the quality of the student experience may actually prove counterproductive in terms of enrollment and revenue.

Without enhancing product differentiation in existing academic programs and in the absence of new academic programs for which the College can offer truly unique and highly valued

experiences, price increases must be considered very carefully. For many of the programs at the College, good substitutes exist at similar or lower prices. The highest priority in the short run is to significantly enhance the quality of the student experience. While some programs at the College may be described as facing “price inelastic (insensitive) demand,” many other programs may prove to be very “price elastic (sensitive),” and price increases would prove counterproductive.

Current realities and reasonable expectations about the future dictate that in the short run the campus should become more successful in securing funding through institutional advancement while simultaneously improving the quality of the experience for the students.

Costs of Providing Adequate Service and Equipment

The College incurs costs when it purchases the resources required to operate. It has made significant progress in reducing operating costs. These efforts have focused on reducing the number of full-time faculty and an increased employment of part-time faculty, reducing “classified staff,” reducing utility costs, and reductions in supplies, equipment and other operating expenses. Further reductions in full-time staff must be carefully considered as they may compromise the comprehensive nature of some of the academic programs currently offered by the College.

While efficiencies have been realized, the focus may well need to shift to a matter of “effectiveness” in utilization of resources. Are the resources being expended in alignment with institutional priorities? Are the resource purchases the right resources to maximize outcomes or effectiveness? Cost management of all College operational areas might need to include consideration of strategies that further the cause of effectiveness as well as efficiency. This will require increased assessment of the viability of academic and supporting College programs.

The College continues to confront many cost pressures. Some these include:

- Provision of instructional and institutional support technology and services
- Maintenance of academic “heritage programs” and operations
- Provision of modern instructional facilities
- Maintenance and facilities services
- Equipment purchases
- Instructional laboratory and field experiences
- Utilities
- Contractual salary increases

With state funding support declining, there is a continuing urgency to identify strategies to contain costs without adversely impacting the mission of the College. Developing new ways to fund costs other than shifting the burden to the student commands a high priority.

Market Viability of Academic Programs

Ultimately, a college is evaluated upon the viability of its academic programs and services. There is an urgent need to assure the College's academic offerings are in alignment with current and future local, regional and national labor market opportunities. Having academic programs in an appropriate mix is a necessary but not entirely sufficient condition for institutional success. The College must also ensure that the academic experiences that are being provided are congruent with best practices in the field, if not pioneering the best practices in academic programs.

These activities must also be linked to the development and implementation of integrated enrollment and marketing strategies as well as integrated public information strategies. The viability of the College's academic programs will also be increasingly dependent upon involvement with and support from the community, as well as regional and national participants. The market environment of higher education has changed dramatically in the past decade. Those colleges that adjust most promptly to the rapidly changing higher education program needs will be those colleges that the market will reward with adequate enrollment and revenue streams.

Investment in Human Capital

Outstanding outcomes for all stakeholders require that an educational institution invest heavily and continuously in human capital. Higher education is the "industry of knowledge." Continuous investment in those employees whose primary mission is the transfer of both knowledge and knowledge-seeking skills should be paramount. The College must identify methods of funding an adequate level of professional development for all employees.

Additionally, the College must recruit the best available candidates consistent with academic and organizational needs. The primary current barrier to attracting a significantly large applicant pool of highly qualified professionals is the lower than market level salaries at the College. SUNY Cobleskill has recently provided selected enhancements in salary for defined groups of professionals. However, enhancements to the overall salary structure will be a critical component of the growth and development of the College.

Investment in Physical Capital

There have been recent improvements in the adequacy of facilities at the College, and additional improvements are in the design stage. The capital funding amount for the period 2008-2013 is

approximately \$100 million. Of this total, \$35 million is designated for critical maintenance purposes. Unfortunately, the relative inactivity for nearly two decades in terms of significant rehabilitation and provision of new facilities and infrastructure has created a level of need well beyond the \$100 million commitment for capital improvement. These future investments in physical capital should be conducted in a manner that aligns with objectives of energy efficiency and cost reduction.

Critical capital needs extend beyond the instructional environment. Students still lack a centralized location (e.g. student union) that provides the amenities, services, and retail opportunities that have come to characterize a 21st century campus. Also, while the residential life staff is highly regarded and provides an array of highly effective student services, the construction of contemporary residence living quarters would greatly enhance the competitiveness of the College in attracting and retaining students.

Quality of Student Experiences

The College has yet to complete the comprehensive assessment process on an institution-wide basis. This “circle” will be completed when resource allocations flow to address the outcomes of the assessment process. While there is a serious effort now in place to complete the assessment and resource allocation process, this effort must be embraced by the entire campus community. As described earlier, the College has yet to create a “21st Century Feeling” on campus, evidenced by the lack of a student focused activity area (e.g., a student union).

Another aspect of the quality of student experiences can be termed “student success.” The College needs to embrace a “continuous improvement process” and measure its success by retention and graduation rates, student satisfaction surveys, transfer success to colleges and universities, the quality of student experiential learning, and employer satisfaction. There is a lack of an institution-wide approach to the subject of improving the quality of the student experience.

STRATEGIC PLANNING PROCESS

The strategic planning process began in June 2009. Approximately 30 campus personnel and SUNY Cobleskill stakeholders attended a two-day retreat. Termed the “Coby Futures Group,” these participants brought forth two outcomes from collaborative activity: the identification of 10 strategic goals for the College, and a first draft of a new mission statement.

At the beginning of the fall 2009 semester, SUNY Cobleskill President Dr. Donald P. Zingale appointed a strategic planning steering committee. The steering committee consisted of the two co-chairs of the College’s Middle States self-study process, the presiding officer of the faculty, and a senior faculty member as chair. The team of four immediately proceeded to construct a strategic planning process that stressed transparency, participation, credibility and accountability. All College employees and the president of the College Council were invited to serve as a member of one of the 10 strategic goal teams.

After an initial organizational meeting of the 50 volunteer participants in late October, the teams began their respective deliberations. Each team was to prepare a report that recommended outcomes, strategies, metrics and suggested timelines. Each team then presented its first progress report to an audience of all 10 teams in mid-December. In January 2010, a meeting of the chairs of the 10 strategic goal teams, the steering committee, the vice presidents, and president was convened for the purpose of ensuring a smooth transition of the recommendations from the 10 workgroups to College administrators. In March, each team presented its findings and recommendations in a second progress report to all strategic planning participants.

The 10 strategic goal team reports were next forwarded to the steering committee for review and compilation. Editing and format changes deemed necessary were recommended by the steering committee to each of the teams. The final drafts were then returned to the steering committee. The strategic goal reports were presented to the campus community at two town hall meetings in April and May.

Finally, the documents were forwarded to faculty governance by way of the governance strategic planning committee. Faculty governance reviewed the reports and returned comments to the steering committee. The comments were distributed and reviewed, and the steering committee sent the final draft reports to the president and vice presidents. In June, one year after the process began, the president, vice presidents, and the chair of the steering committee began a review and editing of the findings. They then shared the draft plan with the steering committee, strategic goal team members, strategic planning committee, and the executive committee. The document, with any recommended modifications, was then presented to the campus community at a town hall meeting. Incorporating any changes deemed appropriate, the final document was released to the campus community, the State University of New York, the College Council, and the public.

ACKNOWLEDGEMENTS

The *Second Century Enterprise* is a tribute to the nearly 75 people who participated in the development of this strategic plan. We take special note of the efforts of the 10 strategic goal teams and their respective chairs, the College employees who attended the Town Hall meetings, the members of the “Coby Futures Group” led by Sal Rinella, the members of the Strategic Planning Committee of Faculty Governance, the presiding officer of the faculty, the president of the College Council, the director of communications and marketing, the president and vice presidents, and the members of the Strategic Planning Steering Committee.

Steering Committee: David Campbell, Melody Eldred, James Fort (chair), Jennifer Gray.

Strategic Work Groups

Cultural Competence: Susan Jagendorf, Andrew Lucas, Kathy Puciato, Joseph Robustelli, Barbara Sprouse (chair).

Engaged with Community: Marie Gerhardt, Brian Kaiser (chair), Linda Serdy, Barbara Sprouse.

Experiential Learning: David Campbell, Pamela Colony, Lisa Lopez (chair), Michael McCaskey, Steve Munford.

Managed Enrollment: Steve Ackerknecht, Ed Asselin, Chester Burton, Melody Eldred, Regina LaGatta, Michael McCaskey, Anne Myers, Beth Orgeron, Scott Silversten, Jerry Stacy, Chris Tacea, Pat Wiater, Tara Winter (chair), Susan Zimmermann.

National Recognition: Lois Goblet, Terry Hughes, Charles Moran (chair), Elizabeth Orgeron.

Relevant Programs: Chester Burton (chair), Terry Hughes, Kurt Verderber, Anita Wright.

Solid & Diversified Financial Base: Louise Biron, Amy Cure, April Davies, Dawn Eakin, Barry Gell (chair), Marie Gerhardt, Lois Goblet, Lynda McMaster-Schuyler, Carol Vosatka, Bruce Wright.

Strong Scholarship: Larry Bopp (co-chair), Thomas Cronin, Charles Moran, Elizabeth Orgeron (co-chair).

Sustainable Campus: Robert Barringer, Katherine Brent, Lynn Dunn, Douglas Goodale, Mary Rooney (chair).

Student Success: Suzanne Fine, Jennifer Gray, Donna Pesta, Debbie Richards, Dorothy Wilcox, (chair), Anita Wright.

Ad Hoc “Coby Futures” Group: Steve Ackerknecht, Ed Asselin, Robert Barringer, James Bates, Barbara Brabetz, Chester Burton, David Campbell, Holly Cargill-Cramer, Melody Eldred, Barry Gell, Paul Gemmiti, Marie Gerhardt, Lois Goblet, Matt Hibbard, Thomas Hickey, Regina LaGatta, Kevin McCarthy, Michael McCaskey, Anne Myers, Sal Rinella (facilitator), Karen Santulli, Olive Scott, Jerry Stacy, Chris Tacea, Carol Vosatka, Pat Wiater, Tara Winter, Anita Wright, Donald Zingale.

Faculty Governance Strategic Planning Committee: Larry Bopp, Chester Burton, April Davies (chair), Suzanne Fine, Terry Hughes, Brian Kaiser, Steve Munford, Mary Rooney, Barbara Sprouse.

SUNY Cobleskill: The Second Century Enterprise

VISION

With a focus on *Real Life* ♦ *Real Learning*, SUNY Cobleskill provides its stakeholders with transformative experiences that are engaged, dynamic, and uncommon.

MISSION STATEMENT

SUNY Cobleskill is a public, residential college offering bachelor, associate, and professional educational programs through its Schools of Agriculture and Natural Resources, Business, and Liberal Arts and Sciences. It is located on 782 scenic acres just west of the state capital in New York's tech valley. The College provides a small college experience at an affordable price for a diverse student body seeking a high quality, challenging, hands-on education in a nurturing environment.

The College places emphasis on integrating classroom instruction with strong internships and field experiences. Many experiential learning opportunities are available on campus through avenues such as a working farm, fish hatchery, equestrian center, outdoor recreational area, histotechnology laboratory, broadcast television studio, restaurant, and accredited preschool and child care center. The College has nationally recognized programs and faculty who engage in scholarship, often in collaboration with students, which serves to enhance the teaching-learning process.

SUNY Cobleskill is a significant economic driver, positively impacting the region's quality of life by creating an educated workforce, forming partnerships with corporations and the community, and providing numerous cultural, athletic, and regional events.

The College provides a variety of student-centered activities as well as significant opportunities for leadership development. Students may also participate in a full array of intramural and intercollegiate athletics, successfully competing at the NCAA Division III level. The campus community is committed to helping students to achieve their personal and professional goals and to develop their full potential within a global society.

THE SECOND CENTURY ENTERPRISE: SUMMARY OF GOALS AND OUTCOMES

STUDENT SUCCESS: SUNY Cobleskill integrates its hallmark, *Real Life ♦ Real Learning*, into the fiber of the institution to improve student success.

Outcome A SUNY Cobleskill students are engaged in experiential learning, personal growth, and leadership opportunities as reflected in all institutional practices and policies.

Outcome B All academic program and service areas demonstrate student success through cyclical and documented assessment.

Outcome C Current students and alumni have access to a variety of effective resources to enable them to be employed or enrolled in advanced study.

COMMUNITY PARTNERSHIPS: SUNY Cobleskill is actively engaged in developing synergistic partnerships with local and regional communities.

Outcome A Synergistic relationships exist with key social service, academic, economic, and political partners. The relationships will be nurtured and new ones will be developed both locally and regionally.

Outcome B SUNY Cobleskill's financial self-sufficiency is strengthened by leveraging the College's resources across the communities it serves.

Outcome C SUNY Cobleskill is recognized as a center for cultural, educational, and economic development.

CULTURAL COMPETENCE: SUNY Cobleskill provides opportunities embedded in curricular and extracurricular activities for cross-cultural learning that develops one's ability to understand, communicate, and effectively interact within a diverse society.

Outcome A SUNY Cobleskill's academic curricula integrate a variety of behaviors that enhance awareness, attitudes, knowledge, and understanding of world-wide cultural practices and views.

Outcome B Extracurricular activities enrich and extend student experiences and attitudes toward cultural differences at local and global levels.

Outcome C Campus constituent groups exhibit cultural awareness in their service to students and the campus community.

EFFECTIVE SCHOLARSHIP: Scholarship is an integral component of SUNY Cobleskill.

Outcome A Faculty is keeping current in respective disciplines and pedagogical theory.

Outcome B Recognition of SUNY Cobleskill faculty scholarly work is institutionalized.

Outcome C Faculty is engaged with appropriate industry groups and participates more with the greater community in discipline-related activities.

ECONOMIC AND ENVIRONMENTAL SUSTAINABILITY: SUNY Cobleskill aggressively fosters and promotes economic and environmental sustainability.

Outcome A SUNY Cobleskill has improved financial stability by identifying cost savings on energy and use of other natural resources (i.e., water, paper, etc.).

Outcome B SUNY Cobleskill works to achieve minimal environmental impact/carbon footprint and becomes a demonstration site for best practices in sustainability.

Outcome C SUNY Cobleskill provides learning experiences as part of relevant courses and programs and involves all students in sustainable experiential learning opportunities.

MANAGED ENROLLMENT: SUNY Cobleskill has identified and developed the strategies necessary to enhance the quality and diversity of the student body, improve the student experience and satisfaction, improve student retention and graduation rates, and ensure the delivery of a balance of academic programs that is responsive to a comprehensive needs analysis.

Outcome A The College offers an appropriate mix of academic programs for traditional and non-traditional students reflecting the needs of the workplace and engaged citizenry.

Outcome B SUNY Cobleskill uses a comprehensive recruitment and marketing plan to maximize its enrollment profile.

Outcome C Obstacles to student success have been identified and ameliorated, including assurance that the academic services structure supports the enrollment and retention needs of the College.

NATIONAL RECOGNITION: National recognition of SUNY Cobleskill's unique programs and achievements attracts and retains highly qualified students, personnel, and partners.

Outcome A Internal and external awareness of student, faculty and staff accomplishments are enhanced. Accomplishments of campus constituents are identified and recognized in a coordinated and timely fashion.

Outcome B There exists sufficient and consistent resource support for a variety of professional efforts that result in national recognition.

Outcome C Outside constituents will participate and attend campus academic and athletic events, town hall meetings, and institutional advancement initiatives in greater numbers. The College will conduct increased outreach to the regional and national community to broaden national recognition through aforementioned initiatives.

SOLID AND DIVERSIFIED FINANCIAL BASE: SUNY Cobleskill's financial base is diversified and sound.

Outcome A Categorical state support for SUNY Cobleskill is achieved.

Outcome B Programs are adequately funded through an effectively balanced allocation of resources and assessment of fees.

Outcome C Increased revenue through sponsored programs, extended learning, institutional advancement, and public service.

THE ADDED VALUE APPROACH OF SUNY COBLESKILL'S *THE SECOND CENTURY ENTERPRISE*

SUNY Cobleskill aspires to be a model of the relationship between a campus and its parent system. Thus, great care has been taken in connecting *The Second Century Enterprise* to *The Power of SUNY*, the strategic plan of the State University of New York. SUNY Cobleskill takes special care to maintain its own identity within a framework that dovetails with the overall SUNY system, a perfect example being the timely intersection of the respective strategic plans.

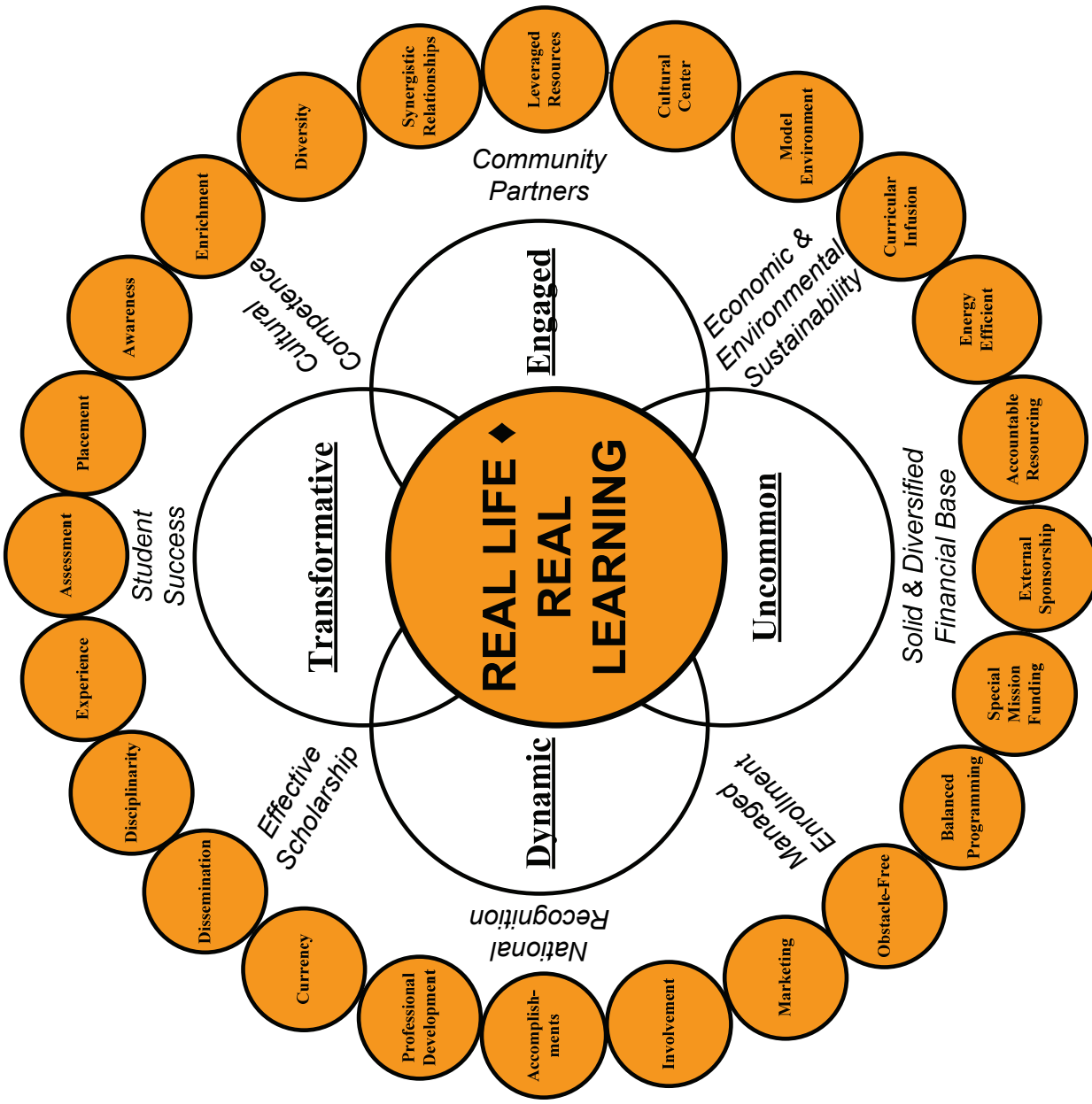
Launched in April 2010, *The Power of SUNY* will serve as the roadmap for the State University of New York for the next five years and guide its development for the next decade. *The Power of SUNY* explores the many issues affecting New York state and the State University community, while identifying six “big ideas”:

- SUNY and the Entrepreneurial Century
- SUNY and the Seamless Education Pipeline
- SUNY and a Healthier New York
- SUNY and an Energy-Smart New York
- SUNY and the Vibrant Community
- SUNY and the World

In the following pages you will see a visual depiction of *The Second Century Enterprise*, followed by a chart that ties our strategic plan to *The Power of SUNY*. In the initial graphic, the center circles, *Real Life* ♦ *Real Learning*, in addition to the **transformative, engaged, dynamic,** and **uncommon** circles, represent the new focus and vision of SUNY Cobleskill. Moving outward, we are led to the eight goals of the strategic plan and on to the measurable, specific outcomes for these goals. While the eye naturally works from the center outward, in fact the plans work from the outside in, with every resource going toward the vision. In the chart that depicts the connectivity of *The Second Century Enterprise* and *The Power of SUNY*, exemplary undertakings demonstrate the relationship between the two strategic plans.

In addition, SUNY Cobleskill is in the process of its self-study for Middle States re-accreditation, and has striven to arrange *The Second Century Enterprise* outcomes and priorities in a way that evidences the College meeting the necessary accreditation standards. A third chart demonstrates the connectivity of *The Second Century Enterprise* to the Middle States accreditation standards.

Taken together, the following pages exemplify how added value can be brought to multiple undertakings that traditionally have been seen as separate initiatives. Following the graphics, you will see the expanded goals, outcomes, strategies and key performance indicators of *The Second Century Enterprise*.



The Second Century Enterprise and The Power of SUNY

<p>College in High School, dual degree admissions, and many articulation agreements enhance seamless transfer.</p>	<p>The Second Century Enterprise and The Power of SUNY</p>	<p>Entrepreneurial Century</p>	<p>Seamless Education Pipeline</p>	<p>Healthier New York</p>	<p>Energy-Smart New York</p>	<p>Vibrant Community</p>	<p>World</p>
<p>Coby's Café and other design and operate enterprises provide experiential learning in direct service to the community.</p>	<p>Student Success</p>	<p>Community Partners</p>					
<p>Partnerships with agencies supporting underrepresented populations better prepare new students for college</p>	<p>Cultural Competence</p>						
<p>All baccalaureate programs include field placement which improves graduate employability.</p>	<p>Effective Scholarship</p>						
<p>Targeted admissions strategies contribute to campus self support.</p>	<p>Economic and Environmental Sustainability</p>						
<p>Applied research endeavors mix external support with opportunities for hands-on learning.</p>	<p>Managed Enrollment</p>						
	<p>National Recognition</p>						
	<p>Solid and Diversified Financial Base</p>						

Externally sponsored College/community projects are designed to improve the health profile of upstate New York.

Programmatic priorities include a focus on the maintenance and improvement of family farmer endeavors.

Extensive exchange programs including dual degrees with foreign partners improve the internationalization of the campus.

Center for Environmental Science and Technology sits at the leading edge of biowaste conversion to energy.

SUNY Cobleskill has had multiple Fulbright Scholars and is widely recognized for its proactivity in China's agricultural education development.

SUNY Cobleskill is the largest employer in Schoharie County and many adjacent communities.

Added value service learning garners recognition on the President's Community Service Honor Roll.

Sustainable pedagogy promotes marketing of items produced in learning laboratories.

Regional businesses and experts contribute to the College in advisory and direct service

Named to The Princeton Review's *Guide to 286 Green Colleges.*

Curricular balance assures multiple points of entry into academic programs.

The Second Century Enterprise and Middle States -- Characteristics of Excellence

The Second Century Enterprise and Middle States Accreditation	1: Mission and Goals	2: Planning, Resource Allocation, and Institutional Renewal	3: Institutional Resources	4: Leadership and Governance	5: Administration	6: Integrity	7: Institutional Assessment	8: Student Admissions and Retention	9: Student Support Services	10: Faculty	11: Educational Offerings	12: General Education	13: Related Educational Activities	14: Assessment of Student Learning
Student Success														
Community Partners														
Cultural Competence														
Effective Scholarship														
Economic and Environmental Sustainability														
Managed Enrollment														
National Recognition														
Solid and Diversified Financial Base														

* It is reasonable to assume that the Middle States Standards are supported in some way by each of the Second Century Goals. We have highlighted the most significant connections. Note that Standards 1 and 7 are covered in each of our Goals.

**THE SECOND CENTURY ENTERPRISE: DETAIL OF GOALS AND OUTCOMES
INCLUDING KEY STRATEGIES AND FOCAL “KEY PERFORMANCE INDICATORS”**

STUDENT SUCCESS

Goal Statement: SUNY Cobleskill integrates its hallmark, *Real Life ♦ Real Learning*, into the fiber of the institution to improve student success.

Overview: Student success occurs when students are able to implement their academic and personal goals because SUNY Cobleskill offers student-centered educational and personal growth activities, including a strong emphasis on experiential learning, internships, civic engagement, and related activities. These activities will allow for leadership development and the attainment of personal, self-developmental, and career goals.

Outcome A SUNY Cobleskill students are engaged in experiential learning, personal growth, and leadership opportunities as reflected in all institutional practices and policies.

Strategies

- Institutionalize a “First Year Experience” program to enhance student success.
- Formalize comprehensive oversight of experiential learning opportunities.
- Infuse experiential learning opportunities into all curriculum and student initiatives.

Key Performance Indicators

Student outcomes measured against their stated goals; annual review of experiential learning evaluations results.

Outcome B All academic program and service areas demonstrate student success through cyclical and documented assessment.

Strategies

- Specify and assess student outcomes in every academic program.
- Include student support services in assessment activities.
- Implement focus groups by Academic Affairs, and Student Development and Collegiate Life for the purpose of enhancing services and student success.

Key Performance Indicators

Annual compilation of data-driven changes/modifications that indicate continuous improvement of student service/student learning outcomes achievement.

Outcome C Current students and alumni have access to a variety of effective resources to enable them to be employed or enrolled in advanced study.

Strategies

- Increase employer input into academic and personal development programs.
- Ensure current and relevant job search tools and advice is available on the Student Success Center “Job Search resource” page.
- Use technology and other contemporary mechanisms to connect students and alumni with prospective employers.

Key Performance Indicators

Success rates calculated using student goal plans, increased employment rates in related fields and increased transfer success rates.

COMMUNITY PARTNERSHIPS

Goal Statement: SUNY Cobleskill is actively engaged in developing synergistic partnerships with local and regional communities.

Overview: SUNY Cobleskill collaborates with partners in and beyond Schoharie County to develop and integrate the College’s curriculum, faculty, students and physical resources, and addresses the needs of the College, the local community, and the region as a whole.

Outcome A Synergistic relationships exist with key social service, academic, economic, and political partners. The relationships will be nurtured and new ones will be developed both locally and regionally.

Strategies

- Expand service learning and experiential learning opportunities.
- Expand employees’ involvement in local and regional community, civic, political, and non-profit entities.
- Market the College’s expertise and resources to external populations.

Key Performance Indicator

Consistent growth in the existing number and diversity of partnerships representative of the larger community.

Outcome B SUNY Cobleskill’s financial self-sufficiency is strengthened by leveraging the College’s resources across the communities it serves.

Strategies

- Market the College's human and facility resources to external populations.
- Develop and maintain a list of experts.
- Improve the quality of facilities to attract additional conferences and training events.

Key Performance Indicator

Revenue generated for campus facilities use by new community groups.

Outcome C SUNY Cobleskill is recognized as a center for cultural, educational, and economic development.

Strategies

- Facilitate co-hosting opportunities with community partners for educational, cultural, and economic activities.
- Identify and acquire collaborative funding that supports cultural events for the region.

Key Performance Indicators

Increased business development activities, as well as an increase in the number of, and attendance at, College events.

CULTURAL COMPETENCE

Goal Statement: SUNY Cobleskill provides opportunities embedded in curricular and extracurricular activities for cross-cultural learning that develops one's ability to understand, communicate, and effectively interact within a diverse society.

Overview: Cultural competence means assisting the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes. These activities should be inclusive of students, faculty and staff, and should recognize the holistic and developmental nature of cultural competence.

Outcome A SUNY Cobleskill's academic curricula integrate a variety of behaviors that enhance awareness, attitudes, knowledge, and understanding of world-wide cultural practices and views.

Strategies

- Institutionalize a common understanding of cultural competence.
- Provide professional development for all campus constituents.

- Review and assess curricular programs and parameters for the demonstration of cultural competence.

Key Performance Indicators

Count of courses and degree programs that include cultural diversity as one of the student learning outcomes. Count of individual course projects.

Outcome B Extracurricular activities enrich and extend student experiences and attitudes toward cultural differences at local and global levels.

Strategies

- Campus constituencies work with Student Development and Collegiate Life and offer various programs and initiatives related to cultural competence.
- Partner with community to increase awareness, sensitivity, and cultural competence.

Key Performance Indicators

Favorable scores on student opinion surveys for campus' cultural diversity initiatives and programs. Count of participants and campus events that emphasize and educate about cultural diversity.

Outcome C Campus constituent groups exhibit cultural awareness in their service to students and the campus community.

Strategies

- Strive to match the diversity of the employees with that of the students from recruitment through retention and promotion.
- Provide resources to specific initiatives to successfully achieve cultural diversity.

Key Performance Indicators

Annual assessment measures the improvement in campus diversity; survey results from students and faculty indicate a higher satisfaction with the attention to diversity on campus.

EFFECTIVE SCHOLARSHIP

Goal Statement: Scholarship is an integral component of SUNY Cobleskill.

Overview: Colleges serve as a repository for past and current understanding, as well as centers for the pursuit and sharing of new knowledge. Faculty at SUNY Cobleskill participate in this process by improving student success, maintaining subject matter currency, searching for more

effective pedagogies, engaging in formal academic discipline research, and sharing knowledge with industry and community groups.

Outcome A Faculty is keeping current in respective disciplines and pedagogical theory.

Strategies

- Consolidate and enhance professional development opportunities to bolster research, advisement, pedagogy, and partnerships.
- Provide funding and/or release time for faculty to engage in research focusing on advising, pedagogical strategies, subject matter, and developing and enhancing relationships with potential employers.

Key Performance Indicators

Measurements of the increase in awareness of employee accomplishments.

Outcome B Recognition of SUNY Cobleskill faculty scholarly work is institutionalized.

Strategies

- Designate an office and create a mechanism to measure, collate, publicize, encourage, and support faculty publications and professional performances.
- Continually recognize faculty accomplishments and share them with the campus community.
- Initiate a significant effort to assist the coordination of research by faculty across all disciplines.

Key Performance Indicators

Annual inventory and promotion of the number of published articles and creative performances by faculty.

Outcome C Faculty is engaged with appropriate industry groups and participates more with the greater community in discipline-related activities.

Strategies

- Recognize faculty who create industry partnerships.
- Create policies that will grant faculty a share of revenue generated from such partnerships.
- Recognize faculty members annually for successful community outreach efforts.

Key Performance Indicators

Annual inventory of faculty linking with industry groups appropriate to respective academic program areas, and outreach efforts with the greater community in discipline-related activities.

ECONOMIC AND ENVIRONMENTAL SUSTAINABILITY

Goal Statement: SUNY Cobleskill aggressively fosters and promotes economic and environmental sustainability.

Overview: SUNY Cobleskill emphasizes the above concepts in its curriculum, research, and collegiate life activities, preparing students to contribute as working citizens to an environmentally healthy and equitable society. “Sustainability” implies that the critical activities of a higher education institution are ecologically sound, economically viable, and that they will continue to be so for future generations.

Outcome A SUNY Cobleskill has improved financial stability by identifying cost savings on energy and use of other natural resources (i.e., water, paper, etc.).

Strategies

- Collaborate with industry and the community on new energy and resource projects.
- Incorporate Leadership in Energy and Environmental Design (LEED) standards in all building and rehabilitation projects.
- Identify and apply for sustainability grants.

Key Performance Indicators

Amount of money saved annually, and the volume and value of sustainability grants applied for and secured.

Outcome B SUNY Cobleskill works to achieve minimal environmental impact/carbon footprint and becomes a demonstration site for best practices in sustainability.

Strategies

- Employ the latest sustainable technologies and practices in capital improvement projects.
- Use technology to reduce the use of paper, ink, printers, etc.
- Develop benchmarks for energy and resource savings for each functional area.

Key Performance Indicators

The amount and cost of energy used.

Outcome C SUNY Cobleskill provides learning experiences as part of relevant courses and programs and involves all students in sustainable experiential learning opportunities.

Strategies

- Create programs and courses that will educate and train students in current environmental, social and personal sustainability practices.
- Establish and operate an Environmental Science and Technology research center with a focus on sustainable technologies and practices.
- Establish experiential learning and internship sites for students.
- Promote administrative, faculty and student environmental stewardship in College-wide sustainable practices.

Key Performance Indicators

The number of courses and programs with sustainability as a student outcome, and the number of experiential learning opportunities in sustainability.

MANAGED ENROLLMENT

Goal Statement: SUNY Cobleskill has identified and developed the strategies necessary to enhance the quality and diversity of the student body, improve the student experience and satisfaction, improve student retention and graduation rates, and ensure the delivery of a balance of academic programs that is responsive to a comprehensive needs analysis.

Overview: SUNY Cobleskill's primary mission is to prepare students for success in their career and/or advanced study. In order for students to meet their personal and professional goals, it is important for each program to be relevant. Meeting these objectives will be achieved by addressing student success issues, identifying the appropriate mix of program offerings, having a strategic comprehensive student recruitment plan, and implementing an overall marketing plan.

Outcome A The College offers an appropriate mix of academic programs for traditional and non-traditional students reflecting the needs of the workplace and engaged citizenry.

Strategies

- Regularly review industry and professional standards to make certain that existing and proposed curricula are contemporary and up-to-date.

- Infuse learning experiences with opportunities to become informed, empowered and responsibly engaged.
- Assess all programs regularly for their ability to meet workforce needs.
- Conduct regular scans to determine promising new fields the College should pursue.
- Seek academic accreditation where appropriate.

Key Performance Indicators

The number of employers recruiting SUNY Cobleskill students; program reviews and the outcomes demonstrate improvement.

Outcome B SUNY Cobleskill uses a comprehensive recruitment and marketing plan to maximize its enrollment profile.

Strategies

- Develop and implement a recruitment plan that meets the goals set by the Enrollment Management Committee.
- Determine the targeted profile for incoming students by program and/or cohort, where applicable.
- Provide a data-driven marketing plan aimed at fulfillment of the College’s strategic goals and objectives.

Key Performance Indicators

The applicant pool, selectivity, and yield rate.

Outcome C Obstacles to student success have been identified and ameliorated, including assurance that the academic services structure supports the enrollment and retention needs of the College.

Strategies

- Bolster programs such as First Year Experience, academic service areas and student support programs with Web pages and other supportive items; other support systems are in place to help students succeed.
- Review regularly student satisfaction surveys and address problem areas. Conduct annual student focus groups.
- Institutionalize new advisement initiatives and integrate the Foundations of Excellence Program into the academic structure of the College.

Key Performance Indicators

Graduation, retention, and time-to-degree rates.

NATIONAL RECOGNITION

Goal Statement: National recognition of SUNY Cobleskill's unique programs and achievements attracts and retains highly qualified students, personnel and partners.

Overview: Image drives reality. Image conveys excellence, assists in acquisition of external sponsorship, supports recruitment of students and personnel, and maintains a high level of peer respect.

Outcome A Internal and external awareness of student, faculty and staff accomplishments are enhanced. Accomplishments of campus constituents are identified and recognized in a coordinated and timely fashion.

Strategies

- Establish a robust professional development program that supports presentation, publication, and associated scholarly endeavors in national venues.
- Strengthen the annual reporting mechanism such that accomplishments will be recognized and celebrated via a variety of activities, including the Orange Carpet Reception.
- Encourage and support membership on the boards of directors and advisory committees of national organizations.

Key Performance Indicators

Verified indications of professional external critical acclaim.

Outcome B There exists sufficient and consistent resource support for a variety of professional efforts that result in national recognition.

Strategies

- Enhance professional development mechanisms with resources sufficient to maintain consistent involvement in national endeavors.
- Strengthen the Office of Sponsored Projects to broaden the identification and pursuit of external sponsorship.
- Extend outreach to regional and national corporate community for enhanced scholarship opportunities, professional development funding initiatives, and highly sought-after student internships.

Key Performance Indicators

Number, breadth and depth of requests for expert testimony and other indices, including grant, contract, and related resource awards.

Outcome C Outside constituents will participate and attend campus academic and athletic events, town hall meetings, and institutional advancement initiatives in greater numbers. The College will conduct increased outreach to the regional and national community to broaden national recognition through aforementioned initiatives.

Strategies

- Working collaboratively, various campus entities identify and secure the services of nationally recognized speakers, entertainers, educators, and disciplinary experts
- Extend increased outreach to regional and national media outlets through the Office of Communications and Marketing.
- Bolster campus-wide mailing lists to include all SUNY Cobleskill advisory boards, corporations, funders, public officials, professional colleagues, and media.

Key Performance Indicators

Number, breadth, and extent of external participation in campus endeavors.

SOLID AND DIVERSIFIED FINANCIAL BASE

Goal Statement: SUNY Cobleskill’s financial base is diversified and sound.

Overview: A strong and diversified financial base can be achieved by maximizing use of existing resources, identifying additional resources, and maintaining adequate reserves to be used in unforeseen circumstances and to fund strategic initiatives. A strong and diversified financial base assists the attainment of the College’s mission by strengthening academic programs, providing students with opportunities for enhanced experiences, building a reputation of excellence, impacting the regional quality of life, and forming more effective partnerships with industry.

Outcome A Categorical state support for SUNY Cobleskill is achieved.

Strategies

- Work with SUNY System Administration to fund core operating costs of the College.
- Identify, acquire, and maintain special mission funding.
- Collaborate with the state to adequately fund enrollment and summer internships.

Key Performance Indicators

State-side dollars allocated to the campus; special mission funding secured; increases in summer internships funded by the state.

Outcome B Programs are adequately funded through an effectively balanced allocation of resources and assessment of fees.

Strategies

- Develop a College resource allocation plan based on identified resources, as well as improved plans for enrollment, operations, and the generation of external support.
- Regularly monitor all targeted plans and revise as necessary.
- Periodically review and revise the scope and amount of course/lab/student fees.

Key Performance Indicators

Allocated resources and assessment of fees are appropriately managed, including establishment of a competitive salary plan for all personnel.

Outcome C Increased revenue through sponsored programs, extended learning, institutional advancement, and public service.

Strategies

- Develop and implement a program that uses the College's facilities, resources and services on a year-around basis.
- Improve a grant and contract-seeking program that engages faculty and staff in these activities and enhances the finances and scholarly pursuits of the College.
- Develop justification that can be used in the search for extended funding for each of the Second Century initiatives and describe the deployment of institutional advancement personnel to achieve the identified funding.
- Establish targets for and provide assistance to campus units in pursuit of the above.

Key Performance Indicators

Appreciable increase in net external revenue in each of the aforementioned areas; attainment of SUNY Cobleskill's advancement goals, particularly as they apply to second century initiatives.

THE SECOND CENTURY ENTERPRISE LIVES ON

On the preceding pages, we have described the blueprint that will guide the beginning of SUNY Cobleskill's second century of service. In the months and years to come, these outcomes and objectives will remain vibrant via ongoing and collectively responsible interpretation and implementation by our vice presidents.

We trust that readers will agree that this plan has flexibility built into it that will allow it to remain a dynamic, utilitarian document. The Web site, featuring the original team documents, will remain active and available for all those who would like to see the genesis of *The Second Century Enterprise*. This document is a testament to the unwavering commitment of the SUNY Cobleskill community. Ultimately, the plan's objectives and key performance indicators will play significant roles in decision making for campus planning and resource allocation.

GLOSSARY

Key Performance Indicators are standards of success which will be developed and tracked internally.

Metrics are indicators used to measure the success of outcomes.

Mission helps explain the distinctiveness of an institution and represents assumptions and purposes that guide its planning and activities. It describes the organization's "reason for being."

Outcomes are observable, measurable, and specific results that provide evidence that an organization is moving toward the institutional vision and achieving the stated mission.

Strategic goals are the broad, long-term, relevant, clear, and obtainable objectives essential to an organization's success.

Strategies are specific, measurable, obtainable sets of plans (sometimes referred to as tactics) for achieving the strategic goals.

Vision is a present-tense statement that communicates where an organization believes it will be within a stated time period.