



ITHACA COLLEGE

Self-Study Report

For reaccreditation through the
Middle States Commission on Higher Education

January 26, 2026

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Executive Summary

Since the previous Middle States reaccreditation self-study, Ithaca College has been engaged in a process of examination and transformation inspired by commitment to its student-focused mission, vision, and institutional priorities. We continue to work toward a more integrated academic experience for our students while remaining committed to becoming a more equitable, inclusive, and accessible campus community despite external factors, demographic marketplace shifts and COVID-19 disruptions. This self-study report demonstrates how Ithaca College meets the criteria for reaccreditation and discusses challenges faced, resiliency demonstrated, and opportunities leveraged in support of its mission and goals. This report primarily addresses the five-year period from Fall 2019 through Spring 2024; however, when relevant, evidence from three subsequent semesters is cited (Fall 2024 through Fall 2025). The findings in the self-study report will also be used as the bridge to the college's next strategic plan.

(Our Institutional Research Facts in Brief summaries present a wide range of frequently sought information about Ithaca College at a glance. For the most recent snapshot, see IC Facts in Brief 2025-26_ExecSum. See IC Glossary 2025-10-13_ExecSum for quick guide to abbreviations, acronyms, key terms etc.)

Evidence:

- IC Facts in Brief 2025-26_ExecSum1
- IC Glossary 2025-12-11_ExecSum1

Introduction

2. Institutional Overview

Ithaca College, located in the heart of the Finger Lakes Region, is a moderately selective, private, residential college with a current fall 2025 enrollment of 4,205 undergraduate and 586 graduate students. Founded in 1892 as a music conservatory, IC has since grown into a comprehensive college rooted in a liberal arts tradition. Ithaca College is comprised of five academic schools: the School of Business, the Roy H. Park School of Communications, the School of Health Sciences and Human Performance, the School of Humanities and Sciences, and the School of Music, Theatre, and Dance.

Mission: Educate, engage, and empower through theory, practice, and performance.

Values: Academic excellence; respect and accountability; innovation; sustainability; and equity.

Purpose: “Our Students Are Our Why”

Ithaca College is committed to providing an inclusive student-focused campus with programs designed to embrace individuality, promoting student success through high-impact experiential learning, integrated study facilitated by strong mentoring relationships, and a focus on holistic student wellness. Student success is built upon the successful integration of divisions and departments across campus so that the student experience extends well beyond the classroom and through internships, research laboratories, independent studies, student employment, and study abroad experiences.

Ithaca College’s intentional fusion of the liberal arts and professional programs supports the symbiosis of theoretical knowledge with hands-on experience, real-life application, and concrete action. This ethos informs the college’s efforts to increase integration across schools and divisions in order to position the institution to successfully navigate a competitive admissions environment and ensure that each student receives an enriching, excellent education.

A Bridge Between Strategic Plans

Ithaca College’s 2018 accreditation visit occurred immediately following the end of the IC 20/20 strategic plan and the arrival of a new president. Shortly thereafter, the next strategic planning process commenced, and in late 2019, a new five-year strategic plan, “Ithaca Forever,” was launched. The “Ithaca Forever” strategic plan was student-focused and data-informed. Subsequently, like most higher education institutions, Ithaca College has navigated a multitude of challenges, including the COVID-19 pandemic, demographic changes impacting enrollment and budget, the reimagining of academic and programmatic offerings, and changes to staffing structure. While these factors have created pain points for the institution and its community, the college has utilized a data-informed approach to navigate them, with a focus on ensuring a transformative student experience and maintaining continued sustainability.

With the knowledge that Ithaca College was approaching its next Middle States reaccreditation process, the College extended the Ithaca Forever strategic plan for an additional two years, through the end of the self-study process and reaccreditation visit, allowing the self-study to serve as a bridge to the next

strategic plan. That planning process will take place during the 2026-2027 academic year and will be informed by the self-study results

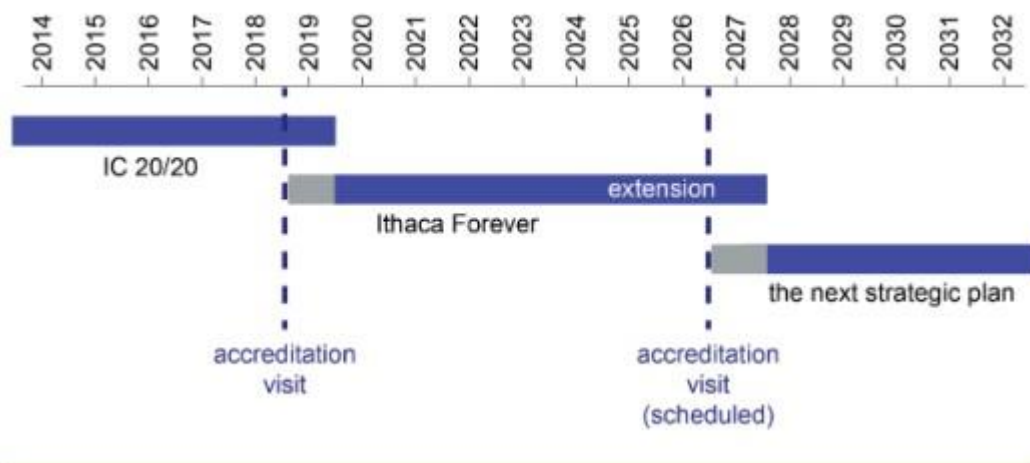


Figure 1-Intro: Ithaca College Strategic Plan Overview (2014-2032) Dark blue indicates the years that a specific strategic plan spans. Grey areas represent the “planning period” for each strategic plan. Names of each strategic plan are below the corresponding bars. Current “extension” period for the Ithaca Forever plan is noted. Accreditation visits are marked with a dashed vertical line.

Flexible Responses

In March 2020, several ongoing efforts were put on hold due to the onset of the COVID-19 pandemic. When Ithaca College decided that students would not return to campus after spring break, the campus shifted its efforts to quickly prepare to deliver a quality, fully online academic experience.

In response, some elements of the strategic plan, such as the 12-month campus goal, were deprioritized while others were accelerated. Among the accelerated plans were a campus-wide classroom technology upgrade effort to adjust to the demands of online and hybrid teaching: all spaces necessary for online teaching were upgraded, as were conference rooms and other meeting spaces, to ensure proper physical distancing.

The pandemic also prompted critical thinking focused on the core essentials of the student experience and how to best deliver the most accessible and inclusive version during the pandemic. These efforts ensured the least disruptive transitions to first fully online instruction and then hybrid instruction (IC News 2020-08-14 Flexible by Design_Intro). For example, pre-semester webinars with students and parents, which began as a way to provide critical COVID information, developed into a means to deliver other helpful information on student support services, financial resources, and academic calendar information. These webinars have continued and are well attended. Another important initiative was the Student Emergency Relief Fund, which was established to provide financial assistance to students with needs such as emergency travel, medical expenses, housing, food, and utilities. Post-pandemic, Ithaca College continues to explore opportunities to improve the student experience.

Given the sudden shift to online and hybrid instruction and the resulting fiscal impact of not having students on campus, the college needed to adjust its staff size very quickly. The empty campus classrooms and residence hall rooms resulted in retirement incentives and significant staff furloughs and layoffs. COVID also accelerated Ithaca College's strategic plan goal of adjusting the size of the faculty to ensure a more sustainable future due to the forecasted demographic shift. This academic prioritization process (APP) and the resulting Shape of the College report identified the goal of returning to the historical student-faculty ratio of 11.5:1 – 12.5:1. To accomplish this, the college reduced the FTE faculty size over three years through a combination of non-renewed contracts and attrition (retirements and resignations), thereby preserving tenured and tenure-eligible positions according to policies in the faculty handbook. The APP ultimately eliminated three academic departments and discontinued 17 notably small undergraduate majors that, collectively, graduated an average of 38 students annually. An additional five graduate programs were recommended for elimination: two were eliminated and three paused. The campus-wide Teaching Resource Allocation Committee (TRAC) was established to continually assess when and where new faculty hires are necessary.

Even during this challenging time, the college continued to make investments to support the academic experience and the student as a whole person. One example was the creation of the Center for Student Success and Retention (CSSR) in 2022. The CSSR was a new centralized resource charged with providing data-informed approaches to improving student retention, as well as providing direct support to students in coordination with other offices. As a result, student retention increased from 83% to 85% between the 2022 and 2023 cohorts and increased further to 86% for the 2024 cohort. Another change was the creation of the Center for Equity, Inclusion, and Belonging (CEIB) in the summer of 2023. As a direct response to the Ithaca Forever plan, the CEIB provides an intentional direction for the institution through the development of sustainable processes and support systems for students, staff, and faculty. In addition, the college invested in high-growth academic programs, including a new Physician Assistant Studies M.S. program and an online master's program in Speech Language Pathology. These programs capitalize on Ithaca College's strengths and meet both student demand and societal need.

Ongoing Processes

Ithaca College continues to adjust and adapt to an unstable enrollment landscape and budget constraints. A strategic review and analysis of operations, structures, and processes are being carried out in partnership with the Huron Group. The data from this research will be benchmarked against industry and peer competitors to determine where strategic investments are needed. The research will allow IC stakeholders to build an agile organizational structure that enables the college to achieve a balanced and sustainable budget by FY 2028 (financial forecasting is detailed in Standard VI.5). Since this process has happened concurrently with this self-study, various restructurings can be noted in the report via changes to names and organization. As an example, the CSSR was moved from the division of enrollment management to academic affairs, creating an opportunity for further integration of student support. The college launched the Academic Support Center (ASC) in the summer of 2025, staffed by the student-facing staff from the five schools together with the staff of the former CSSR, to better serve students, support faculty advisors, and continue to utilize and expand data-informed approaches to improve student success and retention(All Campus Email 2025-08-06 College Establishes Academic Support Center_Intro, IC News 2025-08-06 College Establishes Academic Support Center_Intro).

3. Institutional Priorities (IC Website - Annual Focus Areas for Ithaca Forever 2024-25_Intro1)

As outlined in the Self-Study Design document, institutional priorities for this self-study were selected through an inclusive process to align with the 2024-2025 institutional priorities, which are four of the Ithaca Forever strategic plan goals. The Self-Study Steering Committee refined these institutional priorities to align with Middle States standards. The resulting framework matched each priority with a standard and provided each working group a primary and secondary area on which to focus their work (Alignment of Institutional Priorities with Mission and MSCHE Standards_Intro).

Table 1-Intro: Alignment of Institutional Priorities with Mission, Values, and Goals

Mission	Priority 1 Student Success	Priority 2 Integration	Priority 3 Sustainable Size	Priority 4 Equity, Inclusion, and Belonging
Educate, engage, and empower through theory, practice, and performance.	✓	✓	✓	✓
Mission Values	Priority 1	Priority 2	Priority 3	Priority 4
Academic Excellence	✓	✓		
Respect & Accountability				✓
Innovation	✓	✓		✓
Sustainability			✓	
Equity				✓
Relevant Strategic Plan Purpose & Relevant Goals	Priority 1	Priority 2	Priority 3	Priority 4
Student success: students are our why	✓	✓		✓
Collaboration and governance		✓		
Diversity, equity, and inclusion				✓
Appropriate size			✓	

The priorities are as follow

Student Success

Student success is supported via education within high-impact curricular and co-curricular academic programs, engagement with collaborative opportunities, and empowerment through attention to wellness and belonging as measured by student persistence and retention.

Integration

Students are educated across academic disciplines in ways that integrate theory, practice, and performance; that engage faculty and students in collaborations and explorations across the institution; and that empower the campus community to work together with an institutional mindset to support integration.

Sustainable and Appropriate Size to Support Future Success

Our mission is advanced through responsible stewardship and strategic leveraging of institutional resources.

Equity, Inclusion, and Belonging

An inclusive and supportive environment for all members of our community is cultivated by educating and engaging through an equity framework.

4. Description of Self-Study Process

Ithaca College's self-study process which began in spring 2022, provided the campus community multiple opportunities to participate, focused on assessing how the college's institutional priorities intersected with the seven Standards for Accreditation and the Requirements of Affiliation. An Alignment of Institutional Priorities with Mission and MSCHE Standards_Intro was developed to guide each standard's working group.

Overview Of Working Group Reports

The self-study report is organized into seven chapters, one for each of the seven Middle States Standards for Accreditation. The summaries below provide context for the selection of the primary and secondary priorities for each standard and provide highlights of evidence for each Standard. Opportunities for innovation and improvement will be discussed in individual chapters as well as in the self-study report conclusion. The conclusion will also discuss how self-study findings will guide Ithaca College's next strategic plan.



Figure 2-Intro: Ithaca College Self-Study Team

Standard I: Mission and Goals

Primary focus: Integration

Secondary focus: Sustainable Size

This chapter demonstrates how Ithaca College's mission to "educate, engage, and empower through theory, practice, and performance" is deeply embedded in its functions, from curricular through co-curricular. Integration across schools and divisions is also critical to successful strategic planning, decision-making, and institutional operations that support Ithaca College's navigation toward a sustainable size.

The *Ithaca Forever* strategic plan, initially launched as a five-year initiative, was developed through an inclusive process involving students, faculty, staff, alumni, and community stakeholders, and served as a guiding framework for institutional improvement. Organized into four themes—Our Purpose, Our Commitments, Our Investments, and Our Future—the plan outlines nine key goals that drive priorities such as student success, interdisciplinary collaboration, diversity and inclusion, financial sustainability, and community engagement. The college has implemented concrete initiatives to achieve these goals through an increase in campus-wide integration. These efforts include expanding experiential learning, fostering cross-sector partnerships, and enhancing campus facilities. Additionally, communication strategies ensure that mission-driven priorities inform governance, budgeting, and curriculum development, reinforcing Ithaca College's commitment to continuous growth and excellence.

Standard II: Ethics and Integrity

Primary focus: Student Success

Secondary focus: Equity, Inclusion, and Belonging

Ethics and integrity are fundamental principles that guide Ithaca College's institutional policies, academic freedom, and community engagement (IC Policy Manual 2-35 Ethics and Integrity Policy_Intro2). This chapter highlights the Equity, Inclusion, and Belonging (EIB) efforts that have been integrated throughout the student experience to help support and promote student success, including instruments such as the campus climate survey and student success dashboard. Offices such as the Academic Support Center (which includes the former Center for Student Success and Retention), Unity Center, Counseling and Psychological Services, Center for Career Exploration and Development, ICare and Student Support Office, LGBT Education, Outreach and Services, and Student Accessibility Services all contribute to the creation and maintenance of a community of support and care. The Title IX office and campus safety policies reinforce a commitment to student well-being. Regular assessments inform institutional improvements, although opportunities to enhance communication and assessment structures for greater transparency and inclusivity exist.

Ithaca College prepares students professionally through curricular and co-curricular efforts supported by faculty and staff. The college ensures transparency and accountability by adhering to established policies on academic freedom, equity, inclusion, and belonging, conflict of interest, employment practices, and grievance resolution. Faculty and students are encouraged to engage in open inquiry while maintaining respect for differing perspectives. Policies such as those outlined in the comprehensive IC Policy Manual, which includes both faculty and student handbooks, ensure faculty governance, free speech, and

academic integrity. Free Speech Rock, a designated location on campus where thoughts and information can be shared openly and without censorship, underscores our commitment to academic freedom and the robust exchange of ideas.

The college complies with legal and accreditation requirements and prioritizes ethical employment practices to ensure fairness in hiring. Students, employees, and board members all participate in conflict-of-interest policies.

Standard III: Design and Delivery of the Student Learning Experience

Primary focus: Student Success

Secondary focus: Integration

Student success at the college and beyond is supported through a robust and integrated framework of curriculum design, faculty and staff development, and student learning experiences. Rigorous academic standards are upheld across undergraduate, masters, and doctoral programs, guided by a shared governance model that ensures faculty-led curriculum decisions, including the All-College Committees on Assessment, Policy, and Curriculum, which review and approve course and program proposals, academic policies, and assessment of student learning. Faculty are well-qualified, with an increasing percentage holding terminal degrees, and benefit from professional development resources provided by the office of the Provost and the Center for Faculty Excellence.

Student learning is enriched through mission-driven hands-on and experiential learning opportunities that integrate theory with practice and performance, including internships, clinical placements, research programs, project-based learning, community engagement, and artistic performances of all kinds. For example, the yearly James J. Whalen Academic Symposium, which showcases undergraduate research inquiry, provides a rich sample of wide-ranging undergraduate research and creativity, demonstrating how integrated learning leads to student success.

The Shape of the College strategic plan initiative streamlined academic offerings, discontinuing select departments and programs while also charging the faculty to review existing course and program requirements to reduce obstacles to students seeking to explore across the curriculum. More recent updates include an expanded credit hour policy to ensure both compliance with regulation and clarity for students regarding time expectations for each class.

Standard IV: Support of the Student Experience

Primary focus: Student Success

Secondary focus: Equity, Inclusion, and Belonging

Ithaca College is a residential institution. As such, the student experience extends beyond the classroom as students interact with their peers, faculty, and staff across campus. It is therefore critical that the college foster a campus-wide environment of equity, inclusion, and belonging. Students thrive in an environment that accepts them and expects them.

Comprehensive support systems enhance recruitment, retention, and graduation outcomes: Initiatives like the Ithaca Commitment simplify financial aid processes, while the Center for Student Success and Retention, peer tutoring, and ICare support services help matriculated students navigate academic and personal challenges. The Center for Counseling and Psychological Services (CAPS), the Center for Health Promotion, and an on-campus health clinic managed by Cayuga Medical Associates contribute to students' physical and emotional well-being. Additionally, experiential learning, leadership programs, and career development services equip students for post-graduate success and contribute to improved retention rates and graduation rates that exceed MSCHE expectations. Student support services are continually assessed and reinvigorated through data-driven initiatives, institutional partnerships, and programs like the JED Campus mental health initiative, IC Advantage summer courses, and expanded career development resources.

Initiatives like the Unity Center, First-Generation Program, and The Office of Access, Opportunity, and Achievement provide equitable access. A strong co-curricular environment—including 27 NCAA Division III athletics teams, club sports, and more than 150 student organizations—fosters student engagement and personal growth. Together, these opportunities provide learning experiences beyond the classroom, playing pivotal roles in the overall student experience and, ultimately, student success.

Student support services are continually assessed and reinvigorated through data-informed initiatives, institutional partnerships, and programs like the JED Campus mental health initiative, IC Advantage summer courses, and expanded career development resources. One form of measuring student success is the Student Success Dashboard, launched in 2022, which enables faculty and staff to aid in student advising by providing a more holistic look at the student's relationship with the institution, both academically and through the lens of campus life, by integrating names and contact information of those connected to the students' academic programs, career support services, student organization advisors, athletic coaches, and so forth. The Dashboard continues to be expanded and will soon include a campus notes and referral tool to facilitate direct communication and coordination between those who support the students.

Standard V: Educational Effectiveness

Primary focus: Integration

Secondary focus: Student Success

Educational effectiveness requires systematic academic assessment practices. Ithaca College has implemented such practices driven by faculty engagement, administrative leadership, and structural changes to curriculum and assessment protocols. The college established an All-College Assessment Committee (APC-A) to oversee college-wide assessment practices, promote faculty collaboration, and ensure continuous programmatic improvements. The adoption of Watermark Planning & Self-Study Tool has streamlined data collection and assessment planning and reporting, while faculty development assessment symposiums and campus-wide curriculum mapping have strengthened a culture of evaluation and improvement. Another key achievement was the revision of the Integrative Core Curriculum (ICC), which clarified student learning outcomes (SLOs) and improved assessment processes. These efforts collectively support a more robust architecture for a data-informed approach to student learning, ensuring that academic programs continue to evolve in alignment with institutional goals and student

success.

The assessment process is embedded at multiple levels, from individual academic programs to college-wide initiatives like the ICC, and it includes both periodic program review and the annual assessment of student learning by all programs. Faculty across disciplines actively use assessment data to refine curricula, improve teaching methodologies, and ensure alignment with professional standards and best practices.

Programs and departments with and without specialized accreditation alike use direct and indirect measures such as rubrics and surveys to methodically gather, analyze, and use assessment data to help improve their curriculum and the program experience for students. Programs have also leveraged disaggregated assessment data to make curricula more equitable and inclusive. Campus assessment processes themselves are refined based on feedback and data; periodic program review guidance has been enhanced each iteration based on participant surveys and examination of how each review went. The APC-A committee and each school assessment committee collaborates with faculty to support and nurture assessment work and best practices.

Standard VI: Planning, Resources, and Institutional Improvement

Primary focus: Sustainable Size

Secondary focus: Integration

Ithaca College is currently in the process of optimizing its resources to improve the health and success of the institution and ensure long-term institutional resilience by strengthening governance, refining assessment frameworks, and fostering institutional effectiveness. Guided by the Ithaca Forever strategic plan, the college has prioritized financial sustainability by streamlining operations and aligning personnel and material resources with student needs to determine its sustainable size. Using institutional and external assessments, Ithaca College has responded to the changing student landscape by taking a holistic, integrated, campus-wide approach to leverage the strengths of each department and division.

Key planning frameworks, such as unit-specific annual goals, recommendations from institutional committees, and shared governance models, have enhanced transparency and stakeholder engagement. Data-driven decision-making and strategic resource allocation have supported financial planning, infrastructure renovations, and sustainability initiatives.

Standard VII: Governance, Leadership, and Administration

Primary focus: Integration

Secondary focus: Equity, Inclusion, and Belonging

Critical to the long-term sustainability of an academic institution is that all constituents are working towards the same goal, all constituents and their voices are valued within the community. The *Ithaca Forever* strategic plan has guided governance efforts, emphasizing shared decision-making among faculty, staff, students, and administration. The Board of Trustees holds ultimate fiduciary responsibility, delegating operational leadership to the President and senior administrators, while faculty maintain primary responsibility for curriculum and academic policies. The use of shared governance structures

such as faculty, staff, and student councils as well as listening sessions with the Board of Trustees ensure that campus constituencies have a voice in decision-making. Recent restructuring efforts, including changes in administrative roles and reporting structures, aim to enhance institutional effectiveness and align governance with strategic priorities.

5. Requirements of Affiliation

Ithaca College affirms that it meets all requirements of affiliation for accreditation through the Middle States Commission on Higher Education.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both.

Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

Ithaca College is authorized to operate as a postsecondary educational institution and to award postsecondary degrees by the authority of the Board of Regents of the University of the State of New York. A copy of this approval is available in the Ithaca College Policy Manual (IC Policy Manual 1-3-1 College Charter_Intro267). New York State also requires registration for each specific degree program an institution is authorized to award. This information is publicly available at NY State Education Department Office of College and University Evaluations (Authorization and Accreditation NYS Ed Dept_Intro).

2. The institution is operational, with students actively enrolled in its degree programs.

Fall 2025 opening enrollment at Ithaca College included a student headcount of 4,791 students (4,205 undergraduate and 586 graduate). Of the total headcount, 4,772 students are degree seeking students, comprised of 4,189 undergraduates and 583 graduates. Student Headcount includes FT/PT students (part time numbers are negligible, e.g. 31 PT UG students of F25 enrolled). Information about the college's current enrollment, admission, and graduation are publicly available on the website for the Office of Institutional Research (IC Website - Finding Institutional Information_Intro4).

3. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.

Not applicable

4. The institution must communicate with the Commission in English, both orally and in writing, including all accreditation materials to support the multi-level accreditation decision-making process.

All documents submitted to the Commission, including current and prior self-study

Documents are submitted in English. All oral communication with the Commission and its representatives is in English.

Evidence:

- Alignment of Institutional Priorities with Mission and MSCHE Standards_Intro1
- Authorization and Accreditation NYS Ed Dept_IntroReq1
- Campus Announcements for Establishment of Academic Support Center 2025-08-06_Intro145
- IC News 2020-08-14 Flexible by Design_Intro3
- IC Policy Manual 1-3-1 College Charter_Intro267Req1
- IC Policy Manual 2-35 Ethics and Integrity Policy_Intro2
- IC Website - Academic Support Center_Intro145
- IC Website - Annual Focus Areas for Ithaca Forever 2024-25_Intro1
- IC Website - Finding Institutional Information_Intro4Req2

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Introduction

Ithaca College meets the criteria set forth in Standard I. Ithaca College is a comprehensive four-year residential college that combines the best aspects of liberal arts and professional education; IC's history as a music conservatory provides a deep appreciation of the need to combine theory, practice, and performance as stated in our mission. The institution strives to provide experiential learning opportunities that extend beyond the classroom; it emphasizes experiences in residential communities and future professional fields, as well as within the Ithaca community.

I.1a, b, c: Creation Process of Vision, Mission, and Goals

On October 15, 2018, as Ithaca College approached the end of the 10 year IC 2020 plan, our former President charged the Imagining Ithaca steering committee (Strategic Planning Committees 2018_1) with building a strategic plan to "envision the next revolution in the evolution of Ithaca College." The year-long strategic planning process, including all college stakeholders, sought to reimagine the college's role, offerings, and structure in response to shifting student needs, market demands, and societal changes.

Starting in the design stage and continuing throughout the planning year, faculty, staff, students, alumni, local community members, external professionals, and friends of Ithaca College all played critical and generous roles in sharing expertise and opinions that shaped the plan. Intentional effort was made to represent each of these stakeholder groups on the Ithaca College Strategic Planning Steering Committee (Ithaca Forever Strategic Plan_136).

In total, close to one thousand people participated in work groups or attended events related to the strategic plan. The various working groups drew on assessment data and evaluative reports drawn from a wide variety of sources, including the Student Success Report, the Campus Climate Study, Campus Master Plan, Staff and Faculty Compensation Studies, and the Integrative Core Curriculum Review Report (Ithaca Forever Strategic Plan_136). These assessments helped inform the development of a new vision statement, the affirmation of the mission statement, and the addition of the first-ever values statement for the college. The vision, mission, and values statements, along with the nine strategic plan goals, are discussed in sections addressing criteria I.2 and I.3.

The strategic plan was approved by the Board of Trustees in June 2019. A recap of the implementation plan was shared at the Board of Trustees meeting in October 2019 and included a full financial analysis, five-year timeline, metrics for accountability, and mechanisms for continued oversight of the plan. The plan was then launched under the name "Ithaca Forever" that fall (Memo - BOT Strategic Plan Approval_16, BOT Strategic Plan Plenary 2019-10-24_16, Ithaca Forever Strategic Plan_136).

I.1.d: Fulfilling Mission and Goals is a Data Informed Process

The president works with Board Leadership to prioritize goals for the year. These goals are communicated to the broader campus community in the All-College Gathering at the start of the semester and on the Ithaca Forever Website. The October State of the College meeting that is open to faculty, staff and students includes reports from VPs addressing their areas of focus for the upcoming year (State of the College October 2024_1).

Each goal was developed to meet four criteria: 1) Move the college toward its vision; 2) Reflect the college's mission and values; 3) Identify opportunities for growth, redesign, or innovation; 4) Demonstrate the necessity of financial sustainability through new or increased revenue, reduced costs, or expense management (Ithaca Forever Strategic Plan_136). With benchmarks and actionable plans in place, the college has taken meaningful steps toward each of the nine goals. Each year, the president selects four or five Strategic Plan goals to prioritize, which informs both the president's own goals and those of the vice presidents for the year. Each VP sets their division goals in alignment with the institutional goals for that year, demonstrating intentional planning.

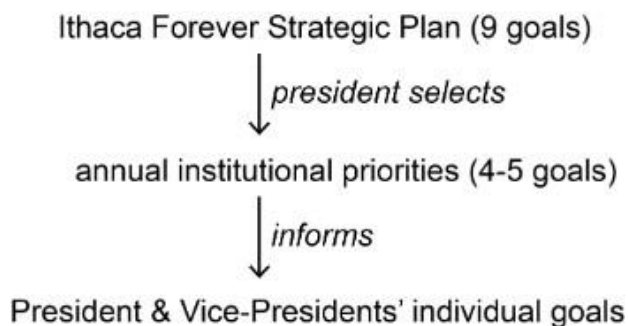


Figure 3-Standard I: Annual Priority-Setting for Strategic Plan

Divisions plan their work around the annual priorities to ensure a unified direction across the college. Division leaders provide monthly updates to their VPs and to President's Cabinet (IT and Analytics Updates Sept 23_1, Finance and Administration Updates Nov 23_1, Enrollment and Student Success Updates Dec 23_1, Academic Affairs Updates Jan 2024_1, Legal Affairs Updates Jan 24_1, Student Affairs and Campus Life Updates Feb 24_1, Philanthropy and Engagement Updates March 24_1, Marketing Communications Updates April 24_1)

The evidence provided highlights how the college's mission and goals guide stakeholders in defining institutional goals and educational outcomes (I.1.d). Often, work is cross-divisional, highlighting institutional commitment to "empower the whole campus community to work together with an institutional mind-set to support integration" (IC Website - Annual Focus Areas for Ithaca Forever 2024-25_Intro1). Examples of divisional and cross-divisional work aligned with the strategic plan in the areas of resource allocation and program and curricular development include the following:

Resource Allocation

These initiatives are aligned with Ithaca Forever Goal 6 related to the sustainable size of the institution.

Shape of the College Report: This February 2021 report was developed by the Academic Program Prioritization Implementation Committee (APPIC) following a charge from the president to “develop a set of recommendations regarding ‘the Shape of the College,’ including the reduction and reallocation of faculty resources.” A student-faculty ratio of 12:1 was identified as the most appropriate and sustainable goal. Further discussion of the report is provided in Standard VI.

Institutional Effectiveness and Budget Committee (IEBC): The cross-divisional mechanism used “to ensure the effective linkage of budget priorities to initiatives guided by the college's strategic plan.” This Committee makes recommendations concerning key budget parameters and areas for investment in the coming budget cycle (IC Policy Manual 1-7-1-4 IEBC Charge_16). The work of this committee is discussed in Standard VI.

Educational Technologies Advisory Committee (ETAC): This committee is charged with assessing and prioritizing education technology needs; it makes recommendations to the Provost and the Chief Information Officer for allocation of resources for technology (IC Website - Ed Technologies Advisory Committee_16). It is composed of staff and faculty from across the college.

Teaching Resource Allocation Committee (TRAC): This standing committee advises the provost on allocation of continuing faculty positions (details discussed in Standard VI, see TRAC Position Request Form 2025-26_16).

Review of Staffing Requests: At the weekly President's Council meeting, members of President's Council review all requests for promotions, market/equity adjustments, and those vacant (or future vacant) positions that are proposed to be searched. Each Vice President presents their requests along with the budget available for the request, difference in the budget available and needed, where the funding will come from to cover the difference, and the rationale for the request. Members of President's Council have an opportunity to ask questions and weigh in on approval for a promotion, raise, or hiring.

Program and Curricular Development

Comprehensive Curriculum Revision: One of the recommendations in the Shape of the College report was to align the curriculum with available resources and to “increase flexibility of the curriculum” in order to ease the challenges of navigating a myriad of available majors and minors (Shape of the College_13). The provost provided stipulations for these curricular revisions and the Curricular Revision Liaison Committee (CRLC) was formed in spring 2021 to support this work (IC Website - Curricular Revision Liaison Committee_1). A progress summary presented by the associate provost to the president’s cabinet in May 2023 highlighted the significant curricular work happening across all schools and departments (Curriculum Updates to Cabinet 2023-05-16_1). The comprehensive curriculum revision process concluded in fall 2023.

Center for Student Success and Retention (CSSR, now ASC): One of the objectives of Ithaca Forever (Goal 1 below) was to “Become a student-ready campus through implementation of applicable elements of the Student Success Report.” The Student Success report was developed by an ad hoc, cross-divisional Student Success Committee that shared its recommendations with campus leadership in June 2017 (Student Success and Strategic Retention Plan 2017-06-19_1). Recommendations in this report included

investing resources in student success initiatives, which led to the creation of the Center for Student Success and Retention in 2021, which is by staffed eight dedicated professionals supporting all stakeholders on campus (IC News 2022-04-22 Center for Student Success and Retention Announcement_146). The center's two arms were the public-facing direct student services and the internal research branch, the second of which identifies and addresses barriers to student success at the systemic level. In 2025, the work was further centralized with the creation of the Academic Support Center (ASC) please see Standard IV.

Center for Equity, Inclusion, and Belonging: Details of this initiative are discussed below in Criteria I.2 and I.3, goal 5.

I.1.e: Support of Scholarly Inquiry and Creative Activity at All Levels

Consistent with the mission “Empowering and Educating Students Through Theory, Practice, and Performance,” Ithaca College supports scholarly inquiry and creative activity for both faculty and students. Each student is encouraged to participate in experiential learning and co-curricular experiences, often by the integration of these experiences with major requirements. Descriptions of these opportunities and the support provided to pursue them is discussed in detail in Standards III and IV.

Faculty are also expected and encouraged to pursue independent scholarly inquiry and creative works. Ithaca College provides support for these endeavors through the Center of Faculty Excellence and the Office of the Provost(IC Website - Center for Faculty Excellence_136, Center for Faculty Excellence Awards and Grants_1). Description of these expectations and the associated support mechanisms are discussed in greater detail in Standard III.

I.f: Strategic Plan Is Publicized and Widely Known

An intentional strategy for communicating the Ithaca Forever Plan was developed and begun during the 2019-2020 academic year (Strategic Plan Communications Campaign Outline_1). This plan aimed to “target select internal and external audiences with customized messages, as required, creating a mosaic narrative that builds over time.” The broad goals of the communication strategy were to engage internal audiences in the upcoming on-campus strategic plan work and generate excitement among external audiences leading to a future philanthropic campaign. Communication regarding the mission and goals is woven into the ongoing operations of the college for both internal and external stakeholders.

Examples

1. The Ithaca Forever website is available to all stakeholders as documentation of the entire process, including outlines of the annual priorities and focus areas (IC Website - Ithaca Forever_1).
2. The president and her cabinet hold regular All-College Meetings during each academic year, each anchored in that year's focus areas and Ithaca Forever overall, with additional regular email communication throughout each year (State of the College October 2021_1, All College Gathering 2022-02-01_1, All College Gathering 2023-01-26_1, State of the College October 2024_1, Leadership Messages_1).
3. Each of the three governing bodies—Student Governance Council, Staff Council, and Faculty Council—regularly incorporates principles from Ithaca Forever into their discussions, as evidenced by Council meeting agendas and minutes (Student Governance Council Minutes 2023-09-11_1;

Student Governance Council Minutes 2024-02-12_1; Faculty Council Minutes 2021-11-09_1; Faculty Council Minutes 2022-02-08_1; Staff Council Minutes 2024-04-11_1; Staff Council Minutes 2024-06-13_1).

4. External stakeholders are addressed multimodally, including by IC News articles and through the college's social media channels that highlight campus happenings, showcasing IC's mission and goals in action (IC News Mission and Goals examples_1).
5. Prospective families are introduced to IC's mission through Open House presentations that highlight theory, practice, and performance at both the college level and the school level (Admissions Fall Open House Welcome Notes_1; Admissions Spring Open House Welcome Notes_1, HSHP Fall Open House Presentation_1; Humanities and Sciences Fall Open House Presentation_1).

I.1.g and I.4: Assessment and Evaluation of Mission and Goals

Progress toward institutional goals is assessed annually through achievement of division specific goals. College leadership serving on the President's Council report on progress toward the institutional annual goals throughout the year, thus clarifying for the senior leadership (including the Board of Trustees) the progress made and an assessment of whether the current areas of focus remain relevant and achievable for the future of the college (St I.4). Updates on progress and accomplishments related to annual goals are published on the Ithaca Forever Website (IC Website - Strategic Plan Updates and Accomplishments_1). See Standard VI for additional information.

I.2 and I.3: Ithaca College's Vision, Mission, Values, and Goals.

Ithaca College has a clearly defined vision, mission, and goals that are realistic, appropriate to higher education, and consistent with the mission.

Vision

A global destination for bold thinkers seeking to build thriving communities.

Mission

Educate, engage, and empower through theory, practice, and performance.

Values

Academic excellence, respect and accountability, innovation, sustainability, and equity.

Goals

As student success and institutional improvement are prioritized, retention, graduation, transfer, and placement rates are continually assessed, underpinned by diversity, equity, and inclusion principles that are supported by administrative, educational, and student support programs and services. Details for each goal, including a narrative explanation and objectives for each, can be found in the Ithaca Forever Strategic Plan (Ithaca Forever Strategic Plan_136).

Each goal is stated below with references to chapters where selected examples are described. (The depth of detail provided for each example varies and is based on whether or not the example is discussed more thoroughly in other chapters. Examples discussed more in depth below are examples that do not directly

address criteria required by Middle States for reaccreditation, but that are key to how Ithaca College is meeting its specific mission and goals.)

Goal 1: Become a model for student success, engagement, and well-being, helping students to develop their unique potential

Ithaca College will become a model of a student-ready campus, with programs designed to meet students where they are and to identify and develop each learner's potential. Student success is promoted through high-impact experiential learning, integrated study facilitated by strong mentoring relationships, and a holistic focus on student wellness. Examples discussed in Standard IV include the Center for Student Success and Retention/Academic Support Center, iCare Support system, and the Ithaca Commitment (student financial services). Experiential learning and the ICC (high impact practices) are discussed in Standard III.

Goal 2: Become a year-round campus for living and learning opportunities

Ithaca College will realize the potential to become a vibrant, twelve month, multicampus institution by combining the strength of its physical locations with offerings rooted in signature performing arts, health, and communications programs. The college will attract national and international affiliates to its beautiful home in the Finger Lakes; to our satellite campuses in the global urban centers of London and Los Angeles; and to an expanded Ithaca online experience. In addition to the more well-established Summer Music Academy, Ithaca now offers Summer College experiences for high school students, a Summer Theatre Conservatory, the Summer Piano Institute, and the Ithaca Young Writers Institute. For many years we have also hosted the Suzuki institute which brings a large number of learners of all ages to campus. Work in this area is supported by the Office for Extended Studies (IC Website - Office of Extended Studies_13).

An additional objective of this goal is to increase non-tuition revenue streams. Dining services were moved "in-house" and short-term housing for faculty and staff and on-campus storage for students are now offered.

While the pandemic caused Ithaca College to deprioritize Goal 2, it is worth noting that despite the pandemic and the necessitation of being fully remote, Ithaca College was still able to successfully provide students with remote versions of Ithaca College summer experiences, the H&S Summer Scholars program and The Summer Theatre Conservatory, and the Ithaca Young Writers Institute.

Goal 3: Structurally support and value collaboration, interdisciplinarity, curricular flexibility, and shared governance

A core element of Ithaca College is the combined experience of a strong liberal arts college with renowned professional schools. Deep integration across these disciplines gives IC's students the distinctive opportunity to gain in-depth professional knowledge augmented by the critical thinking skills and global awareness, a combination that will allow them to innovate and adapt to a rapidly changing economic landscape.

In January 2025, the college began the course scheduling process for the fall 2025 semester using a new scheduling grid for undergraduate classes. As a part of the strategic planning process, IC identified the development of a grid that can accommodate most classes during the fall and spring semesters, reducing scheduling conflicts and making it more possible for students to take full advantage of the curriculum (New Schedule Grid - Ithacan article 2025-02-01_1). A comprehensive Curriculum Revision is discussed in detail in Standard III. Shared governance is discussed in Standards VI and VII.

Goal 4: Develop cross-sector and community partnerships that address challenging issues, optimize the use of resources, and serve the public good

Ithaca College’s vision of creating “thriving communities” demonstrates strong commitment to local and global communities. Students gain valuable experience with community partners, strengthening both the campus and the Ithaca community.

Strengthening community partnerships provides students with the chance to apply their theoretical knowledge in practical settings, enhancing their education through real-world experience. The creation and hiring of an Executive Director for Government, Community, and Constituent Relations “...assists the college in developing productive relationships at the local, state, and national levels, and in building partnerships between and among campus and community constituencies” (IC News 2024-01-16 P Younger Joins IC_1). College students prepare to engage the most challenging problems our world faces today— including climate change and its ramifications—and Ithaca College lives its values by modeling careful stewardship of our shared resources.

Goal 5: Become a national model for colleges committed to the values of diversity, equity, and inclusion

Ithaca College understands that a deep commitment to our communities requires embracing an equity framework and valuing diversity to honor and mirror the lived experiences of students. Ithaca College will become a national model for inclusive excellence in higher education build on diversity as a strength.

Ithaca College prioritizes the creation of inclusive environments that reflect the changing demographics of our student body while addressing broader social justice issues. While equity, inclusion, and belonging (EIB) work is lifelong work, the goal of becoming a national leader in this area is realistic and attainable. Some of the initiatives in this area include the following:

The Center for Equity, Inclusion, and Belonging (CEIB): The CEIB is led by a core team of three professionals, each responsible for overseeing the equity, inclusion, and belonging of a specific constituency, whether faculty, students, or staff. These professionals are the Dean for Faculty EIB, the Executive Director for Student EIB, and the Director of Staff EIB, collectively known as the CEIB Directors. Uniquely positioned across three divisions, each director reports to their respective division’s executive officer: Human Resources, Provost, and Student Affairs and Campus Life. This structure allows each director to provide specialized attention to their constituencies and utilize their distinctive skill sets to tailor efforts accordingly. The centralization within the CEIB enables efficient collaboration and information sharing among the directors (IC News 2023-03-23 New Center for Equity, Inclusion, and Belonging_1267).

Unity Center: The Center for IDEAS (Inclusion, Diversity, Equity, and Social Change), a Campus Center office located within the Division of Student Affairs and Campus Life, was renamed to the BIPOC Unity Center in summer 2023 to more accurately reflect its work of connecting “communities that welcome and affirm people to be their whole selves, honoring their multiple identities and lived experiences” (All Campus Email 2023-08-14 BIPOC Unity Center Renaming_12). In spring 2024, MLK Scholars and First-Generation programs were moved within the BIPOC Unity Center (Intercom 2024-03-06 BIPOC Unity Center Restructuring_167). The Center supports students in many ways including through events, education, and support for campus programs with a focus on advocacy and community engagement. The BIPOC Unity Center was renamed the Unity Center in Fall of 2025.

The Office of Access, Opportunity and Achievement (OAOA): OAOA, formerly called the Office of State Grants, (IC Website - Office of Access, Opportunity and Achievement_145) empowers students to apply skills of their lived experiences and engage in academic and career development to achieve academic success during their undergraduate years at Ithaca College. OAOA houses four separate programs that have the shared goal of supporting and promoting the success of historically marginalized groups on campus.

Comprehensive Curriculum Revision: Throughout this process, “[e]xplicit attention” was also paid “to infusing content and adjusting requirements to address strategic goals related to diversity, equity, inclusion, and belonging” (Curriculum Updates to Cabinet 2023-05-16_1). Some representative revisions include an additional diversity requirement in the English major; a reorganization of the music history curriculum to incorporate music outside the western classical canon in the School of Music; and the creation of a Race, Power, and Resistance major. Additionally, Physics and Computer Science evaluated ways their curricula had created barriers for students from minoritized backgrounds, followed by adjustments made to support access and student success (Computer Science BS revision_1).

To better assess progress for Goal 5, Ithaca College engages the services of outside consultants to administer and analyze Campus Climate Surveys. Two surveys, one from 2016 and another from 2023, are discussed in Standard II.

Goal 6: Determine and maintain an appropriate and sustainable size for our programs and structures, and the associated resources, at every level of the institution

Ithaca College maintains a deep commitment to the financial sustainability of the institution in the face of a dynamic landscape. A nimble comprehensive enrollment strategy and an evolving analysis of our academic and professional resources will position the institution to deliver the Ithaca College experience to future generations of students and learners.

A recent “sustainable size” adjustment occurred on the faculty side with the APPIC process in 2020-2021 (Inside Higher Ed Article - 2020-10-14 - Ithaca announces sweeping faculty cuts_16). Ongoing work to monitor faculty numbers is balanced based on the student-faculty ratio (IPEDS Student-Faculty Ratio_167) and is facilitated by the Teaching Resource Allocation Committee (Admin/Faculty Committee). Details for both processes are provided in Standard VI.

Goal 7: Commit to being an employer of choice

Investing in employees strengthens the college by cultivating and retaining talent and by providing holistic support for employees. Ithaca College will provide a workplace that allows employees to develop their careers, expand their capabilities, and see the college as an active partner in sustaining the lives of faculty and staff as well as their families.

Becoming an employer of choice would mean that employees' work is valued and compensated fairly, and that their needs and expectations are aligned with resources to meet them. Retention strategies by the Office of Human Resources include efforts to ensure competitive benefits (Faculty and Staff Benefits Committee Charge_1, IC Website - Employee Benefits and Wellness_1). Some examples include Restorative Fridays, Wellness Days, hybrid work opportunities, the Employee Emergency Relief Fund (IC Website - Employee Emergency Relief Fund_1), and educational benefits, including the new Tuition Exchange opportunity (Intercom 2024-08-19 Ithaca College Joins the Tuition Exchange_1). These examples, in addition to other efforts to foster an inclusive community are discussed in Standard II.

Goal 8: Advance the Campus Master Plan and improve space utilization to enhance the student experience and promote teaching and learning

The physical campus directly supports the educational life of the institution. This plan will transform parts of the campus to provide spaces for formal and informal gathering, to make the campus more connected, and to create living spaces that foster an integrative education.

The Space Management Working Group (SMWG) plays a key role in this effort by overseeing space assignments, reviewing requests for new or repurposed spaces, and ensuring alignment with institutional priorities (Charter of the Space Management Working Group 2023-12-20_16). By proactively assessing space utilization and responding to departmental needs, the SMWG supports strategic decision-making that enhances academic and student engagement while optimizing campus facilities. In addition to the examples listed below, more comprehensive discussion of planning for facilities, infrastructure, and technology are discussed in Standard VI.

Some examples of new and enhanced spaces on campus include the Esports Lounge, the Maker Space, and the Center for Creative Technology (IC Website - Esports_1, IC Website - Makerspace_1, Intercom 2024-10-16 Come Visit ICs New ESports Gaming Facility_16, Intercom 2021-09-02 Center for Creative Technology_1). These projects support students' pursuits of recreation, creativity, and athletics. Additionally, recent renovations have been made to the Campus Center Dining Hall, the Terraces Residence Halls, the Quad Residence Halls, the Terrace elevator, and the Campus Center; these are discussed in Standard VI.

Other examples of new instructional spaces are clinical learning labs for the School of Health Science and Human Performance. These include a new downtown Ithaca site for the Physician Assistant program, which integrates student learning with the larger community. Reimagining campus spaces also reinforces Ithaca College's focus on theory, practice, and performance. Creating adaptable spaces enables more meaningful exchanges between students and faculty, allowing theoretical knowledge to be more

seamlessly integrated with practical application and performance-based learning (HSHP Learning Labs and Spaces_1).

Goal 9: Cultivate an Ithaca Forever community, inspired by the power of the Ithaca College experience

Ithaca College's alumni are a valuable resource. A robust, supportive community devoted to Ithaca Forever shares talents and develops relationships and skills serving learning and growth. Through the power of social, educational, and economic connections to the college, Ithaca College can be put firmly on the path to another 125 years of excellence in education.

Ithaca College has made innovative strides in bringing its alumni together. For example, in 2019, the largest yet gathering of IC community members (e.g., current students, employees, alumni) took place when the Cortaca Jug, the annual football game against SUNY Cortland, was held at MetLife Stadium (Cortaca Jug Game 2019_1).

In 2021, Ithaca College launched Giving Day, a one-day fundraising challenge occurring every April. The event has been a resounding success, with record-breaking funds raised by the IC community. Thousands of donors participate each year, with \$2.2 million raised in 2022 and \$2.5 million raised in 2023 (IC News 2023-04-26 Bombers Rally_1).

Ithaca College issues an Impact Report at the end of the year to track the impact of philanthropy on the student experience. In 2023, thousands of donors gave to the IC Annual fund, which “goes toward things that keep IC’s academic experience among the best in our peer group” IC Website- IC Annual Fund_1. At the end of 2023, the endowment stood at more than \$373 million (IC Website - Impact Report_1, Community Impact Report 2025_1). Additional examples of alumni engagement and progress toward an Ithaca Forever Community are discussed throughout this self-study, as they are relevant to each of the other six standards.

Conclusions (Strengths and Opportunities)

Based on the evidence examined, IC meets all criteria for Standard I and demonstrates strength in aligning its goals closely with its mission.

The evidence demonstrates that

- Policies and processes are communicated clearly and consistently through the college’s website, campus e-mails, the Intercom notification system, and all-college gatherings.
- Faculty, staff, students, alumni, local community members, external professionals, and of Ithaca College all played critical and generous roles in sharing knowledge, expertise, and opinions that shaped the strategic plan. Intentional effort was made to represent each of these stakeholder groups on the Ithaca College Strategic Planning Steering.
- The mission is deeply integrated into the institution's operations, serving as a critical and ongoing influence on daily activities, including the development of annual division and department goals.

Opportunities exist to improve

- methodology used to document progress toward meeting goals. A clearer system for tracking progress will enhance communication and strengthen assessment practices.

Evidence:

- Academic Affairs Updates Jan 2024_1
- Admissions Fall Open House Welcome Notes_1
- Admissions Spring Open House Welcome Notes_1
- All Campus Email 2023-08-14 BIPOC Unity Center Renaming_12
- All College Gathering 2019-08-29_1
- All College Gathering 2022-02-01_1
- All College Gathering 2023-01-26_1
- Alumni Activities - Class of 2019 Bachelors Degree Recipients - Education Details_15
- Alumni Activities - Class of 2019 Bachelors Degree Recipients - Employment Details_15
- Alumni Activities - Class of 2019 Bachelors Degree Recipients - Primary Activities_15
- BOT Strategic Plan Plenary 2019-10-24_16
- Campus Announcements for Establishment of Academic Support Center 2025-08-06_Intro145
- Center for Career Exploration and Development EIB Resources_2
- Center for Faculty Excellence Awards and Grants_1
- Charter of the Space Management Working Group 2023-12-20_16
- Community Impact Report 2025_1
- Computer Science BS revision_1
- Cortaca Jug Game 2019_1
- Curriculum Updates to Cabinet 2023-05-16_1
- Enrollment and Student Success Updates Dec 23_1
- Faculty and Staff Benefits Committee Charge_1
- Faculty Council Minutes 2021-11-09_1
- Faculty Council Minutes 2022-02-08_1
- Finance and Administration Updates Nov 23_1
- First Destination Survey (post completion placement UG Data)_1456
- HR Effectiveness Survey Campus Presentation 2023-05-04_12
- HSHP Fall Open House Presentation_1
- HSHP Learning Labs and Spaces_1
- Humanities and Sciences Fall Open House Presentation_1
- IC News 2020-02-14 Ithaca Forever_1
- IC News 2022-04-22 Center for Student Success and Retention Announcement_146
- IC News 2023-03-23 New Center for Equity, Inclusion, and Belonging_1267
- IC News 2023-04-26 Bombers Rally_1
- IC News 2023-05-03 Acknowledging and Learning from BIPOC Student Concerns_12
- IC News 2024-01-16 P Younger Joins IC_1
- IC News Leadership Messages_1
- IC News Mission and Goals examples_1
- IC Policy Manual 1-7-1-4 IEBC Charge_16
- IC Website - Academic Support Center_Intro145

- IC Website - Annual Focus Areas for Ithaca Forever 2024-25_Intro1
- IC Website - Bomber Box_1
- IC Website - Center for Faculty Excellence_136
- IC Website - Center for Student Success (pre 2025)_14
- IC Website - Curricular Revision Liaison Committee_1
- IC Website - Ed Technologies Advisory Committee_16
- IC Website - Employee Benefits and Wellness_1
- IC Website - Employee Emergency Relief Fund_1
- IC Website - Esports_1
- IC Website - First Destination Survey_12456
- IC Website - HR Help Desk_1
- IC Website - HR News and Announcements_1
- IC Website - IC Annual Fund_1
- IC Website - Impact Report_1
- IC Website - Ithaca Commitment_1246
- IC Website - Ithaca Forever_17
- IC Website - Makerspace_1
- IC Website - Meet the ASC Team_14
- IC Website - Office of Access, Opportunity and Achievement_145
- IC Website - Office of Extended Studies_13
- IC Website - Online SLP Masters_13
- IC Website - Shared Governance_167
- IC Website - Strategic Plan Updates and Accomplishments_16
- IC Website - Student Employment_14
- IC Website - Summer Scholars Program_13
- IC Website - Whalen Academic Symposium_13
- Inside Higher Ed Article - 2020-10-14 - Ithaca announces sweeping faculty cuts_16
- Intercom 2019-08-16 Implementing the Ithaca Forever Strategic Plan_1
- Intercom 2021-09-02 Center for Creative Technology_1
- Intercom 2023-04-17 Campus Housing Available for Employees_1
- Intercom 2024-03-06 BIPOC Unity Center Restructuring_16
- Intercom 2024-08-19 Ithaca College Joins the Tuition Exchange_1
- Intercom 2024-10-16 Come Visit ICs New ESports Gaming Facility_16
- IPEDS 12 Month Enrollment_126
- IPEDS Core Expenditures_1346
- IPEDS Degrees Awarded by Credential Level_14
- IPEDS Faculty, Staff Count and Ratios_1236
- IPEDS Fall Enrollment_1246
- IPEDS Graduate Level Programs Enrollment_126
- IPEDS Graduation Rates_145
- IPEDS Outcome Measures_145
- IPEDS Pass Rates on Standardized Exams_14
- IPEDS Retention Rates_14
- IPEDS Student-Faculty Ratio_167
- IR College Scorecard, Fed Loan Default rate_246
- IT and Analytics Updates Sept 23_1
- Ithaca College and Longview Partnership_13
- Ithaca College Campus Climate Study Key Findings April 2024_126

- Ithaca Forever Strategic Plan_136
- Legal Affairs Updates Jan 24_1
- Marketing Communications Updates April 24_1
- Memo - BOT Strategic Plan Approval_16
- New Schedule Grid - Ithacan article 2025-02-01_1
- Philanthropy and Engagement Updates March 24_1
- Physics BS revision_1
- Shape of the College_13
- Shared Governance Grid_167
- Staff Council Minutes 2024-04-11_1
- Staff Council Minutes 2024-06-13_1
- State of the College October 2021_1
- State of the College October 2024_1
- Strategic Plan Communications Campaign Outline_1
- Strategic Plan March 2020 Updates_1
- Strategic Planning Committees 2018_1
- Student Affairs and Campus Life Updates Feb 24_1
- Student Governance Council Minutes 2023-09-11_1
- Student Governance Council Minutes 2024-02-12_1
- Student Success and Strategic Retention Plan 2017-06-19_14
- TRAC - Position Request Form 2025-26_16

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Introduction

Ithaca College meets the criteria set forth in Standard II. The institution recognizes that ethics and integrity are necessary characteristics of an effective institution of higher education and strives to hold itself, and its community members accountable, for upholding these standards. Ithaca College is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

II.1 Academic Freedom

Academic and intellectual freedom remain essential parts of the Ithaca College community. According to the Faculty Handbook Section 4.4 (updated May 25, 2021) and CBA Article 11 (in place 2024-2027), Ithaca College supports academic freedom and “accept[s] no limitations on academic freedom” in research, publications, teaching, and their writings as citizens (IC Policy Manual 4-4 Facultys Obligations Rights Academic Freedom and Code of Ethics_2, Collective Bargaining Agreement for Contingent Faculty Article 11 Academic Freedom_2). Additionally, faculty have input on new academic policies and programs as well as revisions to existing policies through the all-college Policy Committee (IC Website - All College Policies Committee_23).

An example of such policy creation relates to emerging generative and Large Language Model (LLM) artificial intelligences (AI). The college is working to provide associated resources and tools including grants, an AI Exploration Lab, and workshops that allow faculty, students, and staff continued academic freedom in a rapidly evolving higher education landscape (IC Website - Artificial Intelligence at IC_2).

Section 2.13 of the Policy Manual (updated 2010) highlights the Free Speech Rock as a designated location on campus where thoughts and information can be shared openly and without censorship. This policy applies to individuals, groups, and organizations, and therefore covers faculty, staff, and students. The presence of this policy is significant, as it exemplifies the school’s dedication to supportive freedom of expression and exchange of ideas, allowing for immediate responses and reactions as events occur without their being filtered through administrative approval (IC Policy Manual 2-13 Venitt Terrace Free Speech Rock_2).

All the above policies are listed on the school’s website and communicated in writing in the Policy Manual specifically the Faculty Handbook section. The Collective Bargaining Agreement for the Contingent Faculty Union can be found on the HR website. Updates are also posted through the Office of the President and Provost Communications. Additionally, minutes are taken at all Faculty Council meetings and subsequently emailed to all faculty members (IC Policy Manual - Faculty Handbook Volume IV_2, IC Website - ICHR Documents_2, Presidential Communications Ithaca College_2, Provost Communications Ithaca College_2)

The college has multiple systems and resources in place to cultivate student success and enhance the overall well-being of the campus community. Faculty bear the responsibility to practice intellectual honesty and pursue freedom of inquiry. As stated in Policy Manual 4.4.1.2, this requires professors to encourage the “free pursuit of learning”, respect all students as individuals, and ensure assessments reflect student’s merit (IC Policy Manual 4-4 Faculty’s Obligations Rights Academic Freedom and Code of Ethics_2). They must also respect the “confidential nature of the relationship between professor and student” to avoid exploitation or discriminatory treatment. This also applies to all colleagues, as respect for the opinions of others is necessary for effective governance.

II.2 A Climate That Fosters Respect

Ithaca College continually works to ensure a respectful climate for all community members. Demonstrations of this commitment can be found in the Non-Discrimination Policy in policy manual, section 2.3, which addresses rules for the maintenance of public order, including the prohibition of hazing or obstruction of access to College programs or activities; and in section 2.45, which sets forth the policy for personal information, including addressing community members by their chosen name and gender identity. Evidence of these policies in action can be found in the campus climate survey, in the SGC minutes, in the Center for Equity, Inclusion and Belonging, as well as a platform for reporting violations of the campus policy on EIB (IC Policy Manual 2-3 Non-Discrimination Policy_2, Diversity Statement Ithaca College_2, IC Website - Positive Employee Relations_2, IC Policy Manual 2-31 Rules for the Maintenance of Public Order_2, IC Policy Manual 2-45 Personal Information Policy_2, IC Website - Campus Climate Survey_2, Intercom 2024-09-04 Campus Climate Survey Follow-Up_26, Student Governance Council Code of Conduct Bill_2, IC Website - Center for Equity, Inclusion, and Belonging_2, Intercom 2024-03-20 New Discrimination Complaint Reporting Tool_2). Consistent data collection will allow the college to respond actively to new needs in EIB.

Processes related to Standard II have gathered data used to respond to institutional change and IC is annually listed as one of the most inclusive and welcoming schools in the country for LGBTQ students. Policies and procedures related to maintenance of a respectful climate are communicated through platforms such as the Ithaca College Policy Manual and the Diversity and Inclusion landing page. Resources for faculty, students, and staff seeking assistance in ensuring Diversity, Equity, Inclusion and Belonging are clearly navigable from the landing. In the event of grievances, a clearly established process is documented and accessible online (IC Policy Manual 2-3 Non-Discrimination Policy_2, IC Policy Manual 2-31 Rules for the Maintenance of Public Order_2, IC Policy Manual 2-45 Personal Information Policy_2).

A primary tool for measuring institutional efforts to create an environment that embraces equity, inclusion, and belonging is the Campus Climate Survey, which was administered in 2016 and in 2023. Climate is defined as current attitudes, behaviors, and standards of students, faculty, staff, and administrators, as well as Ithaca College’s environment and policies, which influence the level of respect for individual needs, abilities, and potential.

In response to 2016 survey results, the College launched a set of initiatives to improve the sense of belonging among students, staff, and faculty. These efforts included tailored onboarding, mentorship, professional development, inclusive policies, and community-building programs. Steps taken in response include the 2023 inception of the new Center for Equity, Inclusion and Belonging and a name change for

the Center for Inclusion, Diversity, Equity and Social Change (IDEAS), which is currently named the Unity Center. Student leaders drafted and shared a proposal to develop a named initiative for creating a sense of belonging for BIPOC students within the center and more clearly reflect the educational programs, resources, and support offered by the center, the programmatic work of which is discussed in Standard IV (IC Campus Climate Executive Summary April 2017_26). Data from the 2023 survey suggests that community members from a variety of demographic groups, including multiracial students, community members with multiple disabilities, first-generation students, and trans-spectrum students, continue to feel a lesser sense of belonging than do their counterparts, indicating an opportunity to improve on EIB standards and experiences across campus.

Ithaca College closely monitors and supports an environment of student success and overall campus community well-being. The campus climate survey results referenced above are available to all community members, and areas of needed modification are identified in Intercom Posts and at a variety of meetings for various community members, such as All Faculty and All-College Meetings (IC Website - Campus Climate Survey_2). Each semester, the Center for Student Success invites IC undergraduates to complete a 'Check-In' survey via email to collect feedback on topics such as fitting into the IC Community and confidence in their academic performance. The survey also allows students to request information about services and resources on campus (e.g., financial security resources, academic service information) or outreach from a Success Coach. Multiple offices exist to support student success and well-being, which are detailed in Standard IV (Intercom 2021-09-01 1st Semester Check In_2, 2023 Fall Student Check-In Survey_2, 2024 Spring Student Check-In Survey_2).

II.3 Grievance Policy

Ithaca College clearly meets the expectations set forth in the Middle States grievance policy. The college's policy is robust and documented in multiple online sources, specifically faculty, staff, and student handbooks (Summary of Policies on Complaints and Grievances_2, IC Policy Manual 7-1-2 Student Conduct Code_24, IC Policy Manual 7-6-1 Student-Athlete Code of Conduct_2, IC Policy Manual 4-16 Fac Handbook_Grievance Policy_2, IC Policy Manual 4-13 Tenure Appointments_27).

The grievance policies and processes are communicated through venues relevant to the appropriate parties. For faculty and staff, grievance policies are communicated in policy manuals for the respective schools/divisions; for students, the grievance policy is laid out in the student code of conduct, which includes a list of resources identifying both mandated reporter and confidential sources. Ithaca College is forthcoming in its discussion of the student grievance policy, including a flowchart to show the steps the aggrieved student can expect when submitting a complaint (IC Policy Manual 5-4 Staff_Problem Resolution Procedure_2, Student Grievance Flowchart Protocol_2, IC Policy Manual 2-3 Non-Discrimination Policy_2, IC Policy Manual 2-7 Guidelines for Resolving Discrimination Complaints_2, IC Policy Manual 4-16 Fac Handbook_Grievance Policy_2).

Ithaca College has established a method for community members to report violations of the Non-Discrimination Policy. The school has established a formal complaints process that allows community members to see options for filing formal complaints, file formal complaints, and/or seek out confidential resources. The overall success of these measures is captured by monitoring the number and type of reports generated (IC Website - Formal Complaints Options_2, IC Policy Manual 2-3 Non-Discrimination

Policy_2, IC Website - Office of General Counsel_Non-Discrimination_2, EthicsPoint Reporting System_2, Faculty Grievance Record_2, Institutional Record of Complaints and Resolution_2). The transparency of access of these forms helps to create a culture where community members can easily, and sometimes anonymously, report violations (IC Website - Office of General Counsel FAQs about Ethics and Integrity_2).

II.4 Conflict of Interest

Ithaca College has policies and procedures to ensure fairness and transparency pertaining to conflict of interest in recruiting and hiring practices. In 2025, a Conflict of Interest and Conflict of Commitment Policy, which applies to all employees regardless of full-time or part-time status, was established to maintain integrity in academics, research and business practices. This policy, listed as Policy 2.44 in Volume 2 of the Employee Handbook, establishes specific criteria and procedures around prohibited conflicts of interest, as well as the process that all staff, faculty and student employees need to follow to disclose any potential conflicts. Volume 3 of the Employee Manual, which focuses on Employment and Benefits, further states policies regarding how to avoid and report conflict of interest. Specifically, this volume establishes clear guidelines on the hiring of family members and what is permitted when hiring and supervision of those individuals (Conflict of Interest Annual Disclosure Statement_2, IC Policy Manual 2-44 Conflict of Interest and Conflict of Commitment Policy_2, IC Policy Manual 2-35 Ethics and Integrity Policy_Intro2, IC Policy Manual 2-45 Personal Information Policy_2, IC Policy Manual 2-46 Intimate Relationship Policy_2, 2023-2024 Conflict of Interest Annual Disclosure Statement and Certification_2, IC Policy Manual 3-6 Other Employment Policies_2, IC Website - Background Check Process_2).

Such policies also extend to the Board of Trustees. To ensure compliance, board members must fill out a disclosure agreement on an annual basis (IC Policy Manual 1-3-3 Board of Trustees Procedures_27, 2023-2024 Conflict of Interest Annual Disclosure Statement and Certification_2, Board of Trustees Inclusive Excellence Policy_2).

Conflict of Interest policies are intended to ensure that charitable corporations continue to function in the public interest (justifying tax exemption, among other things) and do not become vehicles for individuals to enrich themselves. Despite this, effectiveness is difficult to measure, as there is no available data regarding issues that have occurred in regard to conflict of interest, nor is there programming created to mitigate it (2024 Audit Committee Ethics and Integrity Policy Overview_2)

II.5 Employment Practices

Ithaca College strives to prioritize ethics and integrity. Pursuant to the Ethics and Integrity Policy of the Employee Manual, Ithaca College requires its employees and other representatives to maintain high standards in all practices related to the college, which specifically includes a section on employment practices (IC Policy Manual 2-35 Ethics and Integrity Policy_Intro2). This section, listed in the employee policy manual as section 3.1 of the manual), ensures equity in how IC posts, markets, recruits, and hires employees, and was most recently updated in May of 2021 (IC Policy Manual 3-1 Recruitment and Hiring Process_26). HR also developed a new recruitment toolkit for hiring managers, organized the HR website to include information about performance, training, and development, and revamped the training program for new employees. For all faculty hiring, each search committee chair is required to have participated in an Inclusive Search training session within the past 18 months, and each search committee is required to have at least one member designated as “equity advocate” who has participated in a Mitigating

Unconscious/Implicit Bias session within the past 18 months. The Provost's Office has maintained records showing which faculty have attended these sessions on which dates (Faculty Diversity Plan for Independent Institutions 2024-25 (NY Bundy) report_2). Both training sessions are delivered by the Dean of Faculty Equity, Inclusion, and Belonging (HR Recruitment Toolkit_23, Employee Relations Training and Development_2, HR Info for New Employees_2).

A representative from HR meets with the search committee to explain how to use the recruitment software, and as the search process unfolds, search chairs are reminded by the provost's office of next steps in the search protocol. In 2022-23, work began to standardize faculty hiring appointment letters to ensure consistency and equity, and these template letters are now updated each year to incorporate any new developments.

Additionally, strides were taken in recent years to improve the employee review process, with HR seeking campus-wide feedback pertaining to the process and implementing some of the provided (Intercom 2023-12-05 Community Feedback Outreach for Employee Performance Review Process_2). Faculty receive a comprehensive review at least once every seven years in addition to annual performance reviews. The Faculty Handbook stipulates that student feedback from all instructors' courses be collected, and this feedback is incorporated into both faculty annual review and faculty comprehensive evaluations, which include prospective promotions and reappointments (see also Collective Bargaining Agreement for Contingent Faculty Article 17 Faculty Evaluation_2). Faculty promotions are governed by processes articulated in the Faculty Handbook, and the protocols for faculty review were overhauled in 2023-24 through a consultative process with the faculty governance body Faculty Council and academic administrators to systematize and create more equity across the school for all types of faculty formal review, including both formal promotions and reappointment reviews for continuing faculty in renewable positions. The Faculty Handbook also articulates processes for faculty to appeal negative tenure/promotion decisions, a process for addressing deficiencies in teaching that addresses separation, and a grievance process for faculty (see also Collective Bargaining Agreement for Contingent Faculty Articles 18 and 22 Separation_2).

In the summer of 2024, a policy was implemented to clarify background check requirements for college employees (IC Website - Background Check Process_2). While a positive arrest record would not necessarily remove a candidate from consideration, the safeguard was implemented to promote student safety as well as preservation of resources (IC Policy Manual 2-35 Ethics and Integrity Policy_Intro2, Collective Bargaining Agreement for Contingent Faculty 2024-2027_2).

All policies and processes are listed on the school's website under "Policy Manual." Areas of focus in the manual include sections on governance, campus community, employment and benefits, faculty handbook, staff, academics, and students. Faculty hiring protocols are published on the provost's website, and reminders about immediately pertinent steps are communicated to faculty search committee chairs via email (Procedures for Academic Affairs Faculty Searches 2024-08-16_2, Faculty Hiring Process Overview_2). In addition, new policies or policy updates affecting staff are communicated from HR via a monthly newsletter email; through Intercom posts that are sent to the entire campus community every Monday, Wednesday and Friday; in IC News stories; and through All-Campus and Supervisor trainings 2-4 times per year (Intercom 2024-06-23 New Policy on Background Checks for

Employees_2).

The effectiveness of IC’s EIB practices in hiring and retaining underrepresented populations is assessed, though it is somewhat difficult to measure due to limitations on the types of social identity categories captured in available data. While the Board of Trustees, for example, implemented an Inclusive Excellence Policy in 2018 which has led to what is currently a more diverse board and overall hiring of candidates from underrepresented racial and ethnic groups has increased, there is still work to be done. In fall 2025, faculty from underrepresented racial and ethnic groups made up 17.6 of the faculty vs 11% just 5 years earlier (IR Fall Employee Headcounts by Race-Ethnicity_23).

New hire data collected by the college shows that white people make up the plurality of new employee hires over the last five years. Between 45% and 64% of individuals who disclosed their race identified as white. The hiring rate of Hispanic/Latinx and black employees increased from 7.4% of new hires in 2019-2020 to 14% of new hires in 2023-2024, and having reached as high as 17% percent and 16.4% in 2021-2022 and 2022-2023 respectively (HR New Hire Data_2).

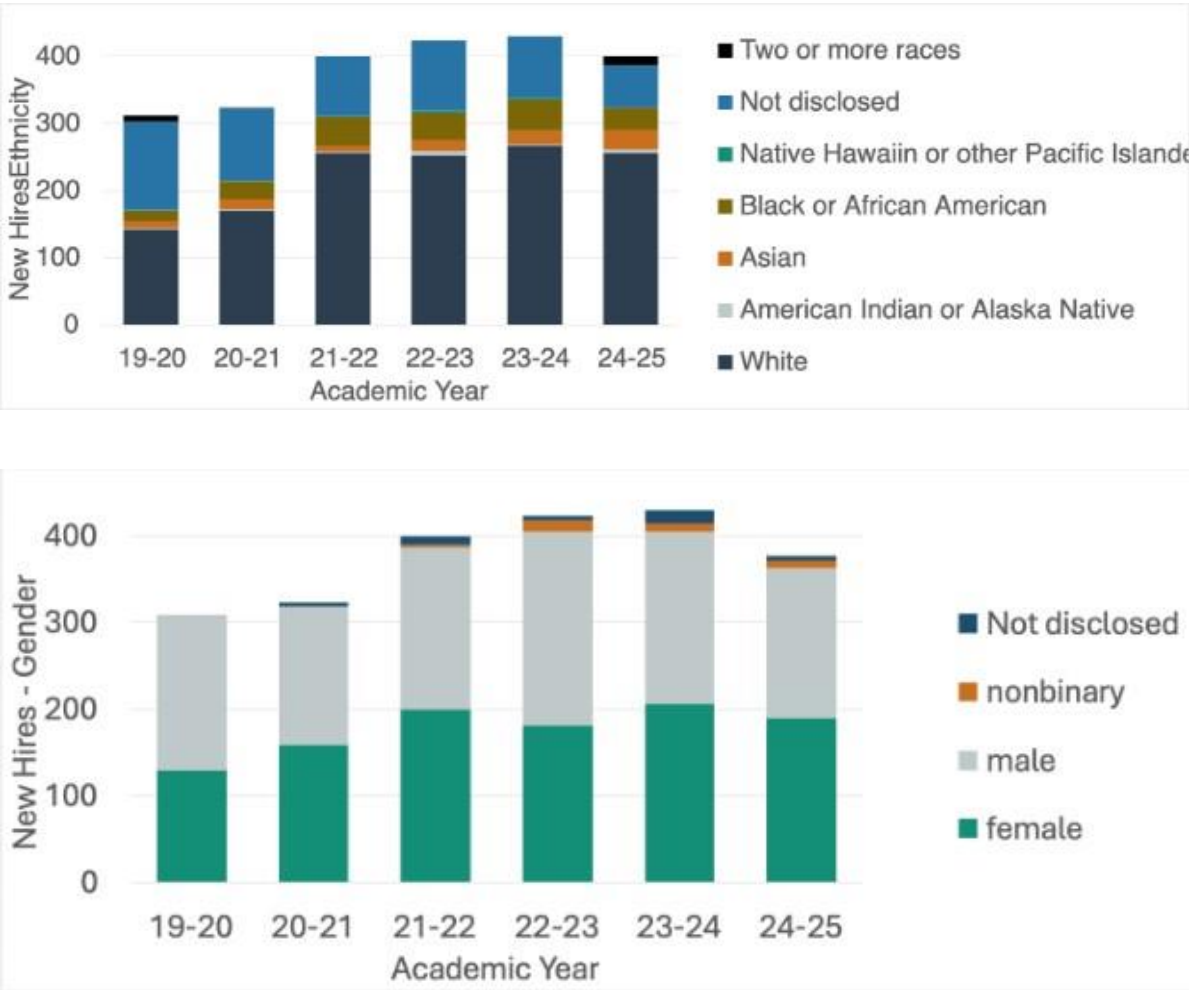


Figure 4-Standard II: New Hire Data Ethnicity and Gender (2019-20 to 2024-25)

While these numbers are not contextualized with population data, when reviewed in the context of hires with appropriate qualifications, the numbers indicate a highly successful process. Data on the percentage of faculty from salient underrepresented populations in each faculty search pool and for each round of candidates advancing to subsequent stages in the search process are maintained by the Provost's Office.

There is no requirement that IC advertises or submits job openings with specific job boards targeted at underrepresented populations or people of color, though policy 3.1.4.2 does state that hiring supervisors may "contact other professionals to solicit nominations and applications from historically underrepresented groups" if they "wish," and requisitions in the Human Resources cloud require a recruitment plan that includes how the committee will recruit underrepresented candidates (IC Policy Manual 3-1 Recruitment and Hiring Process_26, IC Website - Inclusive Search and Selection Procedures_26).

II.6 Honesty and Truthfulness in Marketing and Internal Communications

Ithaca College is committed to honesty, accuracy, and transparency across all marketing communications, and public relations efforts. Our brand strategy is rooted in the institution's educational philosophy "Theory, Practice, Performance" which underscores the academic rigor, experiential learning, and real-world application that define the student experience. Ithaca College is committed to developing multi-hyphenate minds: students whose varied strengths, identities, and ambitions prepare them for a lifetime of possibilities. These complementary pillars shape a brand that reflects both who we are and who our students become (IC Brand Relevance Playbook 2025-07-28_2). The Marketing Communications team actively seeks out authentic stories that reflect the achievements, creativity, and impact of our community. These personal narratives demonstrate the value of an Ithaca College education and are integrated into our marketing materials (IC View Summer Scholars Feature 2025_2, Direct Mail Letters-Alum FY25_2).

The College's publishing process includes rigorous fact-checking and review to confirm accuracy of information. IC relies on verified data from the Office of Institutional Research and Analytics to ensure the accuracy of all statistics related to Ithaca College programs, student population, and other key citations. When listing external awards and rankings, we clearly cite original sources and awarding organizations. An example of transparency is Marketing Communications' collaboration with the Office of Admission and Student Financial Services to launch the Ithaca Commitment, which reinforces our belief that students deserve honesty and clarity when it comes to the cost of an Ithaca College education. This is made possible by presenting complete cost estimates for all four years, including direct and indirect expenses, and by clearly explaining each type of financial aid, indicating which awards are grants, work study programs, or require repayment as loans (Trifold Financial Aid 2025-09-15_2).

The Marketing Communications website includes an accuracy statement, and IC is committed to responding promptly to any notifications of errors or requests, whether they involve correcting information, removing an image, or updating an individual's inclusion in a piece (IC Website - Marketing Communications Accuracy Statement_2, Expense Analysis of Marketing, Advertising, Recruitment_2)

Ithaca College prides itself on internal and external transparency. Information on new programs, data and statistics regarding admission and student life, and well as the opportunities that students will have as a

part of the IC community are communicated in forms such as flyers, pamphlets, booklets, social media, and direct email from campus leaders (Provost Communications Ithaca College_2, Presidential Communications Ithaca College_2, Sample Marketing Materials - Exploratory Brochure_24, Admission Travel Kit 23-24_Viewbook_24, This Is Ithaca Booklet 2024_2, Admitted-Letter to Parent and Supporters_2, Student Success Team Letter to Parents and Supporters_2)

II.7 Programs and Services

Attempts to create an equity framework that makes IC accessible, affordable, and inclusive for all people, especially those impacted by systemic disadvantage, marginalization, and exclusion, include key programs and resources such as the following:

- All students are required to complete a module entitled “Building a Community of Respect” prior to the start of classes in their first semester on campus and to complete a Diversity requirement as part of the Integrative Core Curriculum. Courses designated as Diversity options have been specifically designed to include perspectives that have been historically excluded from the core curriculum (IC Website - Integrative Core Curriculum_2, Diversity ICC Requirements Summary_2).
- The Center for the Study of Race, Culture, and Ethnicity (CSCRE) fosters critical dialogues on race through its Discussion Series which brings several speakers, artists, and performers to Ithaca each year (IC Website - Center for the Study of Culture, Race, and Ethnicity_2).
- The Center for LGBTQ Education, Outreach, and Services strives to create a campus that is the best learning, working, and living environment for LGBTQ+ people. The center’s programmatic initiatives are detailed in the Standard IV section on Equity, Inclusion, and Belonging.
- The Center for Career Exploration and Development (CCED) and the Student Leadership Institute (SLI) offer a series of free and open interactive workshops designed to help students develop and refine personal leadership skills. Examples include Women in Leaders Series, Leading @IC, Leading Others, Leading Self, and Leading in a Diverse World. CCED also provides career resources for specific, historically marginalized or disadvantaged populations (Center for Career Exploration and Development EIB Resources_2).
- The Office of Residential Life is focused on fostering the development of an inclusive community and Resident Assistants (RAs) who have an interest in supporting and mentoring their peers. RAs complete training in six competency areas, including building connections, group development, diversity social justice and inclusion, personal and professional behavior, and upholding community standards. Additional details about Residential Life are discussed in Standard IV.
- The office of Student Accessibility Services (SAS), in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, works in partnership with students, faculty, and staff to develop and implement accommodations that provide qualified students with equal access to academic programs.
- The Student Financial Services (SFS) team has enhanced the ways in which students can access and better understand financial resources. Financial Aid 101 was created to help prospective students, current students, and their supporters better understand financial need and learn what types of aid are available. The online Net Price Calculator, in accordance with requirements of the Higher Education Act of 1965, allows individuals to explore the financial aid options for which they are eligible and provides users with an estimated award amount based on

disclosed information. Information for the federal College Scorecard and cohort default rates are shared on the Institutional Research website (IR College Scorecard, Fed Loan Default rate_246). Ithaca College also partners with Inceptia to provide Financial Literacy training to help students and supporters make the most informed decisions regarding their financial situation. Most recently, IC implemented a Four-Year Financial Forecast, which is the college's commitment to ensure students' tuition will not be raised more than a fixed amount each year for four years (IC Website - Net Price Calculator_24, IC Website - Four-Year Financial Forecast_26). The amount is set for each incoming class. Further, Student Affairs and Campus Life has published a list of financial support resources available for many members of the campus community (IC Website - Supporting Financial Security_24).

Continuing outreach so that students are aware of the programs in place to assist them is an opportunity for further development.

II.8 Government and Legal Compliance

As the college has grown and local, state, and federal laws have evolved, institutional policies and procedures have been updated to adhere and ensure understanding and transparency across the community. This compliance continues to include our current accreditation through MSCHE (IC Policy Manual 1-3-1 College Charter_Intro267, IC Website - Accreditation and Authorization of College_2). For instance, a recent change to our academic programs required the completion and submission of a Substantive Change Request. This submission, completed in October of 2023, involved a proposal for the addition of a new online Speech-Language Pathology program which was ultimately approved (Sub Change Request to MSCHE-Distance Ed (SLP) 2023-10-11_2).

Ithaca College ensures federal compliance with the Clery Act and Title IX through policies related to federal student financial aid and requirements for eligibility, which are shared externally to ensure transparency with both current and prospective students and supporters (IC Website - Financial Aid Policies_2, IC Website - Title IX_2).

As policies are modified to better align with institutional priorities, one key area of focus has been updating the Student Handbook, one of the most important documents related to student health, safety, rights, and responsibilities. These updates include a newly phrased Student Conduct Code, as well as policies regarding advertising and solicitation, technology use, free speech, family educational rights and privacy (FERPA), and accessibility/disability. Public safety policies focus on safety and health, drug and alcohol policies and information, sexual misconduct, domestic/dating violence and stalking, sexual harassment, hate crimes, and hate crime statistics, as well as other campus crime statistics and campus disciplinary actions (Student Handbook_24). The college must continue to modify this document and communicate those modifications as newer issues, such as those posed by widespread use of generative AI, arise.

In compliance with the Higher Education Opportunity Act of 2008, Ithaca College discloses information regarding academics, financial aid and tuition, health and safety, student outcomes, and other institutional information. Communicating this information along with appropriate contact information for college offices encourages inquiry and transparency. Information is disseminated through the official website, Intercom posts, and emails, ensuring an open line of communication between the public,

Institutional Research, and the Office of Public Safety (IC Website - Student Consumer Info-Health and Safety_2). This larger policy, which includes the disclosure of Clery Act and Title IX findings as mentioned earlier, informs the community and all interested stakeholders what policies exist at the college; it is also meant to inform stakeholders regarding community compliance. Much of this information is compiled into the Annual Security and Fire Safety Report, which is compiled and published by the Ithaca College Office of Public Safety (2024 Annual Security And Fire Safety Report_2).

Ithaca College participates in an Enterprise Risk Management program (ERM) which recognizes and supports the goals of the college, as well as identifying and mitigating risks in support of institutional goals and managing them as they impact our campus policies in areas such as human resources, operations and finances. This adds an additional layer to the college's overall compliance and risk management while ensuring support for impacted individuals (IC Website - Enterprise Risk Management_2).

In compliance with the Clery Act, the college produces an annual report that is intended to notify the community of what happened on campus the previous year. Pages 35-41 of the 2024 Annual Security and Fire Safety Report include crime statistics, details about the Title IX office and its policies, access to the sex offender registry, and information on programs and initiatives intended to prevent and respond to sexual harassment and assault on campus. While two incidents reported in 2023 were considered hate crimes (one of racial intimidation and one of religious intimidation), there is a very low incidence of such events and of crimes overall at Ithaca College, pursuant to the Annual Report pages 102-107, and the immediate response to the community directly from the President in previous instances that were more serious, through email and Intercom, has helped to promote a campus of belonging and safety (2024 Annual Security And Fire Safety Report_2).

Such metrics are not a measure of belonging. As such, the school has worked proactively to address issues of discrimination and belonging. Such efforts include changes to curriculum across campus designed to rethink the canon of established disciplines. Additionally, there have been efforts to listen to the experiences of marginalized students and make responsive changes to policies when appropriate.

II.9 Periodic Assessment of Ethics and Integrity

Overall responsibility for Standard II.9 resides within the Office of the College Counsel, but policies are implemented, assessed, and revised through campus policy custodians and designees. The Office provides guidance to policy custodians via documentation shared internally including Guidance and Procedures for Policy Development and Revision_2 and Memo - College Counsel Guidance for College Policies 2024-01-29_2.

Distinct categories of policy are outlined (governance, campus community, employment and benefits, faculty handbook, staff, academic, and student policies), and definitions of structures and stakeholders are provided. Guidance for establishing policies that support the College's mission, achieve accountability, provide clear guidance for all stakeholders, and document how the College conducts business is also included.

Policy revision may be proposed by any individual or unit but must be sponsored by a policy custodian or policy designee. The Office of General Council provides policy writing guidance on their website (IC

Website - Policy Writing Guide_2). Substantive changes to existing policies may be made by following the process for Policy approval are subject to the requirements of the Policy Manual 1.8 (IC Policy Manual 1-8 Revision of the Policy Manual_24). Custodians or designees are charged with communicating policy to affected stakeholders, as well as ensuring that training and compliance measures occur. Policies are regularly reviewed through the Office of Legal Affairs in coordination with the appropriate Custodian or Designee, who may also initiate a review/revision process as deemed necessary. A policy revision form has been created for use in this process (IC Policy Manual Update Request Form_2)

Committees exist within the College's seven policy areas to review and help enact changes and revisions. For example, the APC Policy Committee reviews proposals to enact new and revise existing academic policies related to student progress towards degree completion. Proposals are reviewed at APC Policy Committee meetings (IC Website - All College Policies Committee_23). The Faculty Handbook Amendment Committee, a standing committee of Faculty Council, has a representative from each school and may review or initiate changes and amendments to the Faculty Handbook. Upon committee approval of an amendment, the chair consults with the Provost and College Counsel for review before presenting it to the full Faculty Council. Amendments approved by Faculty Council must be subsequently approved by the Provost, the President, and the Board of Trustees before being added to the Faculty Handbook (Faculty Handbook Amendment Committee_23).

Ithaca College periodically assesses ethics and integrity as evidenced in institutional policies, processes, practices, and their manner of implementation (Ithaca College Policy Review Schedule_2). In addition to the Policy Review Schedule, Custodians and Designees initiated 88 policy revision requests between 2021 and 2025 (r. 16-20 per year, Custodian, Designee Initiated Policy Updates Log 2021-2025_2).

Conclusions (Strengths and Opportunities)

Ithaca College fully meets all criteria for Standard II through its strong commitment to ethics and integrity.

The evidence demonstrates that

- Ithaca College communicates its policies and processes related to Standard II effectively through multiple channels including handbooks, websites, newsletters, and direct communications.

Opportunities exist to build upon

- existing policies in place to assess the effectiveness of conflict of interest policies, how many grievances are resolved, and the impact of EIB initiatives on the student, faculty, and staff experience could be more strongly communicated to stakeholders.
- the well-established EIB efforts to create greater sense of belonging for multiracial students, students with multiple disabilities, first generation students, and trans-spectrum students through additional support programs.
- the comprehensive, proactive, and data-informed approach to monitor and support student success and well-being by creating more transparency in reporting of outcomes the development of targeted strategies to address gaps in belonging for specific student populations.

Evidence:

- 2023 Fall Student Check-In Survey_2
- 2023-2024 Conflict of Interest Annual Disclosure Statement and Certification_2
- 2024 Annual Security And Fire Safety Report_2
- 2024 Audit Committee Ethics and Integrity Policy Overview_2
- 2024 Spring Student Check-In Survey_2
- Admission Fall Open House 2023 Invitation Postcard_24
- Admission Summer Visit Gatefold_24
- Admission Travel Kit 23-24_Viewbook_24
- Admitted-Letter to Parent and Supporters_2
- All Campus Email 2023-08-14 BIPOC Unity Center Renaming_12
- Board of Trustees Inclusive Excellence Policy_2
- Center for Career Exploration and Development EIB Resources_2
- Collective Bargaining Agreement for Contingent Faculty 2024-2027_2
- Collective Bargaining Agreement for Contingent Faculty Article 11 Academic Freedom_2
- Collective Bargaining Agreement for Contingent Faculty Article 17 Faculty Evaluation_2
- Collective Bargaining Agreement for Contingent Faculty Articles 18 and 22 Separation_2
- Community of Care notice_2
- Conflict of Interest Annual Disclosure Statement_2
- Custodian, Designee Initiated Policy Updates Log 2021-2025_2
- Data Governance Process and Charter_24
- Direct Mail Letters-Alum FY25_2
- Diversity ICC Requirements Summary_2
- Diversity Statement Ithaca College_2
- Eligibility and Certification Approval Report (ECAR)_26
- Employee Relations Training and Development_2
- EthicsPoint Reporting System_2
- Expense Analysis of Marketing, Advertising, Recruitment_2
- Faculty Diversity Plan for Independent Institutions 2024-25 (NY Bundy) report_2
- Faculty Grievance Record_2
- Faculty Handbook Amendment Committee_23
- Faculty Hiring Process Overview_2
- Financial Aid Brochure Aug 2023_24
- Guidance and Procedures for Policy Development and Revision_2
- HR Effectiveness Survey Campus Presentation 2023-05-04_12
- HR Effectiveness Survey Report 05-04-2023_2
- HR Info for New Employees_2
- HR New Hire Data_2
- HR Recruitment Toolkit_23
- IC Brand Relevance Playbook 2025-07-28_2
- IC Campus Climate Executive Summary April 2017_26
- IC News 2023-03-23 New Center for Equity, Inclusion, and Belonging_1267
- IC News 2023-05-03 Acknowledging and Learning from BIPOC Student Concerns_12
- IC News 2023-12-09 Bias Incidents Affecting Our Community_2
- IC News 2024-09-17 Ithaca College Tops National List of LGBTQ Friendly Colleges_24
- IC News 2024-10-16 Beyond Pronouns Ithaca College_24
- IC Policy Manual - Faculty Handbook Volume IV_2

- IC Policy Manual 1-3-1 College Charter_Intro267Req1
- IC Policy Manual 1-3-3 Board of Trustees Procedures_27
- IC Policy Manual 1-8 Revision of the Policy Manual_24
- IC Policy Manual 2-13 Venitt Terrace Free Speech Rock_2
- IC Policy Manual 2-3 Non-Discrimination Policy_2
- IC Policy Manual 2-31 Rules for the Maintenance of Public Order_2
- IC Policy Manual 2-35 Ethics and Integrity Policy_Intro2
- IC Policy Manual 2-44 Conflict of Interest and Conflict of Commitment Policy_2
- IC Policy Manual 2-45 Personal Information Policy_2
- IC Policy Manual 2-46 Intimate Relationship Policy_2
- IC Policy Manual 2-49 Background Check_2
- IC Policy Manual 2-7 Guidelines for Resolving Discrimination Complaints_2
- IC Policy Manual 3-1 Recruitment and Hiring Process_26
- IC Policy Manual 3-6 Other Employment Policies_2
- IC Policy Manual 4-13 Tenure Appointments_27
- IC Policy Manual 4-15 Fac Handbook_Separation_2
- IC Policy Manual 4-16 Fac Handbook_Grievance Policy_2
- IC Policy Manual 4-4 Faculty's Obligations Rights Academic Freedom and Code of Ethics_2
- IC Policy Manual 5-4 Staff_Problem Resolution Procedure_2
- IC Policy Manual 5-6 Types of Staff Separation_2
- IC Policy Manual 7-1-2 Student Conduct Code_24
- IC Policy Manual 7-3-1 Students Right to Petition_2
- IC Policy Manual 7-6-1 Student-Athlete Code of Conduct_2
- IC Policy Manual Update Request Form_2
- IC View Summer Scholars Feature 2025_2
- IC Website - Accreditation and Authorization of College_2
- IC Website - All College Policies Committee_23
- IC Website - Artificial Intelligence at IC_2
- IC Website - Background Check Process_2
- IC Website - Campus Climate Survey_2
- IC Website - Campus Wide Solicitation Information_2
- IC Website - Center for Equity, Inclusion, and Belonging_2
- IC Website - Center for LGBT Education, Outreach, and Services_24
- IC Website - Center for the Study of Culture, Race, and Ethnicity_2
- IC Website - Enterprise Risk Management_2
- IC Website - Faculty Appointment and Reviews Deadlines_2
- IC Website - Faculty Ombuds Team_2
- IC Website - Financial Aid Policies_2
- IC Website - Financial Literacy_24
- IC Website - First Destination Survey_12456
- IC Website - Formal Complaints Options_2
- IC Website - Four-Year Financial Forecast_26
- IC Website - HR Document Listing_2
- IC Website - HR Performance Management Resources_2
- IC Website - ICHR Documents_2
- IC Website - Inclusive Search and Selection Procedures_26
- IC Website - Integrative Core Curriculum_2
- IC Website - Internal Career Changes_2

- IC Website - Ithaca Commitment_1246
- IC Website - Marketing Communications Accuracy Statement_2
- IC Website - Net Price Calculator_24
- IC Website - Office of General Counsel FAQs about Ethics and Integrity_2
- IC Website - Office of General Counsel_Non-Discrimination_2
- IC Website - Policy Writing Guide_2
- IC Website - Positive Employee Relations_2
- IC Website - Prevention Education Network_2
- IC Website - Reporting Resources and Free Speech_2
- IC Website - Sexual Harassment and Assault Response and Education_2
- IC Website - Student Accessibility Services_24
- IC Website - Student Consumer Info-Health and Safety_2
- IC Website - Student Financial Services How To Guides_2
- IC Website - Supporting Financial Security_24
- IC Website - Title IX_2
- IC Website - Undergraduate Financial Aid_2
- Institutional Record of Complaints and Resolution_2
- Intercom 2021-09-01 1st Semester Check In_2
- Intercom 2023-03-22 Call for Faculty Ombuds Team_2
- Intercom 2023-12-05 Community Feedback Outreach for Employee Performance Review Process_2
- Intercom 2024-03-20 New Discrimination Complaint Reporting Tool_2
- Intercom 2024-06-23 New Policy on Background Checks for Employees_2
- Intercom 2024-08-14 Chosen Names, Pronouns, and Gender_24
- Intercom 2024-09-04 Campus Climate Survey Follow-Up_26
- Invite to Listening Sessions 2-27-23_2
- IPEDS 12 Month Enrollment_126
- IPEDS Faculty, Staff Count and Ratios_1236
- IPEDS Fall Enrollment_1246
- IPEDS Graduate Level Programs Enrollment_126
- IPEDS UG Student Loan Indebtedness_24
- IR College Scorecard, Fed Loan Default rate_246
- IR Fall Employee Headcounts by Race-Ethnicity_23
- IR Fall Enrollment by Instructional Sites_2
- Ithaca College Campus Climate Study Key Findings April 2024_126
- Ithaca College Common Data Set_24
- Ithaca College Policy Review Schedule_2
- Jan 2022 Alumni Survey_2
- Memo - College Counsel Guidance for College Policies 2024-01-29_2
- MSCHE Statement of Accreditation Status_26
- NYSED Example_Change Professional Ed Program SLP MS_2
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- Presidential Communications Ithaca College_2
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Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Introduction

Ithaca College meets the criteria set forth in Standard III. An undergraduate institution with fourteen master's programs and two doctoral programs, the college holds academic excellence as a core value, and each program seeks to “educate, engage and empower through theory, practice, and performance” (IC Mission). Ithaca College provides significant and comprehensive student experiences led by faculty who are held to high standards and given ample opportunities for professional development.

III.1.a-c Academic Programs

Ithaca College offers a range of academic programs across five schools. The college catalog (2023-2024 Ithaca College Catalog_34, Ithaca College Current Catalog link_34) offers details on over 140 undergraduate majors and minors and graduate programs (IR Enrollment by Major_3, IR Enrollment by Minor_3). Each academic program is regularly reviewed and assessed.

Micro Credentials and Certificate Programs

A suite of micro-credentials is currently being developed. A task force established a set of curriculum parameters and governance process for review of proposals last spring (2025). Following these procedures, the Computer Science department developed three micro-credentials that were launched in fall 2025. We anticipate additional micro-credentials will be established within all five schools at the institution and will be available to undergraduate students in the fall 2026. Skills gained through these micro-credentials will be assessed using direct and indirect methods. Ithaca College does not have any certificate programs.

Academic Prioritization Process (APP)

In 2020-21, as part of the strategic plan, the college went through an academic prioritization process. The pandemic accelerated the college's timeline of completion in order to bring college offerings in line with anticipated enrollment (for additional context, see Standards I and VI).

The key findings and recommendations of the APP (finalized in Spring 2021) are summarized in the Shape of the College Report described below.

1. Strategic revisions and growth based on the changing student landscape and interests:

- Restructuring: The Department of Theatre Arts was moved from the School of Humanities and Sciences to join existing departments in the School of Music, thereby constituting a new School of Music, Theatre, and Dance (Shape of the College_13).

- Expansion of accredited offerings: The School of Health Sciences and Human Performance to better prepare students for professional careers. They added an MS in Physician Assistant Studies (the first cohort graduated in 2023); a dual degree BS/MS in Athletic Training; and a BS/OTD in Occupational Therapy option, along with the existing BS/MS in Occupational Therapy. Both the OTD and MS in Occupational Therapy also offer a “professional entry level” program to graduate students joining the existing dual degree students, better preparing students for professional careers.
- Elimination of low-enrollment programs: Three academic departments and a variety of undergraduate and graduate degree programs
- Creation of programs: In 2021, the School of Humanities and Sciences- added new majors in Race, Power, and Resistance (BA) and Women’s, Gender, and Sexuality Studies (BA), were added to the academic catalog. Both programs align with the college’s institutional priorities of curricular integration and equity, inclusion, and belonging.

2. Curricular recommendations:

All departments were directed to conduct a review of undergraduate major requirements to both diversify and streamline the curriculum to better align with the institution’s sustainability and integration goals. The Curriculum Revision Liaison committee (CRLC) was organized to support departments through this comprehensive curriculum revision as they prepared curriculum proposals for the college curriculum review process (handled by APC, discussed below).

All-College Committees on Assessment, Policy, and Curriculum (APC)

Overview

Faculty oversight for academic matters is the responsibility of the All-College Committees on Assessment, Policy, and Curriculum, which, prior to spring 2025, had been known as the Academic Policies Committee. Each committee within the APC has faculty and student representation from each school. The policy committee also includes representatives from Faculty Council and Graduate Council. The Registrar (or designee) and associate provosts serve in an ex officio capacity on all committees. The committees meet jointly once per semester, and their work is coordinated by an Executive Committee consisting of the faculty chairs of each Committee, the associate provosts, and representatives of other bodies on an as-needed basis. The agendas, meeting notes, and key resources for each committee are shared publicly online via their home page (IC Website - All College Committees on Assessment, Policy, and Curriculum _3). In this chapter, the work of the Curriculum and Policy Committees is discussed; the work of the Assessment Committee is discussed in Standard V.

APC restructuring – an example of an inclusive, reflective process undertaken to assess structure and policy at Ithaca College to ensure rigor and excellence

Beginning in fall 2024, the APC Curriculum committee chair engaged in a consultative process, meeting with representatives of each school’s curriculum committee and an associate dean to discuss potential changes to process and committee membership to improve effectiveness. At the same time, the APC Policy committee undertook a review of its processes and scope of its responsibilities. These discussions led the provost to convene a “summit” of the faculty leadership of APC along with Faculty Council and Graduate Council and charge them to review processes to eliminate redundancies and alleviate the

service burden on faculty (APC-FC-GC Leadership Summit Meeting Notes_2024-12-13_3).

Throughout the spring 2025 semester, leadership discussed potential changes with their constituencies and came to an agreement to restructure the APC, which was ratified in changed constitutions and bylaws for each governance body at the end of the spring semester.

Current APC Structure

Each independent committee (APC Assessment/Policy/Curriculum) consists of one faculty member from each school, one student representative, and ex officio members from the Office of the Provost and Office of the Registrar. The work of the three independent APC committees is coordinated by an executive committee and convene together at least twice during the academic year. The reorganized APC has implemented transparent, effective, and sustainable processes for all academic matters at the college and reports to the Office of the Provost (IC Policy Manual 1-7-2-10 All College Committees on Assessment, Policy, and Curriculum_35, All College Committees for Assessment, Policy, and Curriculum Bylaws_35).

Curriculum Review and Approval

Processes ensure all credit-bearing courses and academic programs at the college (undergraduate and graduate), have sufficient course content and rigor to ensure a coherent, high-quality learning experience for students.

APC is responsible for setting expectations and protocols related to the curriculum review process and providing supporting documentation for use by the faculty. The APC-C page (IC Website - All College Curriculum Committee_3) provides extensive guidance for course/program proposals and revisions to ensure that all requirements, including the new policies and procedures designed to ensure that students earn credit hours consistent with USDE and NYSED guidelines (III.1.b), are met. New and revised course proposals must demonstrate that the course is offered at the appropriate level, has appropriate prerequisites, and contains correct policy-related required elements on a syllabus, including credit hour time spent calculation and course learning outcomes. Course proposals that change credit hours of an existing course are carefully reviewed to ensure that the revisions meet credit hour policy expectations.

New proposals (from individual faculty members or academic units) are initially reviewed by school curriculum committees, chaired by a faculty member and facilitated by an associate dean. Proposals are reviewed and, in most cases, voted on by the full faculty of the originating school (see, for example, School of Humanities and Sciences Curriculum Committee_3, HSHP Curriculum Committee Policy and Procedures_3). Following the faculty vote, proposals are submitted to the dean of the school for confirmation that resources are sufficient to implement the curriculum proposed. Approved proposals are then sent from the dean to the all-college Curriculum Committee for review and once approved, to the provost for a final approval prior to being implemented in the following year's academic catalog. A flow chart is available that depicts the step-by-step curriculum approval process (Curriculum Proposal Approval Process Feb 2025_3).

Curriculum proposals are visible to all college faculty through the online curriculum inventory platform. In addition, on its website, APC publishes a "running agenda" listing all curriculum proposals that have been or are on the agenda to be reviewed (IC Website - All College Curriculum Committee_3). Examples are

provided of curriculum proposals, both revised programs and revised courses, from three departments (Art History, Psychology, and Strategic Communications) that shifted from a 3-credit to a 4-credit curriculum for some or all courses as part of a significant program revision. These examples demonstrate the careful review, with attention to academic excellence and college policies, provided by the school and APC curriculum committees (Art History BA_Program Revision Proposal_3; ARTH 11400_Course Revision Proposal_3; Communication, Strategy, and Design BS_Rev Program Proposal_3, PSYC 20800_Course Revision Proposal_3).

Course Syllabi Requirements and Development Resources

The APC-approved syllabus policy requires inclusion of a variety of elements, in addition to those required by NYSED (Syllabus Policy and Resources_3). To promote consistency and equity, the provost's office provides a syllabus template and a detailed credit hours expectations guide (Syllabus Template_3, Credit Hour Expectations Guide_3). A set of sample syllabi (Sample Syllabi_3) shows how individual faculty members include the required information, especially the credit hours calculation of time spent that allows students to have a clear understanding of the course time expectations. Beginning in AY24-25, deans' offices have been charged to implement a process to review select syllabi each semester to ensure that faculty members are keeping syllabi up to date with policy and credit hour expectations.

The credit hour time spent expectations are relatively new and reflect a recently approved expanded student credit hour policy that was developed and approved through the shared governance process handled by APC. In December of 2023, the Provost's office shared a memo with APC and with Faculty Council explaining the need for a revised credit hour policy, both to ensure compliance with regulations and to clarify credit hour policies for different instructional methods, including hybrid instruction (Memo - Provost to APC and Faculty Council_Credit Hour Policy 2023-12-21_3). During the spring of 2024, the APC Policy Committee gathered extensive feedback on the new policy (Faculty Feedback Process Procedures File Review_3). Faculty were invited to comment on the policy and feedback from the Faculty Council was also incorporated. A condensed version of the approved policy is reflected in the 2024-25 catalog (Credit Hour Policy Catalog_3); the full, expanded version is available online (Credit Hour Policy Updated_Aproved 2024-03-05_3).

Credit Hour Compliance

The Registrar's office is responsible for ensuring compliance with the credit hour policy. Each semester, the Registrar checks that classes rostered in the semester schedule have sufficient instructional time for the type of instruction and for the number of credits (e.g., 3 credit hours of regular instruction = 150 min/week of instruction) and flags anything that doesn't match up for review and correction by dean's offices.

III.2.a-c Faculty who are effective, qualified, and sufficient in number

Ithaca College prides itself on the quality of its faculty. There are expectations for an appropriate terminal degree for each department and type of faculty position (e.g., Business Terminal Degree Requirements_3, Music Terminal Degree Requirements_3). For tenured and tenure-eligible faculty the typical terminal degree is the Ph.D. or other doctorate, but for faculty in select disciplines, other terminal degrees are identified as appropriate (e.g., MFA for film, writing, and theatre faculty or MM for music performance faculty). Data on faculty degree status show that the percentage of faculty with a doctorate or other

terminal degree increased from 64.4% in 2019 to 73.8% in 2023. Over the review period, the percentage of faculty who were full-time ranged between 75 and 78% (IR Faculty Terminal Degree Status_3, IPEDS Faculty, Staff Count and Ratios_1236). In 2023, U.S. News and World Report named Ithaca College #1 for Best Undergraduate Teaching, among 178 schools of its kind in the North (IC News 2023-09-18 IC Named Tops for Teaching in US News Rankings_3).

Consistent with the college’s strategic plan in terms of adjusting to lower enrollments, the number of faculty and staff have been decreased (see VI.12 for more details). Staff numbers (full and part time), as reported in IPEDS, decreased from 1,096 in 2019 to 895 in 2023; faculty numbers decreased from 708 to 509. However, during the same time period, the percentage of staff employees identifying as BIPOC increased from 14.3% to 17.1%, while the percentage for faculty increased from 13.1% to 14.5%. As of fall 2025, 18.2% of staff identify as BIPOC and 17.6% of faculty do (IR Fall Employee Headcounts by Race-Ethnicity_23, IPEDS Faculty, Staff Count and Ratios_1236). The provost’s office annually monitors and records data on the percentage of faculty of salient underrepresented identities in faculty candidate pools and for each stage of progressive advancement through the hiring process. These data help inform future recruitment efforts which helped to increase the percentage of BIPOC employees even as the overall size of the employee body has shrunk.

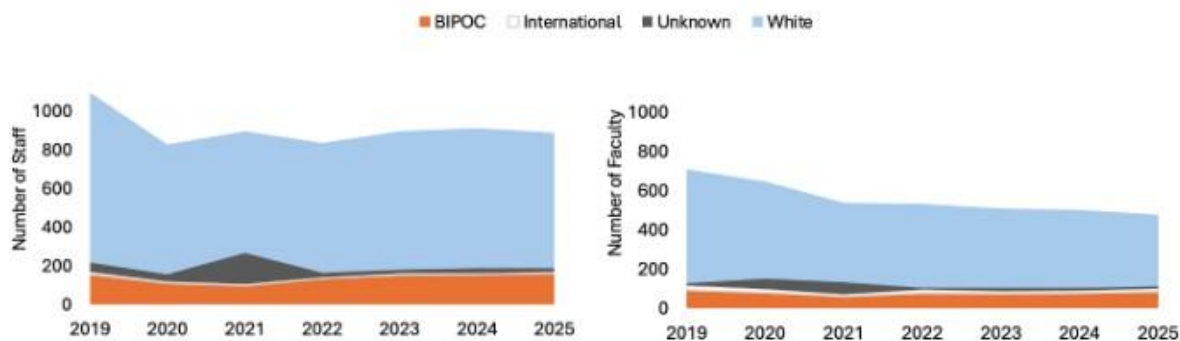


Figure 5-Standard III: Snapshot of Staff and Faculty Ethnicity

Course section size data shows that the average number of students per section stayed the same over the reporting period, at 18 or 19 students per section (IR Course Section Size_3). Credits per semester for faculty members has increased to 9.0 in Spring 2024 from a low of 7.9 in Fall 2020 (IR Average Credit Hours Taught and Course Enrollments_3). This is a result of the Shape of the College plan, which included changes to make faculty workload consistent across the five schools and by faculty appointment types. Data on student-employee ratios show a slight decrease in the student-staff ratio from 6.7 to 6.2 and a slight increase in the student-faculty ratio, from 10.6 to 11.1, also as a result of the Shape of the College plan (IPEDS Faculty, Staff Count and Ratios_1236, Shape of the College_13).

III.2.d Faculty opportunities for professional growth

Resources for faculty development are provided by various entities across Ithaca College.

All-College

The Center for Faculty Excellence (CFE) and the Provost's Office offers a robust suite of programming that supports faculty in many ways, such as working groups for collaborative thinking about challenges in the

classroom, pedagogical innovation, faculty leadership, acclimation for those new to the college (IC Website - Center for Faculty Excellence_136, Center for Faculty Excellence 2022-23 End of Year Report_3, Center for Faculty Excellence 2023-24 End of Year Report_3). Funding opportunities for professional development include

- instructional development awards to support faculty development (\$15,500 budgeted for these awards in the 2026 fiscal year)
- summer grants offered to help faculty advance scholarly/creative work during the summer (\$50,000 budgeted in the 2025 cycle, distributed in 12 awards of equal amounts)
- small grants to faculty for course materials; and several institutes that can fund work falling during summer months when faculty have fewer college obligations (Provost Office Faculty Development & Grants_3, Faculty Awards and Grants Central Log_3)
- awards for faculty to be granted a teaching reduction to invest time on a special scholarly project. Prior to 2025, all faculty were eligible; as of 2025, only MYRN (multi-year renewable notice appointment faculty) are eligible. This change reflects Ithaca College's commitment to equity. This opportunity provides MYRN faculty who are not sabbatical eligible to receive compensated time to pursue scholarly projects (IC Website - Scholarship and Creative Projects Award-MYRN_3).
- Sabbaticals for tenured faculty to advance larger scholarly/creative projects at full salary for one-semester sabbatical leaves and half-pay for full-year sabbatical leaves. In the most recent cycle, all 38 sabbatical applications were approved, nine of which were full-year sabbaticals.
- Faculty training in assessment offered by APC-A, including an annual symposium (IC Website - Assessment Resources_35, APC-A Assessment Symposium May 2024_35).

Individual School Level (Deans Offices)

All five schools offer professional development funding to faculty to travel for conference presentations and related purposes; funding offered typically ranges from \$1,000 to \$2,000 per faculty member per academic year. Reports for 2022-23 and 2023-24 show a robust number of opportunities for faculty to access support and training in topics such as alternative grading, inclusive teaching, and student engagement.

III.2.e Faculty review

Formal Faculty Review Processes

Faculty qualifications and policies for formal review (which includes tenure and/or promotion review and comprehensive evaluations that occur on a seven-year cycle) are documented in the Faculty Handbook (IC Policy Manual 4-1 Ranked Academic Faculty_3, Procedures for Formal Review, File Preparation and Presentation_3, see also Business Terminal Degree Requirements_3, Music Terminal Degree Requirements_3).

Formal review of the faculty includes probationary reviews for tenure-eligible faculty, tenure and/or promotion reviews, reappointment reviews for continuing faculty in renewable appointments, and post-tenure comprehensive review. These review policies are developed by the office of the provost in collaboration with the deans and Faculty Council. In 2020-2021, to increase confidentiality and sustainability, faculty tenure and promotion review processes shifted from paper to the electronic OnBoardplatform, and probationary tenure-eligible and multi-year renewable continuing faculty

reappointment reviews shifted to the online Teams platform. Faculty also receive annual performance reviews, which includes review of student feedback for all courses.

Assessment of Faculty Formal Review Processes

In August 2023, the Provost, in consultation with the Faculty Council chair and vice-chair discussed the need to build out the procedures for file preparation to include guidelines for all formal reviews and to include standardization of review-related processes. A review of these processes revealed inequities in the review process across the institution. Although the faculty handbook and file preparation guidelines provided a consistent, clear structure across the college for some aspects of the file preparation and review process, other aspects such as composition of the review committee, inclusion or exclusion of a candidate narrative statement, number of peer observations of teaching and quantity and period of progressive periodic reviews contained within a formal review file were different across departments and schools or were absent altogether.

Creation of Standard College Faculty Review Procedures

Following institutional priorities for integration of processes to ensure equity, the Provost's office, in collaboration with the deans and Faculty Council, developed standard college-wide procedures for the process of faculty review. Changes to policies in the Faculty Handbook are considered by the Faculty Handbook Amendment Committee (Faculty Handbook Amendment Committee_23) within a framework of shared governance, and this committee was instrumental in the creation consistent guidelines. In September and October of 2023, a draft of college-wide procedure updates was reviewed by deans, members of the All-College Tenure and Promotion Committee, and the Faculty Council Executive Committee (Provost Council Agenda 2023-10-11_3). The proposal was revised and brought forward to Faculty Council for discussion in November 2023. Between November 2023 and January 2024, Faculty Council solicited faculty feedback via multiple modalities; this feedback was discussed at subsequent Faculty Council and Faculty Council Executive Committee meetings (Faculty Council Minutes 2024-01-23_3, Faculty Feedback Process Procedures File Review_3). Faculty feedback was incorporated into a finalized set of procedures published by the Office of the Provost in spring 2024. In addition to demonstrating the college's commitment to inclusive processes and shared governance, this process resulted in procedures that are fair and equitable for all faculty.

III.3 Clear and accurate descriptions that support students' academic progress

Students at Ithaca College completed an undergraduate degree at a rate ranging between 74.2% and 77.8% during the period of this report. On average, students earning degrees are enrolled for 7.9 semesters (IR UG Academic Progress Data_3). Students in graduate programs are very likely to complete their programs, with completion rates between 92.9% and 96.5% (IR GR Academic Progress Data_3).

Resources to support students' academic progress include the following:

- Academic catalog: The catalog displays major and other degree requirements (such as, for undergraduates, the general education program) that are approved through the curriculum process. In addition, many departments and programs provide students with schematics that allow them to track their own progress through their majors. These semester-by-semester plans are provided to students by dean's offices and faculty advisors. These types of checklists and

schematics are useful to students and advisers; however, they are unofficial mechanisms for tracking progress (Sample Advising Sheets_3).

- Degree Works: The official degree evaluation tool in the student information system, Degree Works, shows student progress toward their selected degree as well as allowing students and advisers to develop “what if” scenarios if students are considering changing/adding majors or minors. Degree Works tutorials are available for students and advisers through the Registrar’s Office website (Registrar Tutorials for DegreeWorks_3). Degree Works also has a note-taking feature that allows advisers to document plans/strategies and issues affecting academic progress. Data shows that this note-taking feature is not widely used, and as a result, the college is piloting a new tool, NotesHub, connected to the Student Success Dashboard that allows for robust notes regarding academics and the entire student experience. NotesHub supports all staff and faculty who advise or work with students, as it provides a clear record of recommendations or decisions made in regard to student academic progress and success. Any notes made in Degree Works will be automatically added to NotesHub, ensuring that all recommendations are collected in one place.
- Canvas: The college supports a single learning management system (LMS), Canvas, that offers easy access to course materials including assignments and syllabi.

III.4 Sufficient learning experiences and resources

Students at Ithaca College are offered a rich variety of opportunities and resources to support and enhance their academic progress. This section focuses on opportunities provided through curricular experiential learning and study away. Academic resources, such as those offered by the library and those supporting distance education, are also included.

Experiential Learning

This section highlights academic experiential learning opportunities available to students throughout the five schools with a focus on faculty mentoring. Student employment, non-credit internship opportunities, the student leadership institute, scholar programs, and student clubs are discussed more fully in Standard IV. Examples of curricular experiential learning are discussed below.

Hands-On Learning to Build Skills

- A Park School of Communications’ motto is “Day one, you’re on.” First-year students enroll in classes where they gain technical skills in film and television production by operating college-provided equipment and technology (Park School Facilities_3). The curriculum scaffolds these foundational skills through the following years, providing students with spaces and time to hone and apply those skills until they are proficient, industry-ready experts.
- The School of Music, Theatre, and Dance curriculum incorporates a wide array of courses through which students deepen skills and develop expertise and proficiency in their chosen creative field or on their chosen instrument through iterative hands-on practice in the context of courses, lessons, and required participation in recitals, ensembles, and theatre productions. Nearly every requirement for an MTD student embraces experiential learning, as young artists constantly practice their craft.
- In the STEM and health disciplines, students engage in hands-on laboratory practice as part of their curriculum. With active faculty mentoring in teams or one-on-one, students deepen their skills and

understanding as they move from the foundational courses to upper-level courses until they are able to act independently in the research lab or clinic setting.

Undergraduate Research

- In the School of Humanities and Science, faculty-mentored experiential learning, such as supervised completion of research projects, is a core requirement of many majors (economics, psychology, biology, biochemistry, chemistry, computer science, mathematics, and physics). Students have extended opportunities to plan, conduct, and report on research (IC Website - Student-Faculty Research examples_3). Research experiences are also provided through courses available to all students on campus.
- The H&S Summer Scholars Program exemplifies the commitment of H&S faculty to experiential learning. This competitive program provides 25-30 students with majors in any H&S discipline a full-time paid opportunity to immerse themselves, under faculty supervision, full-time in campus-based creative inquiry, scholarship, and research projects over eight weeks during the summer. (IC Website - Summer Scholars Program_13).
- Interdisciplinary research projects by students and faculty in the schools of Humanities and Sciences and Health Sciences and Human Performance allow for cross-pollination as preparation for work in industry. For example, psychology and occupational therapy students collaborated on an intervention for preschoolers and presented their research at OT and psychology conferences (NEPA Conference Poster_3). Studies in biological anthropology and microbiology resulted in interdisciplinary research based in a shared campus lab and Costa Rica (IC Website - Lisa Corewyn and Kari Brossard Stoos_3).
- The annual all-college James J. Whalen Academic Symposium celebrates student research. Ithaca College students are encouraged to present their research in the form of oral, visual, or poster presentations (IC Website - Whalen Academic Symposium_13). In AY24-25, 167 students submitted abstracts to present their work at the Whalen Symposium. In the interest of increasing participation, in 2026, no classes will be held on the date of the symposium so that all students and faculty can attend.
- National representation in the form of publications and conference presentations by undergraduates is encouraged. Students can receive financial support from their school or department to present their work at regional and national conferences. Examples of conferences include the National Athletic Trainers' Association, the Lycoming Undergraduate Humanities Research Conference, the Association of Applied Sport Psychology, the Eastern Colleges Science Conference, and the Student Television Network Conference (Intercom 2024-12-02 National Council on UG Research Info_3).

Professional Practice

Majors in Ithaca College's four professional schools are designed to provide students with significant opportunities to engage in professional practice, including credit-bearing internships, clinical practicums, and course-based projects that put students in real-world situations where they learn, practice, and perform essential skills related to their disciplines or professions. Departments in the School of Humanities and Sciences also offer both credit-bearing internships and courses in which students develop

professional skills.

Examples of course-based professional practice:

- School of Business students manage the South Hill Fund, over \$1.25 M in assets, with faculty mentoring in two courses and a student-run club. Students enrolled in FINA 38000 Equity Portfolio Management manage the equity portfolio students enrolled in FINA 37500 Fixed Income Analysis manage the fixed income portfolio; and students participating in the investment club, Core Trading Consultants, manage a second equity portfolio in the South Hill Fund. Investment earnings support a scholarship for students interested in careers in investing (South Hill Fund Q1 2025 Report_3).
- Environmental Science BS majors or the minors in Environment and Society apply their knowledge to the natural resources in the Ithaca College Natural Lands in the course ENVS 35100 Farming the Forest: Non-Timber Forest Products. In this course, students engage in hands-on work to make and market products such as maple syrup and honey, which are sold through the Campus Store (IC News 2023-05-05 Sustainably Made_3).
- Across the college, specific courses provide a wide range of student opportunities to develop event management skills:
- *ENGL 29500 New Voices Seminar: Reading Contemporary Writers and 29700 Professional Development Practicum in Literary Studies*: students gain experience programming and organizing literary events, including the annual New Voices Literary Festival in partnership with Buffalo Street Books in Ithaca, featuring emerging writers in a variety of genres (IC Website - New Voices Festival_3); and the biannual Pippi to Ripley academic conference featuring scholarship on gender and/or sexuality in popular culture , which engages scholars, graduate students, librarians, high school teachers, and undergraduates in active collaboration (IC Website - Pippi to Ripley Conference_3).
- *HLTH 31700 Community Health*: students gain practical understanding of public health by participating in the planning and implementation of the annual college-wide flu vaccination event, in collaboration with the Tompkins County Health Department. In 2025, the flu vaccination event also included mental health screenings offered by physician assistant graduate students (IC Website - Flu Vaccination Exercise_3).
- *SCRE 10000 FLEFF (Finger Lakes Environmental Film Festival) Immersion*: students gain hands-on experience running one of the world's longest-running environmental film festivals. Sponsored by Ithaca College, with major funding provided by the Park Foundation, this festival is co-directed by faculty members in the Park School and in H&S, and includes a partnership with Cinemapolis, a downtown Ithaca first-run movie theatre (IC Website - FLEFF 2025_3).
- Operating in a professional environment is a key aspect of the Park School experience and credit bearing internships are available to students. Students operate WICB, the college's radio station, ICTV, and the award-winning student newspaper, *The Ithacan*. Students can also work with clients through Park Productions (Park Productions_3). Credit-bearing internships in the film and television industry form the core of the experience for Park School students. Specific opportunities for students who study in the Los Angeles program are described below.
- Credit-bearing internships are also required for School of Music, Theatre, and Dance programs, including the Sound Recording Technology BM major, and recommended for the Theatre Administration BS major and the Stage Management BFA.

Ithaca College offers nationally accredited licensure programs at both the undergraduate and graduate levels. Students can earn national and state certification, specifically in accounting, teacher education, and health-related fields. Each of these professional programs has field-based clinical or professional experiences built into major requirements, as required by state certification expectations:

- In HSHP health-related programs, faculty assist students to arrange placements across the state and the country. As of the 23-24 academic year, the School of HSHP has nearly 600 active site agreements in place for students in their health-related programs (HSHP Active Site Affiliation Agreements AY23-24_3). In some programs, students complete supervised fieldwork hours in Ithaca College-run clinics that are open to the public free of charge (e.g., OT, PT, SLP).
- The Ithaca College teacher education programs leading to NYS certification require student teaching placements as part of degree requirements. Faculty evaluate students during their placements, where they are supervised by mentor teachers. The teacher education Field Experiences and Partnerships Coordinator ensures that appropriate agreements are signed by school district partners, as required by NYS regulation, and supports mentor teachers in understanding expectations of the IC teacher education programs. A Teacher Certification Specialist assists students in meeting other state expectations, including taking required licensure exams (IC Website - Teacher Education_3).

Experiential Learning in the Community

Students at Ithaca College participate local and on-campus opportunities that benefit both students and community members:

- In the Therapeutic Alliance Program, the School of Health Sciences and Human Performance partners with Tompkins County Whole Health to provide physical therapy, speech language therapy, and occupational therapy services to individuals with substance abuse and traumatic brain injury diagnoses. (HSHP Therapeutic Alliance in Ithaca Voice_3).
- HSHP students in Exercise Science (undergraduate and graduate) benefit from a partnership with IC athletics to provide athletic training and strength and conditioning services to athletes via the clinic and on-field support.
- A long-standing opportunity for community engagement is the Ithaca College- Longview Partnership, based on a special agreement with a local residential retirement community, Longview. This agreement offers IC students opportunities to engage in faculty-mentored service-learning activities, including supporting seniors in creative writing activities, foreign language tutoring, providing OT services. The college's partnership coordinator facilitates student learning at Longview and brings elders from Longview to campus for classes and events (Ithaca College and Longview Partnership_13, IC News 2025-02-18 Taking the Longview_3).
- The newly designed Innovation Scholars Program for students in H&S contains a community-based project as the culminating experience of the program (IC Website - Innovation Scholar Program_34).
- The School of Business accounting faculty and students run a long-standing Volunteer Income Tax Assistance (VITA) clinic to provide low-income Ithacans, with a focus on the area's international community, with free tax preparation services. Over the past two years, the program has averaged

200 filings per year. The college provides a dedicated project room where VITA students to collaborate with their faculty mentors. During the pandemic, the program was cited by the IRS for its exemplary handling of the move to online service.

Student Employment as Part of Theory, Practice, and Performance

Paid student positions directly related to students' career aspirations include gallery assistants in the Handwerker Gallery for art and art history majors and minors, web designers in Park Productions, teaching assistants in select science courses, writing tutors in the Writing Center, and academic tutors for key courses in a variety of departments. Details about student employment can be found in Standard IV.

The Center for Career Exploration and Development (CCED) supports students and faculty in identifying, accessing, and completing appropriate internship opportunities. CCED has recently launched a program supported by foundations and alumni donors to provide financial support for students with financial need to engage in unpaid or low-paying internships, to ensure that all students at the college can take advantage of internship opportunities (more details in Standard IV).

Learning Experiences: Study Away

Study abroad is a high-impact practice, and the rate at which Ithaca College seniors report having studied abroad. Ithaca College runs two study-away programs: one domestic in Los Angeles, CA, and one international in London, England.

The Los Angeles Program

James B. Pendleton Center in Los Angeles, California is the permanent location of Ithaca College's long-established domestic study away program. Designed for students in the Roy H. Park School of Communications (IC Website - Los Angeles Program_3), it offers students transformative opportunities for professional development. Ithaca College faculty on site provide coursework related to the film and television industry; most of the curriculum in LA is internship-based, allowing students to apply their learning in professional industry environments.

The London Program

The Ithaca College London Center marked its 50th year in operation in 2022 and remains a popular study abroad option for students across majors and schools, especially for theatre students in the School of Music, Theatre and Dance, who are able to take key major-related courses during a semester in London. Enrollment since Fall 2021 has averaged 122 students per year (IR Enrollment Trends by Instructional Location_3).

The current director of the London Center has recently updated the roster of class offerings. Both course titles and content were revised, five new classes were added to the roster (including Creative Industries in London and Black British History), and eight classes were retired. A new course prefix, ICLC, was put into place, allowing greater consistency across most courses in the curriculum, the exception being Theatre courses required for majors in those programs. Courses offered through the London Center go through the same faculty review and approval process as do courses offered on the Ithaca campus; and the London Center director also works closely with department chairs at Ithaca College to ensure that new and revised classes continue to meet expectations for major and minor programs, as applicable, so students continue

to make progress in their degree programs. The Director of the ICC also collaborates with the London Center to align those courses in such a way that students can continue to satisfy general education requirements while studying in London. Additional improvements to the London Center program are made in response to semesterly student course evaluations and program evaluations.

Additional study abroad opportunities: The Office of International Programs assists students in selecting a program that will be affordable and appropriate to ensure degree progress. Affiliated programs and partners are carefully selected and regularly reviewed for quality of the educational experience and overall cost. Changes have been implemented to keep affiliated programs fiscally sustainable and transparent, including the creation of two tiers of programs: Tier 1 programs are covered by the regular cost of attendance at the home campus, and Tier 2 programs carry an additional fee based on the difference between the student's net tuition and the higher tuition cost of the program. Each study abroad organization assesses their program offerings following the end of each instructional term and makes those assessments available to all university partners (IC Website - Study Abroad_34, Study Abroad Guide_3). Students can also participate in faculty developed and led short-term study abroad programs or research trips to various countries in the winter and summer terms (Island Biology_3). According to the 2025 NESSE report, 30% of students report engaging in a study away experience at Ithaca College (NSSE 2025 - Excerpts from the Institutional Report_35).

Resources

Library

The Ithaca College Library supports teaching and learning (Library Bibliographic Instruction and Annual Report FY2024_3). Librarians participate in a consortium of academic libraries that makes 24/7 research support available to the Ithaca College community through live chat. In addition, Ithaca College librarians review the transcripts of these interactions to follow up with individual students to offer additional support and resources, as appropriate. Further, librarians partner with instructors to develop sessions tailored to course assignments and learning outcomes; they also offer one-on-one consultations with students related to research questions. The required first-year Ithaca Seminar (ICSM) course contains librarian-created goals that help prepare first-year students for academic research. While the library session is not a requirement for an ICSM, in AY23-24, librarians met with over 60% of the ICSM courses. The library has also developed its own interactive online tutorials to help students learn critical research skills, including evaluating and citing sources and gaining information literacy, as part of a Research 101 suite (Library and ICSM SLOs_35).

The library's collection continues to be wide-ranging and includes a mix of physical and electronic books, media, and serials, as well as many databases. The number of books available either physically or digitally increased from 480,911 in 2019-20 to 660,620 in 2022-23 (IPEDS Academic Libraries Collections, FTE_3). The library's collection development policy helps ensure that the library's resources support the changing mix of students and programs at the college (Library collection development policy_3). The Ithaca College Library is also a founding member of the South Central Regional Library Council (SCRLC). Membership in the SCRLC helps the library support services such as interlibrary loan (South Central Regional Library Council Membership_3).

Distance Education

During the pandemic, the college increased its online offerings for the two semesters students were not in residence, as demonstrated by data for fall 2020 and spring 2021. The college's pivot to online learning during COVID resulted in many faculty receiving extensive training in online and asynchronous instruction and course design.

Beginning in fall 2021, the college reaffirmed its commitment as a residential institution as it returned to providing primarily in-person instruction for undergraduates and exclusively online offerings have returned to lower levels: 23 online class sections in fall 2023 and 18 online class sections in spring 2024. To offer a fully online class during the academic year, faculty seek permission from their dean's office and confirm that the pedagogy is appropriate for those courses. Most graduate courses are also conducted in person, excepting the new fully online Master's in Speech Language Pathology (see III.7). By contrast, winter and summer sessions consist primarily of courses delivered via distance education (IR Distance Ed Courses and Course Enrollment_3).

Since the pandemic, faculty have embraced options to integrate some asynchronous or online pedagogies into their in person classes. The college continues to provide resources for online learning and related faculty development. Students can access academic and technology support services through the Ithaca College Technology Help Desk, resources within Canvas, and additional resources available through Canvas Instructure (IC Website - ITA Resources for Students_3). Faculty can consult with instructional designers to support the design and implementation of online pedagogies into their courses through The Center for Faculty Excellence (CFE).

Faculty teaching distance education courses are expected to adhere to all expectations for effective teaching and grading and to follow all academic policies. As with all in-person courses, surveys soliciting student feedback on their courses and instructors are distributed to students by the provost's office via email, which uses the same form for both online and face-to-face instruction.

III.5 General education program

Since 2013, the college's general education program has been delivered through the Integrative Core Curriculum, or ICC (ICC Catalog Description_3). The ICC exposes all students to four key perspectives and opportunities to acquire and practice essential learning outcomes and skills. Assessment of the ICC SLOs are discussed extensively in Standard V. A full program review of ICC was done in 2018-19, resulting in a report recommending seven substantial priority changes in April 2019 (ICC Final Program Review Report 2019-04-01_35, Periodic Program Reviews 2012-2022_35). The current status of these recommendation is summarized in **Executive Brief of the 2019 ICC Report_35**.

In September 2019, the Provost's Task Force on ICC Revision was formed to transform data and recommendations from that report into a concrete proposal. Working groups addressed different areas of the ICC, and the draft proposal for curriculum were shared with the campus beginning January 2020. Work continued remotely through 2020, with curricular revisions submitted to the Committee on College-Wide Requirements (CCR) in March 2021. Key stakeholders, including administrators, faculty, staff, and students provided input the proposal before it was submitted to the APC-C. The task force also turned its attention to administration and governance for the ICC, along with plans for radically revised assessment

processes.

A Faculty Advisory Vote was held in spring 2021, and the CCR subsequently approved the proposal from the Provost's Task Force on ICC Revision (ICC Proposal 2021-04-01_3 and Intercom 2021-09-07 ICC Next Steps for Revisions_3). The proposal then went to the APC-C for the regular program change process. The changes to the ICC were implemented in fall 2022.

In its current form, students completing the ICC will be able to

1. Apply concepts, theories, methods, or skills to analyze new questions or complex problems; and
2. Engage in and communicate self-reflection about their learning in the Integrative Core Curriculum, their chosen major discipline, and their overall Ithaca College experience.

As part of the ICC requirements (ICC Requirements Summary_3), students complete an Ithaca Seminar (ICSM), up to four perspective courses, courses designated to include core competencies (also referred to as "attributes"), and a capstone.

- Ithaca Seminar: The ICSM course is a high-impact practice designed specifically for first-year students and with separate sections for transfer students. These seminars focus on an academic topic and also support student transition to Ithaca College through a variety of activities and events (Fall 2023 and Fall 2024 ICSM Report_35).
- Perspectives: The perspective requirement ensures that students are exposed to the breadth of liberal arts areas, specifically Creative Arts, Humanities, Natural Sciences, and Social Sciences. Students must take courses outside of their major requirements in each perspective area, unless their major has been identified as achieving the same outcome as a single perspective (e.g., Acting BFA majors meet the outcomes for the creative arts perspective through their major). The separation of perspective courses from major requirements is considered an essential aspect of general education, according to Paul Hanstedt in *General Education Essentials*, and the revision of the ICC preserved that aspect of the requirements. Previously students were required to choose perspective courses based on a topical theme. One of the revisions to the ICC involved the elimination of themes from perspectives so that students no longer had to restrict their selections to a single theme, which had proven to be burdensome. This change was intended to increase flexibility, allowing students to take courses of interest to meet the perspectives requirement (ICC Final Program Review Report 2019-04-01_35). The current list of courses meeting one or more ICC requirements shows that departments across all five schools are participating in the ICC. However, 78% of perspectives courses are offered by faculty in the School of Humanities and Sciences (New Gen Ed Designated Course List_3).
- Core Competencies: Students complete one course each in the following areas: Academic Writing, Writing Intensive, Diversity, and Quantitative Literacy. Academic Writing is a 100-level preparatory course, while a Writing Intensive course is either a designated upper-level elective or course within students' majors. These competencies address foundational skills for responsible citizenship and professional success. Courses in students' majors may fulfill all but the academic writing competency requirement (IC Website - Academic Writing Requirement_3).
- Capstone: In their capstone course, students reflect on their academic experience at the college and consider how they have integrated their learning in their major and ICC courses. Most

departments have their own senior-level courses that satisfy both major expectations and Capstone requirement. Previously, the Capstone course included the completion of an e-portfolio documenting and reflecting on student learning through the ICC. However, after much deliberation and careful review by ICC Taskforce in consultation with faculty and students, the e-portfolio was removed in 2022 (ICC Final Program Review Report 2019-04-01_35).

While the ICC does not contain specific courses on technological competency or information literacy, these areas are covered in the required Ithaca Seminar. Several program SLOs align with these skills as well across schools (Additional Gen Ed Skills-Pgm SLOs_35, Library and ICSM SLOs_35). To support the required technology usage throughout each student's academic journey, Information Technologies (IT&A) offers student-centered resources. Incorporating expectations regarding information literacy into the ICC beyond the optional library workshops could be an opportunity for a future revision.

General education program course approval changed significantly as part of the program review. Previously, the CCR reviewed courses in the ICC. Due to concerns about unclear and overlapping responsibilities, the CCR was discontinued, and the ICC Curriculum and Assessment Committee was created to facilitate assessment of the ICC (ICC CAC Committee Charge_3, IC Policy Manual - APC updates 2022 Working Draft Markup_35). New and revised ICC courses go through the regular APC-C process, while ICC designations are the responsibility of the Director of the ICC (ICC Perspective and Attribute Designations Fall 2024_3, ICC Designation Process_35).

The perspective requirements combined with the competencies, first-year ICSM, and the capstone provide all students with high-quality intellectual experiences through high impact practices. The ICC revisions bolstered the already-strong ICSM program, simplified requirements to increase student success, and led to the development of achievable and measurable SLOs appropriate for a twenty-first century learner. In their final reflective Capstone essays, students regularly state that courses completed in the ICC inspired their choices in completing a minor, taught them a new way of looking at the world and their place in it, or allowed them the opportunity to work collaboratively with students outside of their major program (ICC Capstone Assessment Report AY24-25_35).

Nonetheless, the simplification of the program resulted in the loss of some of the integrative aspects of the curriculum, shifting it more closely to a simple distribution model. Ithaca College has an opportunity to infuse more integration into the ICC by adding experiential, hands-on learning that integrates class work and the world outside of the classroom. Although a large percentage of IC students already accomplish experiential learning, adding it to the core requirements would highlight Ithaca College's mission.

III.6 Graduate Education

Each graduate program now has two entry points: entry as a first-year undergraduate into the accelerated dual degree program or professional level entry level for students attained a relevant UG degree.

- Business offers a specialized MBA in Entertainment & Media Management and an MS in Accounting.
- Humanities and Sciences offers graduate level teaching certification programs.

- Health Sciences and Human Performance offers both master's and professional doctorate degrees.
- Music, Theatre and Dance has a graduate program in Music Education; three of the Master's in Music programs suspended after the APP process have been revised, with the expectation that they will again accept students in the coming years (IR GR Academic Progress Data_3).
- Communications has no graduate programs since the Shape of the College Report eliminated its MFA.

Graduate SLOs and policies help ensure opportunities for development (Grad SLOs_3, Grad Student Performance Requirements_3). Graduate assistantships (Grad Assistantships and Scholarships_3), designed to provide relevant experience in a student's chosen field, are available in most programs. Examples include teaching and/or research assistantships: graduate faculty (Grad Faculty_3) often teach both graduates and undergraduates, except for in the Physician Assistant Studies program, where only faculty teach graduate students.

The Graduate Council, subject to approval in the provost's office, is responsible for all policies and procedures related specifically to graduate students (IC Website - Graduate Council_3). To promote consistency across curriculum and assessment at the undergraduate and graduate levels, the APC was reconfigured to include a representative from Graduate Council to participate in APC-C committee's review of graduate curriculum proposals.

III.7 Third-party providers

The college has a contract with one academic third-party provider, Keypath Education, LLC, for its online Master of Science in Speech-Language Pathology (MS SLP) program. Ithaca College ensures the quality and integrity of assessment services designed, delivered, or assessed by third-party providers through a rigorous institutional review and approval process (CAA Approval SLP Distance Learning Program_35). This process includes initial vetting by the relevant academic or administrative units, followed by a comprehensive review by the Office of the General Counsel and the Information Technology Office. These reviews assess the third-party providers' compliance with institutional standards, data security protocols, and regulatory requirements (Ithaca Keypath Master Services Agreement_346). Additionally, third-party providers are required to submit detailed documentation to verify their capabilities and adherence to best practices in education delivery (Keypath-Ithaca MS Speech Language Program A-1 Program Term Sheet_346). These processes and ongoing oversight ensures alignment between third-party assessment services and Ithaca College's mission and goals.

In Ithaca College's one online master's program in Speech-Language Pathology (SLP), introduced in Fall 2024, virtual SLP courses are all taught by IC faculty and the curricular requirements are identical to the residential program (IC Website - Online SLP Masters_13). The department also offers "leveling" courses that allow students to complete prerequisite courses before beginning the formal degree program. The inaugural cohort enrollment for this program in Fall 2024 was 52 students, and when fully implemented, the program will average approximately 200-225 enrolled students. Unlike the residential program, the online program is part-time and a more flexible option for working professionals and non-traditional learners.

Because this program is new for the 2024-25 academic year, no academic assessment has occurred, but the program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology, and the department has developed an academic assessment plan for learning outcomes which will be implemented in the coming years (Specialized Accreditation - CAA Speech-Lang Pathology 2019_235).

III.8 Assessment of student learning experiences

In addition to the annual student learning outcomes assessment in the five schools and for the ICC discussed in Standard V, all academic units (departments or programs) undergo program review every eight to ten years, a process coordinated by the provost's office (Periodic Program Review - Calendar 2023-2033_35, Periodic Program Reviews 2012-2022_35). In collaboration with the APC Assessment Committee, the Office of the Provost developed new guidelines for the program periodic review process (see Standard V.5 for a detailed overview), and the first cohort to use the revamped guidelines included six programs in 2023-24 listed below (Periodic Pgm Review - Overview of the Self-Study Process_35, Periodic Pgm Review - Report Guidelines for Self-Study_35).

Table 2-Standard III: Academic Units that completed Periodic Program Review or Specialized Accreditation 2019-present

2019-20	Television, Photography, & Digital Media Production, B.S. Biochemistry B.S. Department of Biology Department of Education Department of the Environment
2020-21	Reviews paused due to Covid
2022-23*	Department of Computer Science Department of Mathematics *Transition to new guidelines
2023-24 (new guidelines)	Finance, B.S. Writing for Film, Television, and Emerging Media, B.F.A Department of Health Sciences and Public Health Legal Studies, B.A. and Minor Department of Psychology Department of World Languages, Literatures, and Cultures Physician Assistant Studies, M.S.: ARC-PA 1 st provisional accreditation
2024-25	Documentary Studies & Production, B.A. Journalism, B.A. Sports Media, B.S. Center for the Study of Culture, Race, & Ethnicity Department of Literatures in English Center for Theatre and Dance: NAST accreditation School of Business: AACSB accreditation
2025-26	Physician Assistant Studies, M.S.: ARC-PA accreditation Reviews on pause due to Middle States Reaccreditation

What follows are examples of revisions to curriculum, assessment processes, and resources allocation that arose from the periodic program review process:

- 2022-23: Building on annual SLO observations within their periodic review, Computer Science faculty student weaknesses in their ability to properly test software while assessing the “Software SLO” in COMP 34500. To address this, course content covered in COMP 34500 was refined, which yielded some observed improvement. Still, the department noted that improvement should not be limited to the one course the assessment was taken (even as the assessment the next year did indicate improvement). Over time, software testing skills was given new emphasis throughout the curriculum (COMP 22000 and COMP 17100, respectively).
- 2023-24: The newly developed Finance BS was the first program in the School of Business to engage in the revised process, and faculty used the process to engage in foundational assessment work. The department developed a curriculum map that included where and how their student learning outcomes would be assessed. Using the AAC&U's VALUE rubrics, the faculty also developed rubrics to be used across the courses for consistent assessment of finance SLOs. They were then poised to begin robust assessment process when their new major began in fall 2024. Based on feedback from their external reviewer, SLOs were also further refined to include Bloom's revised taxonomy. Also, a recommendation to include more practitioners with industry experience was used to inform the department's hiring requests via the TRAC process (see Standard VI for more info about the Teaching Resource Allocation Committee).
- 2024-25: Based on external reviewer's feedback, the Journalism B.A. dropped a redundant SLO and updated assessment plans accordingly to collect results in 2025-26.
- 2024-25: Based on alumni and external reviewer feedback during their 2017 review, Documentary Studies and Production BA added more business training. The program introduced Documentary Industries, a required one-credit course. In the 2024 review, the external reviewer noted a final-stage gap in balancing theory and practice and recommended expanding Documentary Industries to a more robust two-credit course—a change also requested by students that is currently underway.

Additional examples and further discussion of academic assessment processes and assessment of general education learning outcomes can be found under Standard V.

Conclusions (Strengths and Opportunities)

Ithaca College fully meets all criteria for Standard III through its strong commitment to academic excellence as each program seeks to “educate, engage and empower through theory, practice, and performance.”

The evidence demonstrates that Ithaca College

- has made strides to highlight and enforce credit hour policies and to clarify and standardize faculty review processes.
- strongly communicates policies and processes related to Standard III by utilizing a multi-channel approach that includes, handbooks, governance committees, the website, intercom, and email.
- provides highly effective and comprehensive student learning resources and support practices that are well-integrated into the student experience and designed through an equity and access lens.

- incorporates high impact practices including experiential learning opportunities both embedded in and adjacent to the curriculum, as well as robust campus leadership opportunities.

Opportunities exist to improve

- monitoring and data collection to better assess the impact of the remote modality on the ability of students to meet learning outcomes.
- the integration into the curriculum through an expansion of experiential, community-based learning opportunities and to continue assessing the impact of co-curricular participation on long-term outcome measures such as graduation and first destination results.

Evidence:

- 2023, 2024, 2025 ICSM Reports_35
- 2024-2025 Ithaca College Catalog_34
- Additional Gen Ed Skills-Pgm SLOs_35
- All College Committees for Assessment, Policy, and Curriculum Bylaws_35
- Annual Assessment Cycle Samples 2019-2025_35
- APC-A Assessment Summit May 2023_35
- APC-A Assessment Symposium May 2024_35
- APC-FC-GC Leadership Summit Meeting Notes_2024-12-13_3
- Art History BA_Program Revision Proposal_3
- ARTH 11400_Course Revision Proposal_3
- Business Terminal Degree Requirements_3
- CAA Approval SLP Distance Learning Program_35
- Center for Faculty Excellence 2022-23 End of Year Report_3
- Center for Faculty Excellence 2023-24 End of Year Report_3
- Communication, Strategy, and Design BS_Rev Program Proposal_3
- Course approval documents_3
- Credit Hour Expectations Guide_3
- Credit Hour Policy Catalog_3
- Credit Hour Policy Updated_Aproved 2024-03-05_3
- Curriculum Maps in PSS as of 2025-06-10_35
- Curriculum Proposal Approval Process Feb 2025_3
- Executive Brief of the 2019 ICC Report_35
- Faculty Awards and Grants Central Log_3
- Faculty Council Agendas (Fac Review Process) Nov23-Jan24_3
- Faculty Council Minutes 2024-01-23_3
- Faculty Feedback Process Procedures File Review_3
- Faculty Handbook Amendment Committee_23
- Full Time Fac Qualifications 2024-12-19 redacted_3
- Grad Assistantships and Scholarships_3
- Grad Faculty_3
- Grad SLOs_3
- Grad Student Performance Requirements_3

- HR Recruitment Toolkit_23
- HSHP Active Site Affiliation Agreements AY23-24_3
- HSHP Curriculum Committee Policy and Procedures_3
- HSHP Therapeutic Alliance in Ithaca Voice_3
- IC Events-Business Idea Demo Day_3
- IC News 2020-08-14 Flexible by Design_Intro3
- IC News 2023-05-05 Sustainably Made_3
- IC News 2023-09-18 IC Named Tops for Teaching in US News Rankings_3
- IC News 2025-02-18 Taking the Longview_3
- IC Policy Manual - APC updates 2022 Working Draft Markup_35
- IC Policy Manual 1-7-2-10 All College Committees on Assessment, Policy, and Curriculum_35
- IC Policy Manual 4-1 Ranked Academic Faculty_3
- IC Website - Academic Program Prioritization_3
- IC Website - Academic Writing Requirement_3
- IC Website - All College Committees on Assessment, Policy, and Curriculum_3
- IC Website - All College Curriculum Committee_3
- IC Website - All College Policies Committee_23
- IC Website - Assessment Resources_35
- IC Website - Center for Faculty Excellence_136
- IC Website - FLEFF 2025_3
- IC Website - Flu Vaccination Exercise_3
- IC Website - Graduate Council_3
- IC Website - IC Advantage_34
- IC Website - Innovation Scholar Program_34
- IC Website - ITA Resources for Students_3
- IC Website - Lisa Corewyn and Kari Brossard Stoos_3
- IC Website - Los Angeles Program_3
- IC Website - New Voices Festival_3
- IC Website - Office of Extended Studies_13
- IC Website - Online SLP Masters_13
- IC Website - Periodic Program Review and Self-Study APC-A Resources_35
- IC Website - Pippi to Ripley Conference_3
- IC Website - Scholarship and Creative Projects Award-MYRN_3
- IC Website - Student-Faculty Research examples_3
- IC Website - Study Abroad_34
- IC Website - Summer Scholars Program_13
- IC Website - Teacher Education_3
- IC Website - Whalen Academic Symposium_13
- ICC CAC Committee Charge_3
- ICC Capstone Assessment Report AY24-25_35
- ICC Catalog Description_3
- ICC Designation Process_35
- ICC Final Program Review Report 2019-04-01_35
- ICC Perspective and Attribute Designations Fall 2024_3
- ICC Proposal 2021-04-01_3
- ICC Requirements Summary_3
- ICC to UG Programs SLO Crosswalk as of 2025-01-14_35
- Intercom 2021-03-11 Updates on the Reopening of Satellite Instructional Sites_3

- Intercom 2021-09-07 ICC Next Steps for Revisions_3
- Intercom 2024-11-18 Student Employment move to CCED_3
- Intercom 2024-12-02 National Council on UG Research Info_3
- Internship Postings_3
- IPEDS Academic Libraries Collections, FTE_3
- IPEDS Core Expenditures_1346
- IPEDS Faculty, Staff Count and Ratios_1236
- IR Average Credit Hours Taught and Course Enrollments_3
- IR Course Section Size_3
- IR Distance Ed Courses and Course Enrollment_3
- IR Enrollment by Major_3
- IR Enrollment by Minor_3
- IR Enrollment Trends by Instructional Location_3
- IR Faculty Terminal Degree Status_3
- IR Fall Employee Headcounts by Race-Ethnicity_23
- IR GR Academic Progress Data_3
- IR UG Academic Progress Data_3
- Island Biology_3
- Ithaca College and Longview Partnership_13
- Ithaca College Current Catalog link_34
- Ithaca Forever Strategic Plan_136
- Ithaca Keypath Master Services Agreement_346
- Keypath-Ithaca MS Speech Language Program A-1 Program Term Sheet_346
- Library and ICSM SLOs_35
- Library Bibliographic Instruction and Annual Report FY2024_3
- Library collection development policy_3
- Memo - Provost to APC and Faculty Council_Credit Hour Policy 2023-12-21_3
- Music Terminal Degree Requirements_3
- NEPA Conference Poster_3
- New Gen Ed Designated Course List_3
- NSSE 2025 - Excerpts from the Institutional Report_35
- Online Teaching Resources_3
- Park Productions_3
- Park School Facilities_3
- Periodic Pgm Review - AIR Dashboard Key for Sect 2 Pgm Review Guidelines_2024-08-30_35
- Periodic Pgm Review - Overview of the Self-Study Process_35
- Periodic Pgm Review - Report Guidelines for Self-Study_35
- Periodic Program Review - Calendar 2023-2033_35
- Periodic Program Reviews 2012-2022_35
- Preview of Annual Assessment Cycle Samples 2019-2025 workbk_35
- Preview of ICC to UG Programs SLO Crosswalk as of 2025-01-14 workbk_35
- Procedures for Formal Review, File Preparation and Presentation_3
- Provost Council Agenda 2023-10-11_3
- Provost Office Faculty Development & Grants_3
- PSYC 20800_Course Revision Proposal_3
- Registrar Tutorials for DegreeWorks_3
- Sample Advising Sheets_3
- Sample Syllabi_3

- School of Humanities and Sciences Curriculum Committee_3
- Shape of the College_13
- South Central Regional Library Council Membership_3
- South Hill Fund Q1 2025 Report_3
- Specialized Accreditation - AACSB School of Business 2024_235
- Specialized Accreditation - AAQEP Teacher Ed 2021_235
- Specialized Accreditation - ACOTE Occupational Therapy 2016_235
- Specialized Accreditation - ARC-PA Physician Assistant 2024_235
- Specialized Accreditation - CAA Speech-Lang Pathology 2019_235
- Specialized Accreditation - CAATE Athletic Training MS 2018_235
- Specialized Accreditation - CAPTE Physical Therapy 2021_235
- Specialized Accreditation - CASCE Exercise Science 2024_235
- Specialized Accreditation - NASM Center for Music 2018_235
- Specialized Accreditation - NAST Center for Theatre 2024_235
- Specialized Accreditations Summary_235
- Study Abroad Guide_3
- Study Abroad Numbers_3
- Syllabus Policy and Resources_3
- Syllabus Template_3

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Introduction

Ithaca College meets the criteria set forth in Standard IV. The college recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings, and it is committed to providing an effective support system comprised of qualified professionals whose tasks are to enhance the overall quality of the learning environment, add to the educational experience, and help students achieve success before and after graduation. Ithaca College supports the overall student experience in three ways: 1) by providing direct support to students; 2) by providing resources for the faculty and staff to support the student experience, and 3) by ensuring that appropriate policies and practices are used to build and support the Ithaca College community.

IV.1 Clearly stated ethical policies, practices, and processes...

Ithaca College's vision is to be a global destination for bold thinkers to build thriving communities. The first step in achieving this vision is recruitment of new students.

The Office of Admission works to ensure ethical admissions policies, practices and processes. All staff working in recruiting are members and follow the ethical principles of the National Association of College Admission Counseling. Staff continually further develop their knowledge and skills through professional development via conferences, in-house retreats, on-going performance assessment and evaluation, strategy training, and incorporating feedback from constituents served (Admissions Mission, Philosophy, Practices, Ethical Recruiting_4).

Enrollment Management works closely with the Institutional Research and Analytics staff in the Division of Information Technology and Analytics, leaders in the Division of Finance and Administration, and external partners to create strategic enrollment plans and monitor key performance indicators. These plans include reviewing and setting infrastructure for the next generation of student leaders, recruiting and managing territory, building equitable student cohorts, planning and increasing the yield of admitted students, leveraging financial aid, increasing the retention of current students, and assessing success of related efforts (Enrollment Projections for 2024-2025_4). For the 2024-2025 cycle, the college uses a five-year yield average to create a base assumption model to yield 1100 students.

Admission practices are continually monitored and reviewed frequently using Power BI, Slate Technolutions CRM, and Tableau are used to monitor and analyze class profiles, admitted student event attendance and evaluations, survey data collected from students and campus partners, analysis of applications, and admission and enrollment data (Evaluation of Admissions practice and policies_4). Over

the past five years, Ithaca College has averaged just under 13,000 applications per recruitment cycle.

Table 3-Standard IV: Admission Rates 2019-2025

Year	Application Totals	Admit Rate	Total Enrolled
2019	14,192	72.8	1,509
2020 (COVID)	12,906	75.7	992
2021	13,445	77.7	1,166
2022	12,446	75.2	1,311
2023	12,007	69.9	1197
2024	12,400	69.0	1050
2025	12,735	70.2	1115

While the trend line for the number of applicants and enrolled students is downward, the yield rate has increased in each of the past four cycles, and the acceptance rate has gone down for each of the past three cycles (IPEDS Admissions Profile_4).

To address enrollment trends, monthly meetings are held between the Vice President for Enrollment Management, the Provost, and the Sr. Vice President for Finance and Administration and Chief Financial Officer, the leadership in Admission, Student Financial Services, Marketing, and the 5 deans. Through improved collaboration meetings are focused on examining data, constituent feedback, and adjusting actions as necessary to improve recruitment practices.

IV.1.a Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.

Ithaca College strives to provide students with clear and accurate financial information so students are able to plan appropriately and in potential difficult financial times, potential disruptions in college attendance.

Ithaca College demonstrates a commitment to providing comprehensive financial aid information through several mechanisms. Up-to-date undergraduate and graduate tuition and fees (IC Website - Undergraduate Tuition and Fees_4), the refund schedule (IC Website - Tuition Refunds_4), and payment options (IC Website - Payment Options_4) are transparently listed on the Financial Aid website. The Ithaca Commitment encompasses four commitments to Ithaca students: a streamlined financial aid process, a four-year financial forecast, one-on-one financial aid appointments, and IC Advantage Courses as described below (IC Website - Ithaca Commitment_1246). The Four-Year Financial Forecast for students is more thoroughly discussed in Criteria VI.2.

Student bills are sent in mid-July and mid-December with due dates of early August for fall and early January for spring. To help leverage campus student support networks, when a preview message is sent in early July to students and authorized payers, the deadline information is also shared with internal campus offices such as athletics, HEOP, scholars' programs, and Deans' offices. Outreach takes place to students via email immediately after a payment due date is missed, and calls are made to students by the Office of Student Financial Services starting with those students with the highest balances due. If a student continues to carry a balance more than \$2000 despite continued outreach, a registration is hold placed on

their accounts. If the balance is greater than \$10,000, the student will be unregistered from courses and have their housing assignment removed. The goal of the direct outreach and subsequent consequences is to reduce the probability that a student starts the semester with a large balance, a stress that is more likely to lead to future finance related attrition (Fee Payment Process_4).

An array of financing options (IC Website - Financing Opportunities_4) can be found on the Financial Aid website along with detailed information regarding the availability of scholarships (IC Website - Ithaca Scholarships for New Students_4, IC Website - Scholarships for Returning Students_4), grants (IC Website - Financial Aid Grants_4), and loans (IC Website - Financial Aid Loans_4). Each student is provided with an individualized award letter to support informed decision making. The Domestic Students Guide provides students with support for understanding their award letter and financial aid package (IC Website - Domestic Student Guide_4); international students can find similar information in the International Student Guide (IC Website - International Student Guide_4). All students can access financial literacy education information (IC Website - Financial Literacy_24).

In compliance with federal requirements, every federal loan recipient completes entrance and exit counseling through the federal portal, which supports student financial literacy. Ithaca College Community members can join a free financial literacy course to learn information to make informed financial decisions through our partner Inceptia (IC Website - Financial Literacy_24). To promote financial transparency with students and their supporters, Ithaca College launched the Ithaca Commitment in 2022.

Ithaca College's financial aid profile data, including IPEDS Student Financial Aid (IPEDS Student Financial Aid, IC Student Charges, Net Price_4), and Net Price Calculator (IC Website - Net Price Calculator_24), and cohort default rates (IR College Scorecard, Fed Loan Default rate_246), are accessible through our Institutional Research portal (IC Website - Finding Institutional Information_Intro4).

IV.1.b Process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported

Ithaca College takes a holistic approach while evaluating applications. As such, Ithaca College does not admit students not thought to be appropriately prepared for study in the program to which they have applied.

Ithaca College has multiple programs and services in place to support all undergraduate students towards progress and success in their chosen degree programs, as discussed in IV.1.c.

All graduate students admitted to programs at Ithaca College are prepared for graduate level study in their chosen disciplines. Programs with licensure/certification requirements are required by their accreditors and/or by New York State to conduct transcript reviews to determine that students have appropriate preparation.

IV.1.c. Orientation, Advisement, and Counseling Programs to Enhance Retention and Guide students

Ithaca College is committed both to retention of all undergraduate students and to student growth and development in academics and in all other areas of student life.

Ithaca College continues to invest strategically in improving student retention, having previously ranked last among its 17 peer institutions. For the Fall 2023 cohort, third- and fifth-semester retention rates increased by 1.4% and 1.8%, respectively, compared to the prior year. These gains build on a 2.1% improvement in average retention between the 2019–2021 and 2020–2022 cohort periods, during which the median change across peer institutions was a decline of 0.3%. Notably, retention gains were observed among BIPOC, First-Generation, Pell-eligible, International, Out-of-State, and both lowest and highest academic preparation (Academic Rank) student groups. Ithaca College exceeded its Fall 2023 retention goal by 1.4%, prompting an upward adjustment of the Fall 2024 goal to 85%. Additional indicators of progress include an 18% reduction in summer melt compared to 2023, a five-year high in second-semester retention, and an 11% year-over-year increase in course registration among rising sophomores (Transfers-CSSR Strategies and Success Presentation excerpt_4, CSSR Update to BOT 2025-05-17_4).



Figure 6-Standard IV: Retention (2014-2023)

IV.1.c Support of the Student Experience

Centers and programs that work together to promote student success and retention include:

1. Center for Student Success and Retention (CSSR)/Academic Support Center (ASC)

One objective of Ithaca Forever (Goal 1 below) was to “Become a student-ready campus through implementation of applicable elements of the Student Success Report.” The Student Success report, which was developed by an ad hoc, cross-divisional Student Success Committee, shared its recommendations with campus leadership in June 2017 (Student Success and Strategic Retention Plan 2017-06-19_14). The recommendation to invest resources in student success initiatives was fulfilled by the creation of the CSSR in 2021, staffed by eight dedicated professionals supporting all stakeholders on campus. The CSSR was created with two arms: 1) the public-facing direct student services and 2) the internal research branch, which identifies and addresses barriers to student success at the systemic level. Student services were designed to enhance student achievement by offering programs and resources for students to assist with academic work and college life, and include Learning Coaches, tutors who can provide one-on-one or small group tutoring for specific academic subjects and courses; and Peer Success Coaches, students who provide support and guidance strategies for academic success, suggestions for social activities on campus and in the community, and tips for navigating campus life as a student (IC

Website - Student Success Coaches_4, IC Website - Center for Student Success (pre 2025)_145, IC News 2022-04-22 Center for Student Success and Retention Announcement_146, IC Website - Learn about Retention and Student Success_4). An interdisciplinary center, the CSSR fosters collaboration and shared purpose among faculty, staff, students, and senior leadership.

Building on this centralized model's success, CSSR was incorporated into the Academic Support Center (ASC) created in June 2025. The new ASC is a centralized location where all students can access academic support and services that complement the guidance provided by faculty advisors; it is staffed by the same dedicated professionals who previously served in the deans' offices and the CSSR, thereby ensuring continuity and expertise. Students, faculty, and staff benefit from transparent, centralized, and streamlined services; equitable and integrated processes ensure strategic and timely support for all students. For example, students who are pursuing interdisciplinary studies no longer have to go to separate dean's offices for advising meetings. ASC also enables real-time conversations between staff previously housed in school-specific dean's offices, which lowers barriers for students seeking resources. These coordinated support systems are intended to promote student retention and reflect an institutional commitment to integration, student success, excellence, and innovation. (IC Website - Meet the ASC Team_14, IC Website - Academic Support Center_Intro145)

The Student Success Dashboard, launched in 2022, is an online tool used by faculty and staff as an aid to student advising. This dashboard provides a holistic look at the student's relationship with the institution, in terms of both academics and campus life. Included in this dashboard are the names and contact information of those connected to the students' academic programs, career support services, student organization advisors, athletic coaches, and others. The next planned expansion to the dashboard is a campus notes and referral tool, "NotesHub," which will launch fall 2025 after a piloting period. Noteshub will facilitate direct communication and coordination between students' supports.

The Student Success Dashboard and NotesHub will further centralize the academic advising that continues to be provided by faculty advisors (trained through CFE) within each academic department/program and through the advising staff in each of the academic dean's offices.

2. Academic Concerns Process

The Academic Concerns Process can quickly engage necessary offices and individuals on campus so that students in need can receive assistance efficiently. This fillable form (separate from the ICare referrals, discussed in Mental and Physical Health Services) and its resulting processes enables faculty to assist students who are struggling with academic performance or success, but who are not otherwise exhibiting the behaviors of concern. The process can either nudge the student towards academic support available to them or can initiate intervention from staff in the student's academic school (Intercom 2023-09-07 Academic Concerns System is Open_4).

3. Math Boost

Prior to their first semester at Ithaca College, all students take a Math Placement Assessment, which facilitates enrollment in appropriate mathematics courses if required for their major (IC Website - Math Placement Assessment_4). Some majors (for example, STEM and business majors) require study of mathematics, and for these students, a minimum level of mathematics competency is expected. If

students do not achieve an appropriate placement score to allow them to progress through their major, they enroll in the one-credit course MATH 10100 Math Boost in the fall semester to ready students to successfully retake the test.

4. Mathematics Support Center

The Mathematics Support Center is available for all students. This center assists all students enrolled in courses that use mathematics and provides free tutoring, several days a week, by faculty in the mathematics department.

5. Writing Center

The Writing Center (IC Website - Writing Center_4) has two primary goals: to help students from all disciplines to develop their writing skills, and to foster advanced writers across the college - students, staff, and faculty alike. Writing Center staff, composed of trained peer tutors, focus on writing as central to critical and creative thinking. Sixty percent of Writing Center users are first-year students and 75% are non-Writing majors (Restructuring the Writing Center Mission and Future_4).

6. Tutoring and Coaching

The Center for Student Success and Retention (discussed above) provides tutoring and academic enrichment services. Peer tutors are students who have demonstrated success in academic majors and receive training from Center staff. Students may request a tutor via the CSSR website (IC Website - Tutoring and Coaching_4).

7. Accessibility Services

The number of college students entering with documented disabilities has risen from 13% in 2015-2016 to 24% in 2023-2024 (NYSED 2H-2 Enrollment of College Students with Disabilities 2015-16 to 2023-24_4). Student Accessibility Services (SAS) (IC Website - Student Accessibility Services_24) works in partnership with the Center for Student Success to provide a comprehensive support system, including coaching and tutoring services, to facilitate access to those with disabilities at Ithaca College. SAS partners with students, faculty, and staff to develop and implement accommodation plans, which are utilized by approximately 14% of Ithaca College students. In 2018, SAS created an online system portal for students and faculty to increase responsiveness, timeliness of service delivery, and communication with instructors as well as students. Students can use the system to request accommodations and accommodation letters, schedule appointments and tests, sign information release consent forms, and more. SAS also works closely with Residential Life, to ensure that students receive appropriate living accommodations, and with Dining Services, to ensure that the college meets food safety needs.

8. Mental and Physical Health Services

Ithaca College has long supported student physical and mental health needs with a continually growing list of resources.

On-campus Health Services clinic: Students can access the clinic during their hours of operation either by “drop in” or by appointment. Students also have access to “virtual care” when the office is not open. As of fall 2023, the college has outsourced the administration of the Health Services Office to a local health care company, Cayuga Medical Associates, which has created more consistent service delivery for students as

well as provided opportunities for improved collaboration with local health care specialists and hospitals (Health Center Notice of Privacy Practices_4).

On-campus Prunty's food pantry: In 2019, a Board of Trustees member provided a generous donation for the campus to build an on-campus food-pantry, named after one of its founding leaders. Data collected early in the history of the pantry indicated that users of the pantry were retained in higher number than those of similar academic and financial status not using the pantry. Data also clearly indicated that students who used food service programs returned to campus in higher numbers. The greatest impact on return to campus statistics were for Black/African American students who qualified for the Pell Grant: 100% of Black/African American students who utilized the on-campus food pantry returned to campus the following semester compared to 84.2% of students who did not (Food Security Presentation Infinity 2020_4, Food Pantry Comparison - Retention by Student Use and Sub-Group - 2019_4, Financial Security Resources - For Student Affairs and Campus Life retreat - January 2020_4). Food pantry usage continues to increase, with total annual visits nearly doubling from 2021-22 to 2023-24 (Food Pantry Longitudinal data_4).

Counseling and Psychological Services (CAPS): CAPS is on campus and offers individual and group counseling services to students at no cost. Both in-person and video meeting options are available for individual counseling, and the Let's Talk program enables students to meet for an informal and confidential individual consultation with a CAPS counselor at different locations across campus (Counseling And Psychological Services Student Affairs and Campus Life Data Presentation 2023_4, Counseling And Psychological Services Assessment presentation - SACL Data Presentation 2024_4, IC Website - Lets Talk_4). Since 2018, a 24/7/365 after-hours phone service has been available via ProtoCall to provide wrap-around support to students when the CAPS office is closed.

Center for Health Promotion Office: This office located in the on-campus Hammond Health Services building on campus, provides drug and alcohol use and abuse training and information, facilitates the drug take-back program, and provides wellness programming throughout the year. During the spring 2022 semester, the center launched Sanvello, a mental health phone app, for use by students, faculty, and staff. Since Sanvello costs increased significantly during the 2024-2025 academic year, the college switched to the Wysa app (IC Website - Center for Health Promotion_4).

The Center for Health Promotion also provides free wellness supplies to students via a remote supply order form (IC Website - Walters Whaleness Express_4). Supplies are available for various health concerns including sleep, sexual health, substance abuse, ticks, and smoking cessation. Ordered resources can be picked up at the Center for Health Promotion or can be delivered to students via their smart parcel lockers where they pick up their US postal service mail.

JED resources: In 2020, Ithaca College became a JED campus. The Jed Foundation (JED) is a non-profit organization that partners with colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems. The JED review identified several areas that are currently being improved: 1) assessing and enhancing after hours emergency response capabilities; 2) implementing periodic wellness days; 3) creating a wellness communication hub; 4) developing a centralized leave of absence process; 5) exploring memorandums of understanding with local health and wellness partners; 6)

exploring the creation of an on-campus recovery community; 7) implementing a drug collect/return program; 8) offering a tuition insurance policy; 9) creating clear guidelines for student return from leaves of absence, and 10) installing breakaway closet rods in college housing (IC Website - Wellness at IC_4, Intercom 2020-06-23 IC Joins JED Campus_4, JED 2020-2022 Report_4).

SafeIC (previously RAVE Guardian): SafeIC, in addition to serving as the emergency text and email communication system for students, faculty and staff, also includes information about local and national support and crisis hotlines, a listing of campus emergency resources, a direct dial option to the local 911 system, and a direct dial option to the on-campus dispatcher. Users can also set up virtual guardians who will check in if the user is not heard from within a certain period of time (IC Website - Safe IC App_4).

The Office of ICare and Student Support: This office receives referrals through the ICare system, a process that enables faculty and staff to share behaviors of concern in the areas of mental and emotional health, interpersonal relationships, or academic success. This office has increased in size from one professional staff person in 2018 to two licensed social workers, a licensed mental health counselor, and a staff person with a master's degree in psychology. Additionally, staff includes an administrative support person and graduate interns when available. The office manages an average of 300 student referrals per semester per data spanning fall 2019 through spring 2024 (Office of Case Management (ICare and Student Support) Retention Presentation_4).

In the summer of 2024, the Office of ICare and Student Support Services worked with staff in the Division of Information Technology and Analytics to develop a tool to help reduce the amount of time the ICare team spends doing background research on students before meeting with them or recommending a path for the student. The result is a tool that uses AI and other analytics services to build a concise narrative that is shared with the ICare team. This narrative provides a comprehensive overview of each student referred to ICare, including academics, housing, engagement, athletics, and more. The AI tool has been tuned to look for areas of concern and inconsistency. With this critical information, ICare members can manage their time more effectively, accurately assess student needs, and develop personalized outreach and support plans. Importantly, the tool does not replace the personal approach or decision making but rather provides the information the team needs in a much more efficient way. The use of this tool enables the ICare team to make available up to 150 more student meetings per academic year.

The Office of ICare and Student Support coordinates the Ithaca College Awareness, Response, and Education (ICARE) Team (IC Website - ICare at Ithaca College_4), a collaborative work group charged with evaluating and providing timely responses to ICare Alerts. Comprised of 15 partners across the institution, the team meets weekly to review referrals to support IC students' health and wellness. This work facilitates the personal and academic success of students, contributes to the safety of the campus community, and enhances student retention.

IV.1.c Enhancement of the Student Experience

In addition to providing monetary compensation, student employment opportunities can support students' education and emphasize professional development. The Experiential Learning Task Force (2022-23) focused on identifying opportunities to strategically promote experiential learning on campus. A key recommendation of the Task Force was to move the student employment process from Human Resources

to the Center for Career Exploration and Development in the Fall of 2024. This move placed student employment more firmly in the realm of student development, shifting the focus to how student positions on campus prepare students for the workforce, and to bring recognition to the importance of these student positions to a student's overall growth and development, using the National Association of College Employers Career Competencies as a guide. The position of Student Employment Specialist was created to support this effort (Experiential Learning Committee Final Update 2023-05-30_4, IC Website - Student Employment _14, Ithaca College Student Employment Handbook_4).

The Student Leadership Institute, administered by the Office of Student Engagement, enables students to attend workshops on leadership and to earn certificates in such topics as Leading Self, Leading Others, Leading in a Diverse World, and Leading at IC. These free-to-students programs are designed as interactive workshops that help students develop and refine their personal leadership skills.

Scholarships programs can promote student engagement and belonging, key elements that have been shown to increase student retention. Ithaca College provides several opportunities for high achieving and/or highly motivated students (IC Website - Scholar Programs_4), as detailed below:

Leadership Scholars (all-college)

The Leadership Scholars program offers a variety of opportunities for students to explore their leadership potential, collaborate with other student leaders, mentor peers, and put their skills, knowledge, and leadership philosophy into action. To be considered for the program, students must meet specific criteria, including significant high school involvement in leadership opportunities such as community service, student clubs and organizations, athletics, or employment. To remain in good standing with the program, students must maintain an overall 2.75 GPA, attend required meetings one to two times per semester, be involved in at least one student group or team on campus, participate in at least one service project per semester, and participate in at least three leadership workshops per semester (IC Website - Leadership Scholar Program_4).

The Ithaca Achievement Program (all-college)

The Ithaca Achievement Program (IC Website - Ithaca Achievement Program_4) provides students an opportunity to create connections with others across campus and to build their academic and professional skills. Students who join this four-year program receive academic, social, and career assistance tailored to meet their needs. Although the program covers all four years of undergraduate study, students may join as entering first-year students, as rising sophomores, or rising juniors. Participants who complete all program requirements are eligible to receive an Ithaca Achievement Grant, renewable each year. Scholars are expected to maintain a 2.5 GPA; remain in good academic standing; attend monthly All Program Meetings; complete a Student Leadership Institute (SLI) Certificate annually by attending six SLI workshops; attend at least one personal/leadership development retreat per year; present at the Co-Curricular Symposium annually; engage with Faculty, Staff, Student Organizations, Offices, and resources on campus; participate in community service opportunities; and attend one-on-one check-in meetings with the program director every six weeks.

Martin Luther King (MLK) Scholars (all-college)

The MLK Scholars program supports the leadership development of students across academic disciplines at Ithaca College. Historically (from the start of the program in 2002 until recently) the MLK Scholarship was awarded to student leaders who have earned a 3.0 or better GPA, demonstrated leadership within their academic or home communities, and belong to an underrepresented community. Today, the program is open to all and is not based on the applicant's race, ethnicity, or gender. Applicants must demonstrate a continuing record of social justice service in their local communities and stay committed to service, program requirements, academic excellence, and social justice throughout their four-year experience at Ithaca College.

New MLK Scholars are housed together to encourage the community cohort experience (IC Website - Martin Luther King Scholar Program_4). MLK Scholars undergo significant study of the civil rights movement, including an on-site learning experience in the south with civil rights activists who were part of the original movement. Scholars are expected to serve as campus leaders, participate in social justice activities and service, and conduct research on topics related to human rights.

BOLD Scholars (all-college)

BOLD Scholars belong to the BOLD Women's Leadership Network, an innovative leadership initiative across five institutions of higher education who have demonstrated their commitment to collaboration, innovation, diversity, and inclusion. BOLD scholars, who are selected after a three-round application and interview process, are awarded two-year scholarships and work together in cohorts of 10 students, supported by a program director and an administrative lead at each institution. Through a structured curriculum, community building retreats, and the implementation of a campus transformation project, BOLD scholars aim to positively impact the college and community. The program is focused on advancing the scholars' career and professional development through networking and mentorship opportunities.

Park Scholars

The Roy H. Park School of Communications Park Scholars learn to use media to inform and inspire by the program's three overarching principles: excellence in academics; commitment to service; and passion for responsible, ethical communications. Park Scholars exhibit academic excellence, commit themselves to service and leadership on and off campus, and use their passion for media to enlighten, inspire, and transform the world. The scholarship covers all four years for students who maintain high grades and a consistent record of service and leadership (IC Website - The Park Scholar Program_4).

Innovation Scholars

The School of Humanities and Sciences Innovation Scholars program is an interdisciplinary minor new for the Fall of 2025 with a focal theme of Sustainability and Social Justice. The program aims to attract academically talented students with demonstrated interest in the topic themes and offers a four-year merit-based scholarship. The program is open to all first-year students of any major in the School of Humanities and Sciences (IC Website - Innovation Scholar Program_34).

IV.1.c. Incoming Student Resources

Orientation and Pre-Registration

The Ithaca College orientation experience was reimagined from an on-campus summer orientation model, last offered in 2018, to an August orientation model. This change was a response to direct feedback from students and parents, specifically centered on the direct cost of coming to campus for three days during the summer and paying for transportation and lodging, and on the indirect costs of students forgoing time at summer jobs or full-time employment. Although an August option had been available for students who couldn't attend in the summer, those who had to wait were disadvantaged because course registration took place at orientation, thereby leaving fewer options for students who attended orientation in August.

The change to an August-only orientation also enables all students to participate equitably as a full class. Student feedback has been generally positive concerning the change to a fully August orientation, though many have indicated that the program is long and tiring right before the start of the semester (Fall 2024 Orientation and Onboarding Full Report_4). Based on this feedback, orientation was reduced from seven to five days. A next step is to further streamline orientation communications to further reduce information overload.

Family Orientation Programs are offered during the first day of move-in and the day after for families who can stay. Additionally, a series of webinars each summer shares important information about campus resources and services with families outside of the orientation period. To further support family education and engagement, the Division of Student Affairs and Campus Life offers twice yearly webinars for students and their families covering a wide variety of topics (IC Website - Parent, Family, and Supporter Orientation_4).

Originally, when the college shifted to an August orientation program, incoming students were provided with information and access to register for their first semester courses over the summer; online resources gave instructions on how to use the registration system as well as about courses needed for graduation. However, students and their families often experienced distress and confusion throughout the process of assembling a schedule on their own at home. Secondly, it was found that these schedules may not have been optimal, and that students who waited to create a schedule until they were on campus where they could receive assistance were disadvantaged, since course rosters were often full.

Therefore, the college began registering incoming first-year students in their first semester classes. The process has received positive feedback, as it removes the stress of learning to register for classes on top of other transitional information. The practice ensures that new students are registered by academic professionals for the appropriate classes to get started in their major and that students have a balanced first-semester schedule. Additionally, it mitigates barriers related to socioeconomic inequity: allowing students to register for classes on a first-come, first-served basis privileged students who had enhanced access to electronic resources, parental and school support at home to assist with the complex registration process, and students who were not working summer jobs who could more easily contact college resources during typical working hours (Ithaca pilots equitable registration for new students_IHE article_4). Starting in the summer of 2023, the college offered an Academic Interests Survey (90% completion rate) through which students could share their interest in topics and areas of study for electives and for the First Year Seminar. The college used this info to ensure all students were enrolled in

appropriate courses for their degree requirements. Students have the opportunity to change their courses when they meet with their academic advisor during August orientation. The implementation of summer course registration exemplifies an inclusive and collaborative decision-making process, informed by data, that integrates institutional priorities across the five schools (Summer Onboarding Presentation for Faculty Council 2023-10-03_4).

Pre-Enrollment Programs

Ithaca College provides two pre-enrollment programs that students can engage in prior to the start of their first semester at IC:

Jumpstart Programs

Jumpstart programs are open to all enrolling students and take place just before the August Orientation. The programs, coordinated by the Office of Student Engagement in collaboration with faculty and staff volunteers, allow students to explore the campus and local communities, learn about on-campus resources, and meet new friends. The number and variety of Jumpstart opportunities has expanded since 2018 and most recently featured 14 theme-based programs that engaged between 10 and 40 participants each. A list of the Jumpstart options and their descriptions can be found on the Office of Student Engagement Website (IC Website - 2024 Jumpstart Program_4).

Summer IC Advantage Program

The Summer IC Advantage program provides newly admitted students with the opportunity to take up to three one-credit courses in an online synchronous format. The first course is free and additional one-credit courses are priced at a discounted rate. There are two types of courses: Foundation and Deep Dive. Foundation courses are designed to help students get acclimated to college and include course titles like College: Learning to Learn, and Community: The People and Places of Ithaca College. Deep Dive courses vary by topic and delve into specific subject areas based on faculty expertise. Previous topics have included Deep Dive: The Literature of Fairy Tales and Deep Dive: Meditation (IC Website - IC Advantage_34).

IV.1.c Equity, Inclusion, and Belonging

Ithaca College strives to become a national model for colleges committed to the values of diversity, equity, inclusion, and belonging. Several offices and centers on campus promote the success and retention of historically marginalized groups, including the following:

Center for LGBT Education, Outreach, and Services

The center offers a resource room to support LGBTQ+ people and their allies, the Gender Affirming Closet providing a safe space for students to try on and take gender-affirming clothing for free, Binders and More (BAM!) to offer students gender-affirming undergarments, campus-wide education programs and events, and resources to support allies. Ithaca College was once again named one of the top colleges and universities for LGBTQ+ students, according to Campus Pride, the leading national organization dedicated to building future LGBTQ and ally leaders and creating safer communities at colleges and universities. The college was one of the few to earn the organization's Best of the Best honor for 2023 (IC Website - Center for LGBT Education, Outreach, and Services_24, Intercom 2024-08-14 Chosen Names, Pronouns, and Gender_24, IC News 2024-10-16 Beyond Pronouns Ithaca College_24, IC News 2024-09-17 Ithaca College

Tops National List of LGBTQ Friendly Colleges_24). This honor is in large part due to the work of the Center for LGBT Education, Outreach, and Services.

Unity Center

The Unity Center, located within the Division of Student Affairs, empowers all students through events; education; and support for the Ithaca Achievement Program (IAP), Dr. Martin Luther King Jr. (MLK) Scholarship recipients, and First-Generation students. It fosters an inclusive, supportive environment that promotes ethical development, social justice, and academic excellence while advocating for equity. The Unity Center offers vital events, education, and support along with community engagement through advocacy and education.

Office of Religious and Spiritual Life

The Office of Religious and Spiritual Life invites students to find belonging in one of many student groups and campus partners; make meaning out of the human experience; and join with people of religious, spiritual, or secular worldviews to make a difference in Ithaca and in the world. While resources and chaplains had been offered for years to students who participated in three religious practices (Judaism, Protestantism, and Catholicism), a formal office of Religious and Spiritual Life was organized in 2018. Having a full-time college employee in leadership allowed the services of the office to expand engagement with student wellness to include multiple faith communities and interfaith opportunities. The office currently serves multiple student organizations and faith communities focused on spirituality and mindfulness, provides grief services to the campus community, and offers programs enhancing spirituality and mindfulness for all Ithaca College community members.

Residential Life

In the fall 2025, Residential Life launched a strategic initiative designed to enrich the first-year student experience at IC through the introduction of a Theme Housing Model. The program is designed to integrate housing with students' diverse interests and needs and foster personal growth, leadership, and community engagement from the beginning of their college journey. Theme Housing is envisioned as the foundation for a future living-learning environment which will create spaces where students can thrive academically, socially, and personally (Theme Living Proposal Redacted_4, Themed Living Presentation_4).

First-Generation Center

Approximately 15% of each incoming class at Ithaca College identifies as First-Generation, which we define as students who are the first in their family to attend and graduate from a four-year residential college in the U.S. The First-Generation Program is committed to enhancing their experience and overseeing several efforts that support students in achieving their goal of obtaining a college degree.

The First-Generation Program is housed in the Unity Center (IC Website - First-Generation Program_4). The formation of the First-Generation Working Group in Spring 2016 has led to programs that encourage engagement and provide facilities and support, including a residential learning community for first-generation students.

The First-Generation Student Organization provides additional support with an online portal for news, information, events, photos, opportunities, and updates. At advising and orientation events, students are encouraged to sign up for periodic announcements and updates through the portal. This organization assists first-generation students and their allies in their transition to Ithaca College.

Office of Access, Opportunity, and Achievement

The Office of Access, Opportunity and Achievement (OAOA), formerly the Office of State Grants (IC Website - Office of Access, Opportunity and Achievement_145), empowers students to apply skills from their lived experiences to academic and career development, to support and promote academic success. OAOA houses four separate programs that have the shared goal of supporting and promoting the success of historically marginalized groups on campus: The New York State Arthur O. Eve Higher Education Opportunity Program (HEOP); The Collegiate Science and Technology Entry Program (CSTEP); Careers in Science, Technology, Engineering, and Mathematics (C-STEM); and the Louis Stokes Alliance for Minority Participation (LSAMP) program (terminated May 2, 2025). CSTEP, C-STEM, and LSAMP eligible students are able to participate in the OAOA pre-enrollment Summer Bridge program, which provides participants with STEM exposure, faculty mentoring, and skills-based workshops.

OAOA performs individual and annual evaluations of all programs to ensure that they programs are meeting the requirements according to program specific funding sources (Office of Access Opportunity and Achievement Program Outcomes 2020-2024_4).

IV.1.d Processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post completion placement

Ithaca College is committed to implementing processes designed to enhance student achievement. Details regarding transfer credits are discussed in IV.2.

The Center for Career Exploration and Development (CCED) is an integral part of the student post-graduation placement process. In the past year, the Center reported 9,347 applications for internships, jobs, and fellowships received through Handshake; participation of 265 employers in Ithaca College career fairs; over 2,000 conversations between alumni and current students; and the posting of more than 152,982 jobs, internships and fellowships. Several new initiatives help students prepare for post-graduation, including a The Career Corner podcast, a headshot booth, and weekly career workshops covering topics such as LinkedIn, networking, resumes, cover letters, and developing professional voices of color. Services are also available post-graduation, and alumni are invited to return for services at any point in their career trajectories (IC Website - Center for Career Exploration and Development_4)

Each of the five schools on campus has been assigned an in-house Career Engagement Specialist, a model that has led to a significant increase in student engagement. The Specialists help organize job fairs; arrange for recruiters to visit campus; and provide assistance to students with internships, jobs, resumes, cover letters, mock interviews, and other career matters (for example, helping students determine what careers might be a good match). With the help of thirteen peer career advisors and eight professional staff members, the Center engaged in some capacity with nearly half of the student population last year.

The CCED uses Handshake to post internship and job information for students. Data indicates (Handshake Job and Internship Applications 2021-2024_4) that students in the schools use this service in different numbers. On average, between academic years 2021-22 and 2023-24 21% of School of Business students utilized this system to apply for internships and 17% used Handshake to apply for full time jobs; 20% of Roy H. Park School of Communication students used it to apply for internships with 12.4% using it to apply for full-time positions; and 9.4% of Humanities and Sciences students used it to apply for internships with 7.6% using it to apply for full time positions. Because of the specialized kinds of positions that our Health Science and Student Performance and School of Music Theatre and Dance students are seeking, less than 5% use the Handshake system. While numbers are still lower than preferable, the percentage of the student population using the system to seek employment or internships has been growing steadily from 2021 across all five schools.

In addition to the efforts of the Center for Career Exploration and Development, the Office of Student Engagement sponsors a Student Leadership Institute (SLI) that allows students to earn informal certificates in different leadership areas that equip students with the fundamental skills and ideas to grow as leaders, students and individuals (Leading Self); practical strategies for leading effectively in groups in the classroom, the home, the workplace, and beyond (Leading Others); enhancement of students' understanding of others through the lens of personal identity development and exploring topics related to diversity and social justice (Leading in a Diverse World), and preparation to lead organizations (Leading@IC). Students can complete a series of sessions to earn a certificate in each area or opt to attend any individual session, and SLI is free and open to all Ithaca College students. Four of the active officers of all student clubs and organizations must attend at least one Leading@IC workshop in the Fall semester for their club or organization to become registered by the college (Student Organization Handbook_24).

IV.1.e Processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations

The Center for Student Success and Retention has been working with the Institutional Research and Analytics staff in the Division of Information Technology and Analytics to look at student involvement and academic data to see the impact on student success and retention. This data is used to support student success and persistence and to inform appropriate stakeholders about the kinds of experiences that best support Ithaca College students. For example, a review of the impact of Care Manager meetings for students referred within the ICare process found that students who meet with a Care Manager are much more likely to persist than students who do not. As a result, AI was leveraged to reduce administrative workload, thereby creating more opportunities for students with ICare referrals to meet with Care Managers (Event Attendance Analysis Center for Student Success 2024-05-03_4).

Assessment data at IC is disaggregated (without reducing so completely that confidentiality of student data is compromised) wherever possible to assess if different populations are having different experiences at IC. Standard V.3 addresses some of the ways that the college disaggregates data in academic assessment practices. Information gleaned from disaggregated data has led to a number of changes and programs to improve outcomes for all students, particularly those most impacted: examples include the addition of single occupancy and all-gender restrooms across campus and in the residence halls. Initially added to provide an increased level of comfort for our LGBT and disabled students, these restrooms have

provided benefits by way of comfort and privacy for all students and staff.

Additional financial support resources for students that came into effect post-COVID include the Student Emergency Relief Fund (SERF). This fund provides support for students with emergency financial needs for emergency travel home; rent, utility, vehicle emergencies; and other unexpected expenses. The contract with our new textbook ordering system includes \$10,000 per semester in book vouchers that can be distributed to students with low social-economic status who need support to purchase textbook and classroom materials (IC Website - Supporting Financial Security_24). Since its establishment in 2020, the SERF has provided over \$216,000 in direct cash assistance to students for emergency events allowing students to keep their focus and energy in the classroom: In the 2023-2024 academic year, 333 requests from students seeking emergency support were received, and 229 were granted, yielding a 69% approval rating and the disbursement of approximately \$31,000. In fall 2025, \$17,956 was distributed in SERF and textbook vouchers combined. As of February 2025, \$9,300 in textbook vouchers and \$6,413 in SERF cash funds had already been awarded.

Graduation rates

Six-year graduation rates have ranged from 74.1% to 77.5% (IPEDS Graduation Rates_145). Women, who outnumber men as enrolled students at approximately 10:7 (comparable to national ratios of 3:2), also graduate at a higher rate, hovering on average just under 80%; for the same six year rates, an average of 71% of men graduated, not counting an outlier year of incoming class 2017, which saw a six-year graduation rate of only 67.9%. It is worth noting that this incoming class's rates were impacted by COVID.

The gap in graduation statistics between Pell Grant recipients and non-Pell Grant recipients is similar: an average of 77.8% of non-Pell Grant recipients graduated over six years, and an average of 67.9% of Pell Grant recipients. However, these numbers compare favorably to national statistics that show Pell Grant recipients graduating from private four-year institutions at a rate of 55%.

Non-BIPOC students' six-year graduation rates have dropped from 79% to 75.1%, and while BIPOC students' rates have stayed steadier, not counting a drop in the COVID-affected class of 2020. BIPOC student graduation rates have ranged from 67.5% to 73.8%. Among BIPOC students, Black and Asian students' graduation rates both hovered around 70%. Lantinx student graduation rates were disproportionately impacted by COVID for the class incoming 2016 (62.5%) and have since bounced back to 71.1%. First-generation student graduation rates are currently at 64.9% compared to a pre-COVID high of 75.5%. Non-first-generation students have graduation rates ranging from 78.5% to the most recent 75.3%.

Table 4-Standard IV: Six-year graduation rates by race/ethnicity (2014-2017)

	Am. Indian or Alaska Native % (n)	Asian % (n)	Black or African American % (n)	Two or more races % (n)	White % (n)	Hispanic/ Latino % (n)	Unknown % (n)	International % (n)
2014	33.3 (3)	76.1 (71)	72.6 (106)	81.8 (123)	79.2 (1145)	67.5 (123)	71.9 (96)	71.4 (21)
2015	100 (1)	70.8 (65)	71.2 (118)	78.1 (149)	79.3 (1283)	75.2 (149)	71.9 (96)	44.8 (29)
2016	50 (4)	70.6 (68)	70.7 (92)	73.8 (136)	76.2 (1198)	62.5 (136)	74.5 (55)	75.8 (33)
2017	100 (1)	70.4 (71)	68.8 (80)	71.2 (166)	75.1 (1166)	71.1 (166)	74.6 (63)	77.3 (22)

The Academic Success Center works in response to this data to increase student retention and graduation rates, with specific attention paid to those student groups with lower six-year graduation rates.

IV.2. Fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

Ithaca College, seeking to minimize loss of credits for students wherever possible, ensures fair and transparent policies and procedures for evaluating and accepting transfer credits for undergraduate (UG Credit from External Sources _4) and graduate (Graduate Credit from External Sources _4) students.

The institution accepts transfer credits from regionally accredited colleges and universities, provided a grade of C- or better was earned. Additionally, Ithaca College recognizes Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams, as well as military coursework. These policies ensure that credits are assessed with integrity and fairness to support student mobility and lifelong learning. By maintaining clear and consistent evaluation criteria, Ithaca College upholds its commitment to academic excellence and student success.

The Office of the Registrar, in partnership with department chairs, faculty, and academic leadership, evaluates and posts transfer course work to the academic record. Students can utilize a petition for transfer credit process to request re-evaluation of course work, as well as to plan course work to be taken at another institution during matriculation at Ithaca College. Transfer credits often include those from study abroad experiences, credits earned from non-regionally accredited institutions prior to attending Ithaca College, and credits from community college summer courses.

Ithaca College does not offer academic credit for life experience, as documented in the academic catalog (2023-2024 Catalog Ithaca College_34).

IV.3 Student information and records

Ithaca College has effective policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

Ithaca College's record and retention policy (IC Policy Manual 2-43 Record Retention and Disposition Policy_4) is designed to facilitate effective record retention, enhance compliance with federal and state laws and regulations, ensure compliance with the Payment Card Industry Data Security Standards (PCI DSS), and eliminate accidental destruction of records. The record and retention policy applies to all electronic and paper documents including records. The Ithaca College record retention schedule provides specific direction to departments regarding storage and disposal of records.

The Ithaca College Policy Manual stipulates students' rights regarding their educational records via policy 7.1.1. Family Educational Rights and Privacy Act (FERPA) (IC Policy Manual 7-1-1 Family Educational Rights and Privacy Act (FERPA)_4). Ithaca College complies with FERPA via a confidentiality flag in our student systems HomerConnect, HomerAdmin, and DegreeWorks, as appropriate, and by student request.

Specific departments on campus have additional processes in place to protect students' information and records: Ithaca College's Technology Use Policies provide guidelines for privacy and security of any data on the institution's network (IC Policy Manual 2-10 Technology Use Policies_4); the Health Center has a notice of privacy practices (Health Center Notice of Privacy Practices_4); the Americans with Disabilities Act (ADA) Disclosure Law is available in the Ithaca College Policy manual (IC Policy Manual 2-5 Institutional Policy on Disability_4); and Student affairs and Student Conduct offices use the online Maxient Case Manager system to privately track student conduct cases and students in distress or at risk.

In the spring of 2024, the college established a formal Data Governance Committee with the charges of

- defining the strategy and methodology of the college's data governance model and communicating that effectively to the institution;
- creating, updating, and publishing access policies, and defining and centralizing mechanisms for institutional data, moving toward a single intake for all data related work, a single point of access for trusted data, and a uniform process for requesting, reviewing and approving access to both;
- developing and maintaining standards for data definitions, entry, storage, and distribution;
- improving data quality through processes that enhance accuracy, timeliness, and comprehension;
- shifting from a data ownership model to a data stewardship model in all divisions by defining the role of the data steward and empowering these campus partners to uphold and enforce data governance policies and procedures; and
- serving as a review body for operational process changes that affect the definition and use of data (Data Governance Process and Charter_24).

IV.4 Athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

Ithaca College's varsity teams compete at the NCAA Division III level. The Athletic Department offers 26 different intercollegiate opportunities for student athletes who want to compete against other colleges (11 men's sports and 15 women's sports) (IC Website - Official Athletics Homepage_4). Student-athletes maintain strong GPAs in comparison with non-athletes (IR Student-Athlete Headcount GPAs_4). All athletic policies and procedures conform to Division III regulations and are included in the Athletics Staff Handbook_4 (pp. 4-7 in particular) and in the Student Athlete Handbook_4 on pages 1-6 (see also Student Athlete Scholarships Not Applicable for DIII Colleges_4). All budgets are developed through the same processes that govern all other aspects of the institution.

Recreational activities and sports include competitive club sport teams, and recreational athletic organizations with offerings of everything from circus to yoga. There are more than twenty club sport offerings, including an Esports Club (IC Website - Office of Campus Recreation_4). In intramural sports, students can compete with and against friends in games such as soccer, flag football, or Battleship.

The Office of Student Engagement (OSE) supports more than 150 student participation clubs in the areas of the arts, careers, community service, health and wellness, identity, and more. OSE also provides leadership training to students through the Student Leadership Institute and a variety of immersive weekend retreats, opportunities for new students to connect and learn through their pre-orientation Jumpstart programs, and for the Leadership Scholars Program (IC Website - Office of Student

Engagement_4).

Ithaca College's policy manual is fully searchable online, offering transparency and accessibility. Students can review key policies, as the manual is regularly updated with revisions following clear stipulations outlined in the manual (IC Policy Manual 1-8 Revision of the Policy Manual_24). Notable policy updates include recent revisions to the college's Title IX compliance policies, adjustments to the Solicitation Policy (IC Policy Manual 2-12 Advertising and Solicitation Policy_4), and a fall 2023 update to the Academic Misconduct Process (IC Website - Academic Misconduct_4). The Student Code of Conduct is reviewed annually; significant changes were made in the spring of 2025 (IC Policy Manual 7-1-2 Student Conduct Code_24). Other policy updates include the incorporation and accommodation of additional religious holidays in the academic calendar (Academic Calendar Committee - Ithacan article 2024-09-02_4).

Regular review of policies and processes underscore Ithaca College's dedication to upholding fair practices in line with its academic, fiscal, and administrative values. The college maintains rigorous standards. All extracurricular and co-curricular activities are regulated with the same principles that guide all other institutional programs.

IV.5 If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

The college prioritizes confidentiality and security regarding to student data. All third-party providers are closely evaluated for use case, contract terms, and security documentation. Third-party providers are reviewed as part of the college's formal contract review process. Reviews are performed as a partnership between IT, College Counsel, and Risk Management offices and include:

- SOC2 (service organization control type 2) - reports based on cyber-security frameworks that ensure third parties handle client data securely, as developed by the American Institute of Certified Public Accountants;
- SOC3 (service organization control type 3) - reports that evaluate a service organization's confidentiality, privacy and security as developed by the American Institute of Certified Public Accountants; and
- HECVAT (Higher Education Community Vendor Assessment Toolkit)

Third-Party Services Used by Ithaca College for Student Support Services

- Protocall provides 24/7 mental health services when our counseling and psychological services office is closed. The third-party provider has been given detailed information about the resources available at Ithaca College and will refer students back to campus, local, or emergency services as appropriate. CAPS receives daily reports of calls taken by the after-hours on-call counselor and will reach out to callers the next business day to offer support. All call reports are maintained as confidential records by our CAPS office. Student academic record information is not accessible by the provider.
- Cayuga Medical Associates was contracted to provide on-campus health care starting in fall 2023. This change in service provider became an option for several reasons. Difficulty in recruiting and retaining medical staff was becoming more challenging, thereby impacting the Health Center's

available hours. Additionally, the relatively small size of the service office combined with the increasing costs of health care left the college with little ability to negotiate lower costs with providers and impact cost management. Therefore, the Board of Trustees recommended outsourcing this service to the Cayuga Health System.

- Cayuga Health Systems is a well-known and highly respected community health care provider. This partnership has allowed for the expansion of hours of operation, stabilization of service provision, and more efficient provision of high-quality services to students. It has also allowed the college to control overall costs by aligning student service needs with the most appropriately sized staffing model. Students can now access more streamlined care with local specialists as needed (Health Center Presentation - Student Affairs and Campus Life Assessment Goal 23-24_4).
- Inceptia provides Financial Literacy training to help students and supporters make the most informed decisions regarding their financial situation. In 2023-24, the Health Center collected student and parent feedback, which led to the creation of the Health Insurance Navigator position. The Health Insurance Navigator helps students and their families better understand insurance participation, deductibles, copays, and out-of-pocket costs.
- Every three years, the Health Center undergoes a full accreditation process with the Accreditation Association for Ambulatory Health Care (AAAHC Accreditation Report 2022_4, AAAHC Ambulatory Health Care_Handbook_4). It was granted full accreditation in November of 2022 and is currently completing the accreditation process for 2025.

IV.6. Periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation

Ithaca College utilizes data-driven decision making based on key performance indicators and feedback to support students, their learning, and the college's mission. All offices in Student Affairs and Campus Life engage in yearly assessments to foster the comprehensive growth of students, their academic success, and community development.

Based on assessment data, the division of Student Affairs and Campus Life (SACL) has implemented several notable changes to enhance student life:

- Partnership with The Jed Foundation (JED) creates a more supportive and proactive environment for student wellness, contributing to a healthier and more resilient campus community (JED 2020-2022 Report_4).
- An online scheduling tool was created based on responses to an ICare office survey of students and those who make referrals to ICare. This tool provides Resident Directors (RDs) the ability to work directly with referred students to set up mutually manageable meeting times.
- Residential Life and Student Accessibility Services have collaborated to improve the quality of life for students via improvements to privacy in shower stalls and an increase in the number of gender-neutral bathrooms (Res Life - Student Accessibility Services Assessment Presentation - Spring 2024_4). These changes were made in response to analysis of data from the National College Health Assessment, a biennial survey on student health issues conducted by the Center for Health Promotion (IC Website - IC Student Wellness Survey (NCHA) Ithaca College_4, 2019 National College Health Assessment IC_4, 2022 National College Health Assessment IC_4); and housing accessibility request data. Residential Life and the Student Accessibility Services offices are

currently assessing the reason for an increase in requests for private restrooms and for kitchen access, which are significantly above the resources available. The offices will continue their analysis to determine if receiving requested accommodations impacts retention as compared to students who do not receive their requested accommodation.

- More general modifications, such as changes in housing selection processes, have resulted from the annual comprehensive assessment conducted by Residential Life, which alternates between an internal assessment and the external EBI/Skyfactor assessment that allows for benchmarking with like institutions. This data, in addition to semesterly surveys, has also supported recommendations for renovations, programming changes, and smaller administrative changes that improve the student living environment.
- The Center for Student Success and Retention collaborated with SACL in 2023-24 to assess the impact on retention of student participation in programming. SACL has increased its use of IC Engage to track student participation in programming across the division. In combination with data from previous years, these new numbers indicated that participating in at least one co-curricular event was correlated with both student retention and academic performance. This information will be used to help students understand the value of attending events and IC Engage will continue to be used to track event attendance (IC Engage_4).

Additional offices and divisions have refined practices and developed new initiatives to better support the student experience:

Center for Career Exploration and Development

As previously outlined in this chapter, changes to the center's service delivery model were made to better pair students with connections to career engagement and earlier pathways for exploration.

Center for Student Success and Retention (Academic Support Center)

The Center's work is described in detail within Standard I.

Information Technology and Analytics

Enhancing the student experience is a key strategic goal of IT&A. Its components include improving educational technology, enhancing professional development opportunities for student employees aligned with the NACE competencies, developing the MakerSpace, expanding the Esports facilities, and putting on community events such as Ed Tech Day and a gaming tournament (Information Tech and Analytics 2023-24 Goals and Objectives_46pp. 3-4).

Office of the Registrar

A standing weekly office agenda item is to analyze trends and themes from the week as gathered via email and phone communications. This analysis helps identify processes that may require adjustment based on stakeholder feedback. Through this process, the office realized a need to improve documentation provided for student systems. In response, a student worker position focused on social media and tutorial videos was created in fall 2022.

The office tested changes to the winter calendar to see if they better met student needs. In winter 2021, a three-week winter session was piloted, demonstrating cross-departmental collaboration and

responsiveness to community needs. After evaluating the pilot programs from Winter 2021, 2022, and 2023, it became clear that a single three-week winter session best meets the needs of students and faculty.

Student Financial Services (SFS)

SFS policies and procedures are reviewed annually to evaluate their effectiveness, efficiency, and compliance. Others are updated as changes to federal or state regulations require. SFS is currently revising the professional judgment policy and procedures with the goal of ensuring access to financial aid in unusual cases and to make the process more easily navigable. Student feedback is also continually collected and reviewed. Every student who schedules an appointment with Student Financial Services (SFS) is sent a satisfaction survey. All feedback is reviewed, and processes are updated as needed. Any student who indicates a response of neutral or not satisfied receives direct outreach from SFS leadership to learn more about their experience.

Student Affairs and Campus Life Division

In addition, our new VP of Student Affairs and Campus life has recently designed a new unified, division-wide framework for evaluating and strengthening SACL's contributions to student learning, development, success, and belonging that is beginning in Spring 2026 (SACL Assessment Overview Dec 2025_4).

Conclusions (Strengths and Opportunities)

Ithaca College fully meets all the criteria for Standard IV through ethical recruitment and admission practices, comprehensive financial support, a demonstrated commitment to equity and inclusion, and a culture oriented toward continual assessment and improvement.

The evidence demonstrates that Ithaca College

- demonstrates excellent communication of policies and processes related to Standard IV through a multi-platform, audience-specific approach that ensures students, families, faculty, and staff are well-informed and supported.
- utilizes a multi-channel, student-centered approach to ensure that students are aware of what is required to succeed academically, how to engage in meaningful ways outside of the classroom, and where to seek help when needed.
- co-curricular and community activities promote leadership, identity development and civic engagement; are equity and inclusion driven; and are strategically aligned with the institution's student success and retention goals.

Evidence:

- 2019 National College Health Assessment IC_4
- 2022 National College Health Assessment IC_4
- 2024-2025 Ithaca College Catalog_34
- AAAHC Accreditation Report 2022_4
- AAAHC Ambulatory Health Care_Handbook_4

- Academic Calendar Committee - Ithacan article 2024-09-02_4
- Admission Fall Open House 2023 Invitation Postcard_24
- Admission Summer Visit Gatefold_24
- Admission Travel Kit 23-24_Viewbook_24
- Admissions Mission, Philosophy, Practices, Ethical Recruiting_4
- Analytics Dashboards List May 2024_456
- Athletics Staff Handbook_4
- Campus Announcements for Establishment of Academic Support Center 2025-08-06_Intro145
- Center for Career Exploration and Development Annual Report-2023-2024_4
- Counseling And Psychological Services Student Affairs and Campus Life Data Presentation 2023_4
- Counseling And Psychological Services Assessment presentation - SACL Data Presentation 2024_4
- CSSR Update to BOT 2025-05-17_4
- Data Governance Process and Charter_24
- Enrollment Projections for 2024-2025_4
- Event Attendance Analysis Center for Student Success 2024-05-03_4
- Experiential Learning Committee Final Update 2023-05-30_4
- Fall 2024 Orientation and Onboarding Full Report_4
- Fee Payment Process_4
- Financial Aid Brochure Aug 2023_24
- Financial Aid Profile for Graduate Students_4
- Financial Security Resources - For Student Affairs and Campus Life retreat - January 2020_4
- First Destination Survey (post completion placement UG Data)_1456
- Food Pantry Comparison - Retention by Student Use and Sub-Group - 2019_4
- Food Pantry Longitudinal data_4
- Food Security Presentation Infinity 2020_4
- Graduate Credit from External Sources_4
- Handshake Job and Internship Applications 2021-2024_4
- Health Center Notice of Privacy Practices_4
- Health Center Presentation - Student Affairs and Campus Life Assessment Goal 23-24_4
- IC Engage_4
- IC News 2022-04-22 Center for Student Success and Retention Announcement_146
- IC News 2024-09-17 Ithaca College Tops National List of LGBTQ Friendly Colleges_24
- IC News 2024-10-16 Beyond Pronouns Ithaca College_24
- IC Policy Manual - Students Volume VII_4
- IC Policy Manual 1-8 Revision of the Policy Manual_24
- IC Policy Manual 2-10 Technology Use Policies_4
- IC Policy Manual 2-12 Advertising and Solicitation Policy_4
- IC Policy Manual 2-43 Record Retention and Disposition Policy_4
- IC Policy Manual 2-5 Institutional Policy on Disability_4
- IC Policy Manual 7-1-1 Family Educational Rights and Privacy Act (FERPA)_4
- IC Policy Manual 7-1-2 Student Conduct Code_24
- IC Policy Manual 7-5-1 Residence Off-Campus Policy_4
- IC Website - 2024 Jumpstart Program_4
- IC Website - Academic Advising_4
- IC Website - Academic Misconduct_4
- IC Website - Academic Support Center_Intro145
- IC Website - Athletics Conferences_Affiliations_4
- IC Website - Center for Career Exploration and Development_4

- IC Website - Center for Health Promotion_4
- IC Website - Center for LGBT Education, Outreach, and Services_24
- IC Website - Center for Student Success (pre 2025)_14
- IC Website - Domestic Student Guide_4
- IC Website - Financial Aid Grants_4
- IC Website - Financial Aid Loans_4
- IC Website - Financial Literacy_24
- IC Website - Financing Opportunities_4
- IC Website - Finding Institutional Information_Intro4Req2
- IC Website - First Destination Survey_12456
- IC Website - First-Generation Program_4
- IC Website - Graduate Tuition and Fees_4
- IC Website - IC Advantage_34
- IC Website - IC Student Wellness Survey (NCHA) Ithaca College_4
- IC Website - ICare at Ithaca College_4
- IC Website - Innovation Scholar Program_34
- IC Website - International Student Guide_4
- IC Website - Ithaca Achievement Program_4
- IC Website - Ithaca Commitment_1246
- IC Website - Ithaca Equity in Athletic Disclosure Act Report_4
- IC Website - Ithaca Scholarships for New Students_4
- IC Website - JED Mental Health Flock_4
- IC Website - Leadership Scholar Program_4
- IC Website - Learn about Retention and Student Success_4
- IC Website - Lets Talk_4
- IC Website - Martin Luther King Scholar Program_4
- IC Website - Math Placement Assessment_4
- IC Website - Meet the ASC Team_14
- IC Website - Net Price Calculator_24
- IC Website - Office of Access, Opportunity and Achievement_145
- IC Website - Office of Campus Recreation_4
- IC Website - Office of Student Engagement_4
- IC Website - Official Athletics Homepage_4
- IC Website - Outside Scholarship Search Tools_4
- IC Website - Parent, Family, and Supporter Orientation_4
- IC Website - Payment Options_4
- IC Website - ROTC Scholarships_4
- IC Website - Safe IC App_4
- IC Website - Scholar Programs_4
- IC Website - Scholarships for Returning Students_4
- IC Website - Student Accessibility Services_24
- IC Website - Student Employment_14
- IC Website - Student Leadership Institute_4
- IC Website - Student Success Coaches_4
- IC Website - Study Abroad_34
- IC Website - Supporting Financial Security_24
- IC Website - The Park Scholar Program_4
- IC Website - Tuition Refunds_4

- IC Website - Tutoring and Coaching_4
- IC Website - Undergraduate Tuition and Fees _4
- IC Website - Walters Whaleness Express_4
- IC Website - Wellness at IC_4
- IC Website - Writing Center_4
- Information Tech and Analytics 2023-24 Goals and Objectives_46
- Intercom 2020-06-23 IC Joins JED Campus_4
- Intercom 2023-09-07 Academic Concerns System is Open_4
- Intercom 2024-08-14 Chosen Names, Pronouns, and Gender_24
- IPEDS Admissions Profile_4
- IPEDS Core Expenditures_1346
- IPEDS Degrees Awarded by Credential Level_14
- IPEDS Fall Enrollment_1246
- IPEDS Graduation Rates_145
- IPEDS Outcome Measures_145
- IPEDS Pass Rates on Standardized Exams_14
- IPEDS Retention Rates_14
- IPEDS Student Financial Aid, IC Student Charges, Net Price_4
- IPEDS UG Student Loan Indebtedness_24
- IR College Scorecard, Fed Loan Default rate_246
- IR Completions by Program 2020-21 to 2024-25_4
- IR Fall Enrollment of International Students_4
- IR Student-Athlete Headcount GPAs_4
- Ithaca College Common Data Set_24
- Ithaca College Current Catalog link_34
- Ithaca College Student Employment Handbook_4
- Ithaca Keypath Master Services Agreement_346
- Ithaca pilots equitable registration for new students_IHE article_4
- JED 2020-2022 Report_4
- Keypath-Ithaca MS Speech Language Program A-1 Program Term Sheet_346
- New Student & Transition Pgms Trend Analysis-F24 Onboarding & Orientation Rpt_4
- NYSED 2H-2 Enrollment of College Students with Disabilities 2015-16 to 2023-24_4
- Office of Access Opportunity and Achievement Program Outcomes 2020-2024_4
- Office of Case Management (ICare and Student Support) Retention Presentation_4
- Office of Student Engagement Assessment 2023_4
- Res Life - Student Accessibility Services Assessment Presentation - Spring 2024_4
- Restructuring the Writing Center Mission and Future_4
- SACL Assessment Overview Dec 2025_4
- Sample Articulation Agreements_4
- Sample Marketing Materials - 23-24 International Viewbook_24
- Sample Marketing Materials - Exploratory Brochure_24
- Sample Marketing Materials - School of MTD 2023 Roadbook_24
- Spring 2024 ICare Report_4
- Student Athlete Handbook_4
- Student Athlete Scholarships Not Applicable for DIII Colleges_4
- Student Handbook_24
- Student Organization Handbook_24
- Student Success and Strategic Retention Plan 2017-06-19_14

- Summer Onboarding Presentation for Faculty Council 2023-10-03_4
- Theme Living Proposal Redacted_4
- Themed Living Presentation_4
- Tools for Evaluation of Admissions Practices and Policies_4
- Transfers-CSSR Strategies and Success Presentation excerpt_4
- UG Credit from External Sources _4

Standard V: Educational Effectiveness

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Introduction

Ithaca College meets the criteria set forth in Standard V. Over the past five years, modifications to assessment processes across curricular programs informed by the 2018 Middle States visiting team report include: a) a robust and highly visible program review of the Integrative Core Curriculum (ICC) (ICC Final Program Review Report 2019-04-01_35, Executive Brief of the 2019 ICC Report_35); b) the addition of a staff position (Director of Academic Assessment and Accreditation) with oversight and leadership responsibility regarding academic assessment across the institution; and c) the implementation of the All-College Assessment Committee (IC Website - All College Assessment Committee_5). This committee operates in conjunction with established Assessment Committees in all five schools as well as the Integrative Core Curriculum - Curriculum and Assessments Committee (ICC-CAC) and Ithaca Seminar - Curriculum and Assessments Committee (ICSM-CAC) in order to foster and facilitate a true culture of systematic and meaningful academic assessment on campus (Ithaca College Curricular Assessment Committees_5). Ithaca College has a comprehensive and thorough system of learning assessment across academic programs, including our general education program. The following pages address how the institution meets the criteria for Standard V regarding educational effectiveness.

V.1 Clearly Stated Student Learning Outcomes (SLOs)

During academic years 2021-2023, Ithaca College reformed its academic program curricula driven by the Shape of the College strategic plan. These reforms compelled programs to revise SLOs and consider how to best achieve these outcomes through existing and revised course work (Program SLOs as of 2025-06-10_5). All academic programs were tasked with providing the Academic Policy Committee – Assessment (APC-A) and the Director of Academic Assessment and Accreditation (reporting to the Associate Provost) with clearly stated SLOs and a curriculum map highlighting where the SLOs would be introduced, reinforced, and mastered (Tips and Guidelines for Annual Rpts 11-28-23_5). These degree program SLOs and curriculum maps were added to the Planning & Self Study (PSS) platform on Watermark by the spring of 2024 (Curriculum Maps in PSS as of 2025-06-10_5). All academic programs on campus offer students the ability to critically analyze and practically put into action – through community service, extracurricular activities, internships, employment, and field, stage, or laboratory work – what they are learning in the classroom. Academics at Ithaca College can be visualized as a wheel with the ICC as the hub, the five schools as individual spokes, and the tire (where the rubber hits the road) as what students share with the greater community (Preview of ICC to UG Programs SLO Crosswalk as of 2025-01-14 workbk_35).

Due to significant revision of the ICC by the ICC Taskforce based on 2018 Middle States feedback and a multi-year internal study, ICC student learning outcomes were revised in 2023-2024 to align the program with the essential learning needs of a 21st century global citizen (IC Website - ICC Revisions History 2019-2021_5, ICC Learning Outcomes for Perspective and Competency Courses 2024_5 and described in III.5).

Specifically, ICC SLOs were revised during the fall 2023. After discussion by each school assessment committee and APC-A (Letter to School Assessment Committees Re ICC SLOs_2023-11-14_5), the ICC SLOs were formally approved by APC-A in December 2023. During spring and summer 2024, the ICC Office created rubrics for the ICC SLOs and updated the Watermark Outcomes Assessments Projects (OAP) platform to prepare for collection and assessment of student artifacts across ICC-designated courses beginning in fall 2024. A roadmap for which SLOs would be assessed and in what year was created and shared on the ICC website (ICC Assessments Calendar_5). Collection and assessment of student artifacts in ICC Capstone, Creative Arts, Humanities, Natural Science, and Writing Intensive designated courses occurred during AY 2024 – 2025 with an assessments report shared for these outcomes via the ICC website in Fall 2025. Collection and assessment of student artifacts in ICC Capstone, Diversity, Social Sciences, and Quantitative Literacy designated courses is happening during AY 2025 – 2026 with a report due to the campus community in early fall of 2026.

V.2.a-c Organized and Systematic Assessments

Academic Assessment in the Five Schools: Key Updates

Academic assessment occurs at the individual program/major level for each of the five schools and is organized by school assessment committees (Ithaca College Curricular Assessment Committees_5) reporting to the Academic Policies Committee on Assessment (IC Website - All College Assessment Committee_5). The APC-A is responsible for offering feedback to the school-level assessment committees on the strengths and weaknesses of their assessment processes. Based on relevant data and feedback, school assessment committees and individual academic programs develop, discuss, and revise SLOs and “close the loop” by creating assessment practices that are iterative and robust. Academic assessment has undergone a revitalization at IC in the past few years due to the instatement of the Director of Academic Assessment and Accreditation and the ongoing work of the All-College Assessment Committee. This work included creating regular opportunities for assessment by holding events that harness the expertise of guests and IC faculty with professional training in assessments and a redesigned assessment data collection process. The director also provides continual feedback to support programs as they develop and utilize robust assessment practices. Understanding and engagement in assessment practices on campus has increased with 92% of programs completing the new process during the 24-25 academic year (Annual Academic Assessment Cycle Tallies 2019-2024_5).

Academic Assessment in the Five Schools: Current practices

Assessment practices in individual programs differ across campus. Each of the five schools – and individual majors/programs therein – structure their curricula and construct SLOs that help to ensure programs are providing paths for students to achieve success in their chosen professions. Some programs collect direct artifacts (papers, creative works, exams, lab responses, etc.) from students while others rely on exit interviews and qualitative evaluations. Most assessment practices at the program level are thoroughly discussed by faculty to “close the loop.” Additionally, most programs have at least two moments during a student’s progress in the major where they are collecting assessment data, and some programs collect and review artifacts once a semester.

Assessment data from individual programs are now collected annually in the “Planning and Self Study” platform of the institution’s Watermark site (PSS Lead Training Manual_2024-10-09_5). As the college moved to the Watermark system in the fall of 2023, individual academic program assessment data is only

available for academic years 2023–24 and 2024–25 (Preview of Annual Assessment Cycle Samples 2019-2025 workbk_35). Prior to fall 2023, significant campus and global concerns dramatically impacted individual program assessments. Despite these challenges, many programs/ majors across campus continued collecting and reviewing assessment data between 2020 and 2022 (Annual Academic + Gen Ed Assessment Historical Context_5, Annual Academic Assessment Cycle Tallies 2019-2024_5). During academic year 2022-2023, a restructured APC-A called upon every department/program across campus to formally adopt an assessment practice for the year (2022-2023 APC-A Assessment Process_Choose Your Own Adventure Rebuild _2022-11-29_5), offering them a range of options that helped bring all programs into alignment for the full implementation the following year. Examples of programs closing the loop on assessment data are beginning to emerge from this new process. Table 5-Standard V contains a sample of SLOs, data collection methods, analysis, and actions that were taken.

Table 5-Standard V: Annual Program SLO Assessment Sample Excerpts from Dec 2024 reports

School, Program	SLO Title	Method Type, Title	Measure Status, Analysis	Actions
Business, Entertainment & Media Mgmt, MBA	Collaboration	Assignment - Direct, Culture Presentation	Met - While 100% of the students met the collaboration requirement, they did not correctly focus on the culture content of the assignment.	Other: Update assignment instructions to focus on correct content. The professor will improve instructions for next time.
Comm, Communication Strategy & Design, BS	SLO6 Analyze Theories & Aspects	Project - Direct, Analyze, using relevant theories, aspects influencing organizations	Met - This project aimed to develop recommendations for ways that small cities might better promote their conference centers. While some practical recommendations were provided, it lacked a critical examination of current assumptions and practices as well as a theoretical foundation. Some of the examples that led to their conclusions were not relevant. Most actual examples of current strategies could have been researched and presented.	Revise Assessment: An exercise will be added in class for students to find relevant theories that can be applied to contemporary problems. Additional instructions and demonstrations of how to find examples from the journals and conferences of professional societies in our field will be incorporated.
H&S, World Languages and Culture, BA	SLO1 Attain advanced-level performance in listening & speaking	Performance - Direct, Exit interview in oral performance	Not Met - This result was below our expectations for this SLO. We will compare it to next year's, in the hope that it does not represent a recurring outcome.	Revise Assessment: A mid-point assessment will be added, and the ideal course for it has been identified as Intermediate courses, since it is offered at least once a year. For listening and speaking, at the end of the 200-level students will be expected to achieve the equivalent of ACTFL Intermediate-Low. One in-class listening and speaking activity will be used for assessment.

School, Program	SLO Title	Method Type, Title	Measure Status, Analysis	Actions
HSHP, Speech-Language Pathology, MS Residential	SLO 1: Knowledge of basic communication & swallowing processes	Exam (Course) - Direct, Comprehensive examinations	Not Met - In our most recent year, we had an unusually large number of students not passing on their first attempt. We have analyzed the sections where students struggled to pass and shared the results with faculty. [details redacted for Ns less than 10]	Modify Policies/Procedures: The faculty discussed the validity of Comps being based on multiple choice tests. We are piloting a case-based system that assesses clinical knowledge more directly, in order to increase the external validity of this measure.
MTD, Theatre Studies, BA	Artistic Practice	Assignment - Direct, Final Project in Directing II, Playwriting II, or Dramaturgy II	Not Met - ...This is the first time the department is collecting data for the advanced level of practice courses. The results are: (58%) students are exceeding expectations and (25%) of seniors are meeting the expectations for Artistic Practice. It is worth noting that 100% of students met this outcome at the introductory level while only 83% of seniors met this outcome for the advanced level. It's possible this is because the senior class experienced the pandemic; it's also the case that we are collecting data in two different disciplines: Playwriting I vs Directing II.	Revise Assessment: The department may want to consider using the same discipline to assess the introductory and advanced levels of practice; i.e.: Directing I and Directing II or Dramaturgy I and Dramaturgy II or Playwriting I and Playwriting II.

See Annual Assessment Cycle Samples 2019-2025_35 for every program's complete annual assessment report from AY24-25 and additional assessment measure details (targets etc.). Feedback from reviewers for all reports is also available upon request.

Academic Assessment in the Ithaca College Seminar (ICSM)

Assessment of the ICSM program is organized by the ICSM Coordinator with support and guidance from the ICSM Curriculum and Assessments Committee (ICSM-CAC). The ICSM-CAC analyzes data for patterns/changes in achievement of SLOs and recommends updates as needed for streamlining data collection and/or improving outcomes. Data is based on surveys and course-based assessment and pertains both to seminars and common-hour programming. The ICSM program significantly improved seminar enrollment through a new sorting process developed by Analytics with results reviewed by a faculty team and the H&S Dean's office. In Fall 2024, twice as many students were placed in their preferred seminars compared to the previous year, with 82% remaining in their original seminar after add/drop. This targeted placement helped reduce the Fail/Withdrawal rate for ICSM 10800 Ithaca Seminar in Writing to 6%, down from a 5-year average of 10%. Student feedback on learning outcomes was strong, e.g. 85% strongly agreed or agreed that their seminar provided guidance on accessing academic support (SLO2), up

from 84% in 2023 and 51% in 2022 (2023, 2024, 2025 ICSM Reports_35)

Academic Assessment in First-Year Writing

Assessment of academic writing is housed in the Department of Writing (IC Website - WRTG 10600 Academic Writing_5). The Director of First-Year Writing and five faculty assessed the rhetorical thinking learning outcome using a rubric in spring 2025 after a norming session. After the scoring period, the group debriefed results which resulted in refinement of the rubric, identification of areas of strength and improvement, and a list of recommendations for future pedagogical and curricular revisions in Academic Writing (Academic Writing Assessment Report 2025-04-21_5). A review of disaggregated pass rates for the Academic Writing 10600 course is also included in this report.

V.2.a Standards for Assessing Student Achievement of Learning Outcomes

Assessing Learning Outcomes for Majors/Programs

Each program either undergoes Periodic Program Review with internal and external reviewers or is accredited by a national body in its discipline (Specialized Accreditations Summary_235; see **specialized accreditation reports** included in evidence submissions also). The expected standards of individual fields inform the development of program SLOs as well as the measurements for how students are achieving these standards.

Each program/major on campus is also required to provide annually, at the minimum, program SLOs; a curriculum map and assessment measures for where SLOs are being introduced, reinforced, and mastered; targets for measures; an analysis of results for students meeting or not meeting the threshold for each level of learning in the respective program; and an action plan for adjusting learning to better achieve stated outcomes.

Ithaca College has clear standards to assess student achievement of learning outcomes, ensuring that students acquire disciplinary knowledge and develop essential skills and competencies. These standards are embedded in a structured framework that begins with the definition of SLOs set at the program level. Then, faculty design curricular learning experiences that align with these outcomes. Regular assessment checkpoints within the curriculum measure students' progress toward achieving these outcomes, using assignments, exams, projects, and experiential learning to evaluate and support learning across multiple stages.

Assessing Learning Outcomes for the ICC

As the ICC is a shared expectation of learning for all IC undergraduate students, SLOs for this program are discussed across campus and intended to meet the general education expectations of a 21st century global citizen. The ICC is built upon the Perspective and Attribute/Competency requirements, which form the standard core curriculum for all students at Ithaca College, regardless of school or major. All students, through the completion of the ICC, are expected to achieve the SLOs of the four perspectives: Creative Arts, Humanities, Natural Sciences, and Social Sciences; and the four attributes: Diversity, Quantitative Literacy, Writing Intensive, and Capstone (ICC Program Summary 2024_5).

ICC Perspectives

- Creative Arts perspective courses focus on the methods and materials used to create performances, literary texts, visual works, or forms in one or more areas of the Creative Arts. Additionally, they cultivate the understanding of the aesthetic conventions and theoretical, social, historical, political, or economic contexts surrounding these works.
- In the Humanities perspective, students seek to understand human experience through analysis, interpretation, and reflection, engaging in the particulars of individual experiences, texts, or other artifacts.
- The Natural Sciences perspective helps students to focus on scientific theories that explain experimentally verifiable physical or biological phenomena and the methodological processes used to conduct these observations as epitomized by scientific methods.
- The Social Sciences perspective encourages students to seek an understanding of how particular human experiences can be seen as general characteristics and patterns. The focus is on how social forces shape and determine human action. Courses in this perspective apply theoretical, analytical, and empirical tools in the study of individuals, groups, and institutions.

ICC Attributes

In addition to learning in fundamental areas of the liberal arts, Ithaca College believes that students prepared for the complex problems of contemporary society can communicate effectively, analyze and complete quantitative data, empathize with people from diverse worldviews, and reflect deeply on their own learning.

- Courses with a Diversity attribute designation are designed with the understanding that diverse perspectives have been historically excluded from the core curriculum. These courses promote students' critical engagement with issues arising from the historical exclusion of oppressed voices. As such, courses with a diversity designation enhance student awareness of current and past injustices, as well as the potential role of diversity in enriching society.
- Quantitative Literacy is the ability to reason with quantitative concepts for the purpose of understanding the world. In a data and information-saturated world, citizens need quantitative skills to understand commonplace and complex issues as well as formulate and ask intelligent questions of experts. At an informal level, the meaning of quantitative literacy for our students is being revisited, with a formal revision planned for Fall 2026.
- Courses fulfilling the Writing Intensive attribute allow students to develop and articulate higher level content knowledge and critical thinking in a specific academic discipline through frequent practice of informal and formal writing. Students also demonstrate understanding of audience expectations, genres, and conventions appropriate to communicating in a specific academic profession or related profession.
- Upon completion of the ICC Capstone requirement, students can reflect on their own learning, integrate or synthesize their learning to approach a new, complex problem or situation, and express a vision for lifelong learning.

Faculty must apply to have their courses designated as an ICC Perspective or Attribute course. In doing so, they provide a rationale for how the course meets the for the designation and provide an example assignment/artifact allowing students to indicate achievement of the SLOs. Designation applications are reviewed by the Director of the ICC and the ICC-CAC, when necessary. Student artifacts for ICC-designated courses are collected on a semester basis and reviewed for achievement of SLOs.

Academic Assessment in the ICC

Systematic assessment of the ICC (ICC Director Annual Report AY23-24_5, ICC Director Annual Report AY24-25_5), excluding the Ithaca Seminar (ICSM) program and Academic Writing (AW) requirements, is the administrative responsibility of the Director of the ICC with assistance from the ICC Curriculum and Assessment Committee (ICC-CAC). Student artifacts for each of the ICC SLOs are collected on a semesterly basis from ICC-designated courses. Faculty teaching in the ICC complete a brief survey on the artifact they believe best indicates achievement of the ICC SLOs relevant to their course; these artifacts are then collected using our LMS (Canvas) and uploaded to the Watermark assessment platform for the ICC (OAP- Outcomes Assessment Projects). The student artifacts are assessed for achievement of the SLOs by ICC-CAC faculty reviewers based on shared rubrics.

AY 2024 – 2025 ICC Assessment Data

A major revision of the ICC SLOs occurred in fall 2023 with the collection and assessment of student artifacts using these SLOs beginning in AY 2024-2025. The ICC Assessment Report for AY 2024–2025 presents an evaluation of student performance across five key domains of Ithaca College’s Integrative Core Curriculum (ICC): Creative Arts, Humanities, Natural Sciences, Writing Intensive, and Capstone. The assessment data reflect consistent student achievement aligned with ICC SLOs, demonstrating that students are successfully engaging in integrative, analytical, and reflective learning practices. Key findings from the 2024-25 report are that students performed strongly across all assessed areas, with median and average scores largely falling within the Accomplished (3.0) and Exemplary (4.0) ranges on the four-point rubric used for assessment (ICC Learning Outcome Rubrics_5). This trend indicates that most students demonstrate competency and even higher-order mastery in the ICC Student Learning Outcomes (ICC Assessment Report AY24-25_5).

Table 6-Standard V: ICC Key Findings

Creative Arts	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
SLO 1: Application	0	14	25	8	47	3	2.87
SLO 2: Analysis	3	17	12	5	37	2	2.51
Humanities	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
SLO 1: Application	1	5	7	38	51	4	3.61
SLO 2: Analysis	0	1	8	42	51	4	3.80
Natural Sciences	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
SLO 1: Application	0	15	22	31	68	3	3.24
SLO 2: Analysis	0	4	10	54	68	4	3.74

Writing Intensive	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
Criteria 1: Context and Purpose	0	17	26	10	53	3	2.87
Criteria 2: Content Development	0	4	25	24	53	3	3.38
Criteria 3: Disciplinary Conventions	0	9	25	19	53	3	3.19
Criteria 4: Sources and Evidence	0	1	27	25	53	3	3.45
Criteria 5: Syntax and Mechanics	0	6	18	29	53	4	3.43
Capstone	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
Criteria 1: Self-Reflection	0	2	27	73	102	4	3.66
Criteria 2: Integrative Learning	0	3	28	71	102	4	3.61
Criteria 3: Independent Lifelong Learning	0	2	37	63	102	4	3.59

Creative Arts scores cluster primarily between the Developing and Accomplished levels, with a strong representation at Exemplary (17%) in the Application SLO. This suggests a well-established foundation in applied and analytical competencies but with room for more consistent elevation to higher performance levels. It should be noted that most students (42% in Fall 2025) entering Ithaca College already have their Creative Arts Perspective satisfied by their major, which means students completing ICC-designated Creative Arts courses are not directly aligned with the Creative, Fine, or Performing Arts (ICC Perspective Alignment Chart for Majors as of Fall 2023_5). Creative Arts results, while positive, show a slightly wider performance spread in comparison to the other ICC learning areas, indicating a need for further curricular consistency or alignment of expectations across sections. The lower averages in the Analysis SLO suggest that students may require more explicit instruction in evaluative processes, particularly when translating creative expression into reflective or analytical commentary.

In Humanities, the performance pattern is notably strong, especially in the Application outcome. The average score of 3.61 underscores a high level of critical engagement and interpretive sophistication. The distribution suggests that Humanities instruction and assessment methods are effectively supporting advanced learning outcomes.

The Natural Sciences category reflects a strong performance pattern, with 46% of total artifacts in the Application SLO rated as Exemplary. The average score of 3.24 and median of 3 in the Application SLO indicate solid student achievement, aligning with institutional expectations for applied scientific reasoning. The absence of any Beginning scores in either SLO demonstrates that students possess foundational competency in scientific application and analysis. The concentration of scores in the Accomplished and Exemplary range in Analysis also points to successful curricular scaffolding in

evidence-based inquiry. However, given that nearly a quarter of submissions are at the Developing level in Application, there remains an opportunity to deepen connections between theoretical knowledge and practice.

Unlike the previous three learning domains, which are usually assessed in 100 or 200-level courses, Writing Intensive is predominantly an upper-level requirement at Ithaca College. Criteria 1 (Context and Purpose), while showing solid foundational achievement, presents an opportunity for targeted improvement. Students generally meet expectations but demonstrate less consistency at the Exemplary level. This pattern points to the need for continued attention to rhetorical development and revision practices. Programmatically, this data underscores the continued importance of Writing Intensive courses as developmental spaces for critical thinking and reflective communication.

The Capstone assessment represents a culmination of integrative learning across the ICC framework, and the data is notably strong. With 73 of 102 artifacts (72%) at the Exemplary level, the average score of 3.66 and median of 4 signifies substantial student achievement in self-reflection and synthesis. This distribution illustrates that by the end of their undergraduate experience, students completing the final reflection effectively articulate connections among disciplines, learning outcomes, and personal growth. The minimal representation in the Developing tier suggests a highly successful integration of learning outcomes throughout the curriculum. This evidence supports the ICC's overarching goal of fostering holistic, reflective thinkers capable of transferring skills across contexts (ICC Capstone Assessment Report AY24-25_5).

Following one full year of analysis of assessment data, the ICC-CAC has indicated areas of improvement moving forward:

- The ICC-CAC encourages a focused change in assessment processes allowing for better advising of faculty. Specifically, faculty teaching ICC - designated courses should be consulted on the student artifacts they are selecting to ensure they align with the SLOs being assessed.
- Faculty collaboration for those teaching specific ICC-designated Perspectives/Competencies should be encouraged in order to maintain coherence in outcome expectations and thus allowing for more consistent assessment data.
- Greater involvement in ICC assessment practices should be incentivized to allow for stronger inter-rater calibration.
- Although the results were promising, not all ICC designated Capstone courses require a reflective artifact for completion of the course. This requirement – and the lack of consistent compliance – is under review.
- The number of artifacts being collected and assessed in each of the ICC Perspective and Competency areas should be increased
- Targets for achievement of ICC SLOs should be established.

V.2.b Prepare Students for Successful Careers and Meaningful Lives Consistent with Mission

Theory, practice, and performance are tools of both learning and assessment, as led by Ithaca College's mission. The college underscores integrative learning, critical thinking, and reflective practice through comprehensive curricular programs; students are empowered to demonstrate their learning through

productions, recitals, writings, lab results, presentations, clinical skills, and more (e.g. Library and ICSM SLOs_35). These performances are also catalysts for interdisciplinary community connections and learning. Built into curricular programs and guided by SLOs, such practices prepare students for further education, successful careers, and meaningful lives.

The ICC offers students opportunities to develop transferable skills in analytical problem solving, communication, and ethical reasoning via the Diversity competency (ICC Learning Outcomes for Perspective and Competency Courses 2024_5, ICC Program Summary 2024_5). These outcomes are reinforced by curricular and co-curricular high-impact practices like internships, research with faculty, study abroad, first-year seminars, and other learning opportunities, which not only equip students with practical experience and a deeper understanding of their fields, but also provide the breadth of education foundational to a 21st century learner and citizen (ICC Perspective Alignment Chart for Majors as of Fall 2023_5, Additional Gen Ed Skills-Pgm SLOs_35). Evidence of how students are using the learning and skills acquired over their years of study at Ithaca College in their graduate studies or careers can be found in the First Destination Survey administered annually by the Center for Career Exploration and Development. Results of the survey indicate that, between academic years 2021 and 2024, students pursuing advanced degrees increased by 4% and employment rate for graduates increased by 11.2% (First Destination Survey (post completion placement UG Data)_1456).

V.2.c Support, Sustain, and Communicate Assessment of Student Learning Outcomes

Ithaca College supports and sustains the assessment of student learning outcomes through a comprehensive structure of support and oversight (All College Committees for Assessment, Policy, and Curriculum Bylaws_35). In large part, school and college-wide assessment committees (e.g., APC-A, ICC-CAC, ICSM-CAC, etc.) govern and guide the formal assessment at Ithaca College. As part of a culture of assessment, informal and valuable peer support is increasingly present between faculty and staff colleagues. Similarly, the Center for Faculty Excellence (CFE) includes information about developing SLOs, assignments, and assessments into their annual orientation for new faculty.

Direction, resources, and professional development are available for those leading curricular assessment. Beginning in 2023, with sponsorship by the Provost's Office, APC-A revived the annual Assessment Symposium: the most recent symposium was held May 21, 2025 and attended by representatives from nearly all programs. Assessment Symposia include multiple workshops led by campus colleagues and assessment professionals who deliver keynotes and help lead sessions (APC-A Assessment Summit May 2023_35, APC-A Assessment Symposium May 2024_35). The embedding of assessment into the fabric of school-wide academic programs and college-wide assessment committees ensures that the evaluation of student learning is continuous, meaningful, and aligned with the institutional mission (IC Assessment Principles 2023-03-03_5).

Expectations regarding processes and deadlines for academic assessments are communicated through the APC-A website and via direct email and Teams communications with Associate Deans and School Assessment Committees (Memo - APC-A to Schools_Annual Assessment Process for AY24-25_2024-02-14_5). Frequent reminders regarding checkpoints and deadlines for reports are communicated with assessment stakeholders throughout the academic year. The annual assessment summit is announced via Intercom, through the Associate/Assistant Deans meetings, and through direct emails to program

chairs and members of the school assessment committees. It is expected that at least one member of every department on campus attends the annual assessment summit; however, this important learning event is open to all faculty.

Communication of assessment results to stakeholders is a critical component of Ithaca College's commitment to transparency and continuous improvement. The college shares assessment findings through various channels, including annual reports, faculty meetings, and research publications. Ithaca College strives to share these results broadly with faculty, staff, and stakeholders to inform decision-making and enhance educational quality. This includes formal postings like the mandated Title II report for our Teacher Certification programs (2024 Title II Rpt for AY 2022-23_5) and postings for the campus community (IC Website - Student Consumer Info-Outcomes_5, ICC Assessment Report AY24-25_5). ICC assessment reports are posted on the program's website for the campus community at large as well (IC Website - ICC Assessment Processes and Reports_5). Often, results are shared within a smaller circle of invested curricular practitioners, unless mandated by external accrediting bodies (e.g., IC Website - Athletic Training Program Outcomes and Data_5, IC Website - SLP Student Outcome Data_5, IC Website - Teacher Ed Annual AAQEP Rpt_5). Open communication around all stages of the assessment cycle fosters a collaborative environment where all members of the college community can contribute to the ongoing efforts to enhance educational effectiveness.

V.3 Use of Disaggregated Assessment Results for Student Achievement and Educational Effectiveness

Ithaca College is committed to both student success and students' persistence to graduation (Alumni Activities - Class of 2019 Bachelors Degree Recipients - Employment Details_15, IC Website - First Destination Survey_12456). We acknowledge that the college is not immune to the achievement gap too-often present between students of different income levels, parent education levels, academic preparation levels, and so forth. A keen, ethical, and trained lens is necessary to use data to ensure that Ithaca College is leveraging resources equitably and equally. As such, Ithaca College employs an ethical approach to using and disaggregating assessment results to enhance student learning outcomes, student achievement, and overall educational effectiveness at the institutional level. The college does not routinely disaggregate data at the program level when populations are too small, as doing so could risk student anonymity.

As a "student ready" institution, Ithaca College systematically collects data on student performance across various demographics, including race, gender, socioeconomic status, and first-generation status. Disaggregating data allows the college to identify achievement gaps and tailor interventions to support historically underrepresented and underserved student populations (e.g. IPEDS Graduation Rates_145, IPEDS Outcome Measures_145), see discussion of graduation rates in IV.1.e. For example, the college has implemented targeted support programs for first-generation students and students from low-income backgrounds through the First Gen Program and the Center for Student Success. Ithaca College's Office of Access, Opportunity & Achievement houses the Arthur O. Eve Higher Education Opportunity Programs (HEOP), the Collegiate Science & Technology Entry Program (CSTEP), the Careers in Science, Technology, Engineering and Mathematics (C-STEM) Program. These programs provide students with support services to promote their academic, career, social, and personal development. OAOA analyzes disaggregated data to ensure that students in their programs are receiving the necessary academic and co-curricular support

in a timely and effective manner (OAOA Office Evaluation 2024-25_5, HEOP Retention and Graduation Rate Summary - Oct 2025_5).

Ithaca College participates in the National Survey of Student Engagement (NSSE) every three years. NSSE data are not only reviewed institution-wide but also disaggregated by academic programs and student demographics (NSSE 2019 - Excerpts from the Institutional Report_5, NSSE 2022 - Excerpts from the Institutional Report_5, NSSE 2025 - Excerpts from the Institutional Report_35). This allows the leadership of departments and units to-

- identify strengths and areas for improvement in teaching, learning, and student services
- inform curriculum development and co-curricular programming
- support retention and student success initiatives by comparing engagement benchmarks across majors and cohorts
- incorporate NSSE findings into departmental assessment and strategic planning
- guide faculty development and enhance advising practices

For example, following the spring 2025 NSSE administration, the Academic Support Center (ASC) analyzed both comprehensive and disaggregated findings. Indicators such as Learning Strategies, Supportive Environment, and Collaborative Learning help ASC pinpoint where students need additional support. To address the lower first-year engagement in effective learning strategies (e.g., time spent reading, writing, and studying), ASC designed study skills and time management workshops and integrated new talking points into coaching sessions. Similarly, NSSE results on Learning with Peers informed ASC's continued promotion of peer tutoring and accountability programs (NSSE 2025 - Excerpts from the Institutional Report_35). The snapshot even suggests messaging around "accountability buddies" to combat loneliness and improve academic outcomes—an initiative ASC champions. While overall NSSE results were positive, IC actively recognizes and addresses areas for growth and improvement, reflecting IC's commitment to continuous evidence-based decision-making and improvement.

Insights from disaggregated assessment data are integral to Ithaca College's value of student success and to the continuous improvement of educational programs. Faculty and administrators use these data to refine curricula, enhance teaching methods, and develop new initiatives aimed at improving student outcomes. For instance, if assessment results indicate that students in certain demographic groups are struggling to earn credits or meet GPA thresholds for scholarships and graduation, the college may introduce equity-driven resource offerings like tutoring, peer success coaching, professional success coaching, and peer accountability groups, etc. The college can also leverage these insights to stimulate student engagement in courses, offer new faculty trainings to inform best practice pedagogy, inform positive semester schedules or course sequencing, or address challenges of inequity within the curriculum. This data-driven approach ensures that all students have equitable opportunities to achieve their academic and personal goals.

V.4 Assessment Services Delivered or Assessed by Third-party Providers

Ithaca College does not engage or employ third-party providers for assessment services.

V.5 Assessment of the Effectiveness of Assessment Policies and Processes

Ithaca College conducts periodic assessments of its assessment policies and processes to ensure continuous improvement in educational effectiveness. This systematic review is part of the college's commitment to maintaining high standards of academic quality and institutional accountability (IC Policy Manual 1-7-2-10 All College Committees on Assessment, Policy, and Curriculum_35). The process involves regular self-reflection, typically on a routine cycle and more often during leadership changes. The all-college APC-Assessment Committee (APC is the recently restructured all-college Committees on Assessment, Policy, and Curriculum, formerly referred to as the Academic Policies Committee) is the governing body for these reviews and does so with perspective from its assessment committee and each school's assessment committee (All College Committees for Assessment, Policy, and Curriculum Bylaws_35). See III.1 for more info about the restructuring of APC.

The periodic assessment of policies and processes included a deep review of the Integrative Core Curriculum as previously discussed and 1) a thorough appraisal of academic assessment structures, 2) a revival of annual academic reporting across all schools, 3) an overhaul of periodic program review process, and 4) stronger support resources for faculty. (ICC Final Program Review Report 2019-04-01_35, Executive Brief of the 2019 ICC Report_35)

1. Academic Assessment Structures

The SLO Assessment Committee (SLOAC) that served the college from 2016-2020 was retired after the completion of the 2019-20 assessment cycle (Annual Academic + Gen Ed Assessment Historical Context_5). In 2020-21, the Office of the Provost conducted a thorough review of the state of assessment based on SLOAC's recommendations to re-evaluate the structure of the committee and address the gap of not having a formal college wide-structure for academic affairs assessment, one similar to the reporting line Student Affairs and Campus Life (SACL) had at that point (Final Report SLOAC_2019-11-22_5). As outlined in Memo - Assoc Provost to Schools_Annual Assessment Process for AY20-21_2020-10-15_5, a group was convened to consider an updated committee charge and plan a new formal academic assessment structure. The Associate Provost for Academic Programs requested each of the five schools to submit a "State of Assessment" report to provide more information (School State of Assessment Reports to Provost Office_Nov 2020_5). Simultaneously, the ICC Taskforce was working on general education revisions previously discussed in V.1, and these two trajectories came together (ICC Revisions Timeline_5). Included within the ICC Taskforce's proposal for amending the ICC was a recommendation for college-wide assessment to be assigned to APC.

During the pandemic (AY2021-22), the college did not have a designated college level academic assessment committee, but some annual reports were still provided by programs to school assessment committees (Annual Academic Assessment Cycle Tallies 2019-2024_5). In that same year, APC updated the policy manual and schools elected representatives to sit on the forthcoming APC-A subcommittee that would replace SLOAC (IC Policy Manual - APC updates 2022 Working Draft Markup_35, IC Policy Manual - APC updates 2022 Working Draft Markup_35, IC Policy Manual - APC Draft Revisions for 2023_5). In the summer of 2022, a position was created and filled by an existing staff member with expertise in assessment to maintain oversight and leadership of academic assessment across the institution. APC-A held its first meeting in September of 2022 with the Director of Academic Assessment and Accreditation as

an ex officio member.

APC-A has three main areas of responsibility: the annual academic assessment process, periodic program review, and recommendations on assessment of the core curriculum (ICC). The committee has been refining and streamlining the associated protocols for these key assessment areas. Annual assessment reports from academic programs were continuously collected via the Taskstream platform until spring 2022, with various levels of compliance.

During AY2022-23, when the college was between platforms due to the sunsetting of Taskstream by its parent company, the APC-A committee rebuilt annual academic assessment processes in the wake of much campus-wide curriculum change. Departments were charged with selecting an assessment option to work on and then indicated their selection to school assessment committees and APC-A in March 2023 (2022-2023 APC-A Assessment Process_Choose Your Own Adventure Rebuild _2022-11-29_5, Annual Assessment Choices 2023-03-24_5).

The first APC-A Assessment Summit in May 2023 was designed in part to meet programs where they were in their assessment work and revisions (APC-A Assessment Summit May 2023_35) as well as to gear up for the revival of annual reporting. Replacement assessment platforms were also investigated, and Watermark PSS/Planning and Self-Study was selected and implemented in the fall of 2023 after the collection of faculty and staff feedback on the demonstration via Qualtrics survey and the Provost's office feasibility review.

2. Revival of Annual Academic Reporting

Under the purview of APC-A, the first reboot cycle of annual reports in Watermark PSS occurred in December 2024. Prior to that, APC-A did foundational work and collected academic programs' SLOs and curriculum maps (Curriculum Maps in PSS as of 2025-06-10_5) and programs continued their own assessment processes internally. In 2023-24, all program SLOs and curriculum maps were set up in the new software system by three staff members to support the assessment work of faculty and ensure a smooth transition to the new platform. This rebuilding year set the stage for the relaunch of annual reporting across schools. APC-A shared the updated expectations with departments, programs, and school committees in spring 2024 (Memo - APC-A to Schools_Annual Assessment Process for AY24-25_2024-02-14_5) and fall 2025 (Annual Academic Assessment - Expectations for Annual Rpts_2024-08-28_5). A sampling of examples from this revival of the annual assessment cycle across campus are included in V.2.a (**Table 5 - Standard V**), see Annual Assessment Cycle Samples 2019-2025_35 for all programs Dec 2024 reports and prior years' submissions.

3. Periodic Program Review

Multiple and iterative updates have been made to the periodic program review process for academic programs based on feedback or self-reflection. The Office of the Provost undertook an extensive review and revision of the program review process in Fall 2022 and instituted improved guidelines with an updated cycle of review across departments/programs the following year (Periodic Pgm Review - Proposal to recalibrate process during AY22-23_Aug2022_5). The process, initiated by the provost, includes consultation with APC-A. The administration is the primary audience for this type of review. In 2022-23, a slightly modified version of the periodic program review was completed by two departments: Computer

Science and Mathematics. The Office of the Provost then developed new guidelines in collaboration with APC-A for the next cohort of six programs that were up for periodic review in 2023-24 (see **Table 2-Standard III**). These revised guidelines resulted in the alignment of the periodic program review process with accreditation review processes. This streamlining assists with administrative workload and allows for consistency across the various reporting mechanisms.

In fall 2023, the APC-A developed and began using a rubric for evaluating program assessment procedures included in periodic program review self-studies. This rubric encouraged more organized and substantive conversations regarding assessment practices at program levels and allowed the committee to draw important strategic comparisons between and within programs. However, during AY 23-24, the programs were not given this rubric ahead of time to know what the committee would be looking for regarding assessments. Just as best practices suggest allowing students access to rubrics for assignments ahead of time, APC-distributed rubrics for evaluation of assessments to those programs undergoing periodic program review starting 2024-25.

Faculty reviewing their programs in 2023-24 followed the new guidelines and once the review process was complete, feedback was solicited from all six programs about the new instructions, access to data, external reviewers, and timeline via a survey (Periodic Pgm Review - Feedback Survey on new guidelines_May 2024_5). This helpful feedback was incorporated into the updated guidance materials provided for the next periodic program review cohort (Periodic Pgm Review - Report Guidelines for Self-Study_35, Periodic Pgm Review - Timeline for Self-Study_5). The 2024-25 periodic program review cohort is now using the second iteration of updated guidelines developed by APC-A (IC Website - Periodic Program Review and Self-Study APC-A Resources_35).

4. Improvement of Assessment Resources and Support for Faculty

Periodic Program Review policies well as annual academic assessment of programs are available on the APC-A website and distributed on an annual basis to Dean's Offices and School Assessment Committees (IC Website - Periodic Program Review and Self-Study APC-A Resources_35, IC Website - Process and Guides for Annual Academic Assessment Reports_5, Memo - APC-A to Schools_Annual Assessment Process for AY24-25_2024-02-14_5, Annual Academic Assessment - Expectations for Annual Rpts_2024-08-28_5). Additionally, each school has a faculty representative seated on the All-College Assessment Committee, and the Director of the ICC serves in an ex officio position. The chair of APC-A and the Director of the ICC also serve on APC. The ICC website is comprehensive and includes resources for students and ICC Resources for Faculty_5.

The APC-A has also revived annual Assessment Summits to support faculty with all aspects of academic assessment, create spaces for collaboration and education on foundational assessment knowledge, and share best practices via panels and workshops. The committee solicits feedback from participants each year to help plan workshops for next year's event (APC-A Assessment Summit 2024 posting_5).

The APC-A, under the leadership of a faculty chair and the Director of Academic Assessment and Accreditation, consistently strives for improvement of campus assessment practices through a robust self-examination of their own practices and through regular communication with faculty and significant stakeholders in assessment practices across campus. For a recap of the topics discussed in APC-A

meetings since inception in 2022, see APC-A Agenda Index (F2022-SP2025)_5.

Conclusions (Strengths and Opportunities)

Ithaca College fully meets all criteria for Standard V through clear and measurable learning outcomes; systematic and iterative assessment processes; strong use of data for continuous improvement; and a commitment to equity and transparency. Our commitment to academic assessment has been significantly strengthened through the revitalization of ICC learning outcomes assessment, comprehensive restructuring of assessment structures, the reinstatement of annual academic reporting across all schools, an enhanced periodic program review process, and expanded support resources for faculty.

The evidence demonstrates

- effective communication of assessment policies and process through multi-channel dissemination; structured training and support; transparent expectations and timelines; and iterative feedback loops.
- effective planning for and implementation of assessment of student learning through a well-supported infrastructure, strong faculty ownership of the process, and a clear link between assessment and educational improvement efforts.

Opportunities exist to improve

- the integration of assessment processes across majors/programs and the ICC, perhaps by developing shared learning outcomes across academic and co-curricular programs, and to create intentional, collaborative frameworks that integrate learning across the college, perhaps by emphasizing community-based projects, internship experiences, or coordination with residential communities.
- reenergized focus on communicating assessment results to a broader range of stakeholders to provide increased transparency and promote a shared investment in the assessment process, including across curricular and co-curricular efforts, where appropriate.

Evidence:

- 2022-2023 APC-A Assessment Process_Choose Your Own Adventure Rebuild _2022-11-29_5
- 2023, 2024, 2025 ICSM Reports_35
- 2024 Title II Rpt for AY 2022-23_5
- Academic Writing Assessment Report 2025-04-21_5
- Additional Gen Ed Skills-Pgm SLOs_35
- All College Committees for Assessment, Policy, and Curriculum Bylaws_35
- Alumni Activities - Class of 2019 Bachelors Degree Recipients - Education Details_15
- Alumni Activities - Class of 2019 Bachelors Degree Recipients - Employment Details_15
- Alumni Activities - Class of 2019 Bachelors Degree Recipients - Primary Activities_15
- Analytics Dashboards List May 2024_456
- Annual Academic + Gen Ed Assessment Historical Context_5

- Annual Academic Assessment - Expectations for Annual Rpts_2024-08-28_5
- Annual Academic Assessment Cycle Tallies 2019-2024_5
- Annual Assessment Choices 2023-03-24_5
- Annual Assessment Cycle Samples 2019-2025_35
- APC-A Agenda Index (F2022-SP2025)_5
- APC-A Assessment Summit 2024 posting_5
- APC-A Assessment Summit May 2023_35
- APC-A Assessment Symposium May 2024_35
- CAA Approval SLP Distance Learning Program_35
- Campus Announcements for Establishment of Academic Support Center 2025-08-06_Intro145
- Curriculum Maps in PSS as of 2025-06-10_35
- Executive Brief of the 2019 ICC Report_35
- Final Report SLOAC_2019-11-22_5
- First Destination Survey (post completion placement UG Data)_1456
- HEOP Retention and Graduation Rate Summary - Oct 2025_5
- IC Assessment Principles 2023-03-03_5
- IC Curriculum Map Guide_SummitAug2023_5
- IC Policy Manual - APC Draft Revisions for 2023_5
- IC Policy Manual - APC updates 2022 Working Draft Markup_35
- IC Policy Manual 1-7-2-10 All College Committees on Assessment, Policy, and Curriculum_35
- IC Website - Academic Support Center_Intro145
- IC Website - All College Assessment Committee_5
- IC Website - Assessment Resources_35
- IC Website - Athletic Training Program Outcomes and Data_5
- IC Website - First Destination Survey_12456
- IC Website - ICC Assessment Processes and Reports_5
- IC Website - ICC Revisions History 2019-2021_5
- IC Website - Office of Access, Opportunity and Achievement_145
- IC Website - Periodic Program Review and Self-Study APC-A Resources_35
- IC Website - Process and Guides for Annual Academic Assessment Reports_5
- IC Website - SLP Student Outcome Data_5
- IC Website - Student Consumer Info-Outcomes_5
- IC Website - Teacher Ed Annual AAQEP Rpt_5
- IC Website - Watermark Planning and Self Study Guide and Tutorials_5
- IC Website - WRTG 10600 Academic Writing_5
- ICC Assessment Report AY24-25_5
- ICC Assessments Calendar_5
- ICC Assessments Plan AY23-24_5
- ICC Capstone Assessment Report AY24-25_35
- ICC Designation Process_35
- ICC Director Annual Report AY23-24_5
- ICC Director Annual Report AY24-25_5
- ICC Final Program Review Report 2019-04-01_35
- ICC Learning Outcome Rubrics_5
- ICC Learning Outcomes for Perspective and Competency Courses 2024_5
- ICC Perspective Alignment Chart for Majors as of Fall 2023_5
- ICC Program Summary 2024_5
- ICC Resources for Faculty_5

- ICC Revisions Timeline_5
- ICC to UG Programs SLO Crosswalk as of 2025-01-14_35
- IPEDS Graduation Rates_145
- IPEDS Outcome Measures_145
- Ithaca College Curricular Assessment Committees_5
- Letter to School Assessment Committees Re ICC SLOs_2023-11-14_5
- Library and ICSM SLOs_35
- Memo - APC-A to Schools_Annual Assessment Process for AY24-25_2024-02-14_5
- Memo - Assoc Provost to Schools_Annual Assessment Process for AY20-21_2020-10-15_5
- NSSE 2019 - Excerpts from the Institutional Report_5
- NSSE 2022 - Excerpts from the Institutional Report_5
- NSSE 2025 - Excerpts from the Institutional Report_35
- OAOA Office Evaluation 2024-25_5
- Our Gen Ed Story_Assessment Summit 2024_5
- Periodic Pgm Review - AIR Dashboard Key for Sect 2 Pgm Review Guidelines_2024-08-30_35
- Periodic Pgm Review - Expectations of External Evaluators_5
- Periodic Pgm Review - Feedback Survey on new guidelines_May 2024_5
- Periodic Pgm Review - Overview of the Self-Study Process_35
- Periodic Pgm Review - Proposal to recalibrate process during AY22-23_Aug2022_5
- Periodic Pgm Review - Report Guidelines for Self-Study_35
- Periodic Pgm Review - Selecting and Recommending External Evaluators_5
- Periodic Pgm Review - Self-Study Formatting Instructions_5
- Periodic Pgm Review - Timeline for Self-Study_5
- Periodic Program Review - Calendar 2023-2033_35
- Periodic Program Reviews 2012-2022_35
- Preview of Annual Assessment Cycle Samples 2019-2025 workbk_35
- Preview of ICC to UG Programs SLO Crosswalk as of 2025-01-14 workbk_35
- Program SLOs as of 2025-06-10_5
- PSS Lead Training Manual_2024-10-09_5
- School State of Assessment Reports to Provost Office_Nov 2020_5
- Specialized Accreditation - AACSB School of Business 2024_235
- Specialized Accreditation - AACSB School of Business Appendix 7 Assurance of Learning Report_5
- Specialized Accreditation - AAQEP Teacher Ed 2021_235
- Specialized Accreditation - ACOTE Occupational Therapy 2016_235
- Specialized Accreditation - ARC-PA Physician Assistant 2024_235
- Specialized Accreditation - CAA Speech-Lang Pathology 2019_235
- Specialized Accreditation - CAATE Athletic Training MS 2018_235
- Specialized Accreditation - CAPTE Physical Therapy 2021_235
- Specialized Accreditation - CASCE Exercise Science 2024_235
- Specialized Accreditation - NASM Center for Music 2018_235
- Specialized Accreditation - NAST Center for Theatre 2024_235
- Specialized Accreditations Summary_235
- Tips and Guidelines for Annual Rpts 11-28-23_5

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Introduction

Ithaca College meets the criteria set forth in Standard VI. Ithaca College's institutional goals are clearly stated, linked to mission and goal achievement, and reflect the results drawn from assessment are used for planning and resource allocation. All of this is captured in Ithaca Forever, the college's strategic plan that was launched in 2019-20 and is discussed in Standard I.

VI.1 Institutional and Unit Goal Driven Planning

The nine institutional goals of Ithaca Forever were intended to be implemented from the academic year beginning 2019 through the academic year ending 2024, and these goals were used for planning and resource allocation in each of the college's distinct divisions (Org Chart - President & Institution 2025_67). Each division maintains its own organization chart (Org Chart - Academic Affairs 2025_6, Org Chart - Advancement 2025_6, Org Chart - Finance and Admin 2025_6, Org Chart - Legal Affairs 2025_6, Org Chart - Student Affairs & Campus Life 2025_6). These organization charts help the six divisions with clear reporting structure, assignment of responsibility, and accountability for achieving institutional and unit effectiveness.

These units also develop their own annual goals. For the past five years, excepting 2020-2021, each unit set specific goals, as noted in: Academic Affairs Goals AY 23-24_6, (Advancement (Philanthropy and Engagement) Goals FY24_6, Finance and Administration FY24 Goals_6, Marketing Communications Goals_AY24_6, Information Tech and Analytics 2023-24 Goals and Objectives_46, Division of Legal Affairs Goals 2023-24_6, HR Service 2026 Plan Goals_6, Enrollment and Student Success Goals AY 23-24_16, and Student Affairs and Campus Life Goals AY 23-24_16).

Athletics uses an annual "Goals and Action Plan" document for each staff person, such as head coaches (Athletics Goal and Action Plan Template for Head Coaches_6), and participates in the annual campus-wide staff evaluation process. To track progress against goals, Athletics maintains an Academic Achievement Report (2024-25 Student-Athlete Cumulative GPA Breakdown_6 and Athletics Enrollment Report June 2024_6) for student athletes and makes adjustments based on assessments of end-of-season student-athlete evaluations.

Some units, such as Academic Affairs, Finance and Administration, and Human Resources linked their goals to the mission and goals stated in the strategic plan and reported progress against those goals on a consistent basis (Academic Affairs Update 05-2024_6, Finance and Administration Update March 24_6, HR Service 2026 Plan Goals_6). Examples of follow up on assessment of goals include the following:

- Human Resources developed “HR Service 2026,” a comprehensive plan that utilizes the year 2026 as a three-year metric for innovation, implementation, and process transformation with the bulk of project work beginning in fall 2026 (HR Service 2026 Plan Goals_6).
- In 2023, senior leadership adopted a recommendation based on a collaborative review by our interim VP of Enrollment and a consultant to make receiving a diploma contingent upon completion of the First Destination Survey. This nationally recognized survey, administered by the Center for Career Exploration and Development, captures job and graduate school outcomes for recent graduates (see Standard V). Institutional Research publishes the results annually. The change has significantly improved the accuracy and completeness of the placement outcome data of our graduates (IC Website - First Destination Survey_12456, First Destination Survey (post completion placement UG Data)_1456).
- Based on faculty feedback and usage data showing inconsistent classroom tech and unclear forecasting needs, the office of the Provost and IT&A collaborated to establish a working group to assess classroom use, technical capabilities, and inventory. This process will provide evidence-based direction for classroom modernization (Classroom Assessment and Optimization Committee 2025_6).
- As outlined in IV.1.c, Academic Affairs and SACL collaborated to revamp academic onboarding for new students based on parent and student orientation feedback in 2024 and continue to refine the process based on participant input.

Several units have shown improvement in terms of linking their goals to the strategic plan over the past two academic years. For example, Advancement crafted goals linked to the strategic plan and tracked progress against them for 2022-23 and Legal Affairs designed goals specifically linked to institutional priorities determined by the strategic plan for the same year (Philanthropy and Engagement (Advancement) Accomplishments FY23_6, Philanthropy and Engagement (Advancement) Accomplishments_FY24_6, (Division of Legal Affairs Goals 2022-23_6, Division of Legal Affairs Goals 2023-24_6). In response to a prior lack of consistency across the institution’s units in the statement and assessment of goals, a shared template was developed and implemented (Template for Monthly Updates on Division Goals_6, Academic Affairs Monthly Update Examples_6). Using this template, unit Vice Presidents submit monthly updates to the President, summarizing their progress toward annual goals. The President draws from these monthly updates to update the Board of Trustees on progress toward strategic goals. At the conclusion of the fiscal year, a staff member in the Marketing Communications unit reviews all of the units’ monthly updates to identify examples of significant progress toward institutional goals. These examples are then published on the college website (IC Website - Strategic Plan Updates and Accomplishments_16).

VI.2 Documented and Communicated Planning and Improvement Processes

Ithaca College clearly documents and communicates its planning, and improvement processes and has mechanisms to provide for inclusive constituent participation. For example, an announcement was sent to the campus community inviting everyone to attend a kick-off event presented by the Steering Committee responsible for Imagining Ithaca, the plan that would become the strategic plan, Ithaca Forever (Intercom 2018-09-23 Strategic Planning Kickoff, Steering Committee Announcement_6). One year later, an announcement went out to the campus community explaining how the implementation of Ithaca Forever would unfold (Intercom 2019-09-17 Ithaca Forever Taking Shape_6). Participation from the campus community drives priorities and decisions for the next stage of this work which demonstrates inclusive

constituent participation (Intercom 2024-09-04 Campus Climate Survey Follow-Up_26).

The Division of Finance and Administration is committed to transparency and engagement across the campus regarding the finances and operations of the college. One of the ways this is accomplished is through the “Dollars & \$ense” presentations for faculty, staff, and students to engage in and learn about current topics that have financial implications for the college. Twice a semester the CFO leads the meetings to update the community on planning processes and the data that informs projections and requisite planning, along with the updates on the current financial status of the college (Intercom 2024-10-30 Dollars and Sense_6, IC Website - Division of Finance and Administration_6).

Finally, the “All-Ithaca College Communications Council” exists to foster communications among the various governing councils. It consists of the leadership of the Faculty Council, Staff Council, and Student Government Council and is convened by the President as appropriate (IC Policy Manual 1-7-1 President Committees and Councils_67).

VI.3 Planning for Student Achievement and Educational Outcomes

Ithaca College’s planning process and strategic plan integrates goals for institutional effectiveness and improvement, including student achievement, educational outcomes and overall institutional improvement. As noted in Standard I, the strategic plan was developed based on the results of several assessments and sought to enhance student success, improve financial sustainability, and position Ithaca College as a forward-thinking institution (Ithaca Forever Strategic Plan_136).

The Imagining Ithaca strategic planning process was informed by conclusions drawn from assessment results. One resultant area of focus was the creation of a more holistic and personalized student experience. The plan emphasizes the development of new academic programs, experiential learning opportunities, and support systems to help students thrive academically, professionally, and personally. In order to inform action planning on student achievement, educational outcomes, and overall institutional improvement, Ithaca College uses a periodic campus climate survey, the most recent from 2023.

VI.4 Planning for Diversity, Equity and Inclusion

Ithaca College’s planning for diversity, equity and inclusion (otherwise referred to as Equity, Inclusion, and Belonging, or EIB) is aligned with the institution’s mission and goals; Ithaca College’s Vision, Mission and Values Statement includes a commitment to diversity, equity and inclusion (IC Website - Vision, Mission, Values_6). As discussed in Standard I, the Ithaca Forever strategic plan has several goals, so a subset of 4-5 are selected annually to focus on (**Figure 3-Standard I**). Goal five, is centered on EIB is often one of the annual focus goals(Ithaca Forever Strategic Plan_136). One way Ithaca College tracks progress against its commitment to EIB is through student, faculty, and staff headcount disaggregated by relevant populations (IPEDS Faculty, Staff Count and Ratios_1236, IPEDS Fall Enrollment_1246). The college is committed to building and maintaining a diverse workforce through inclusive search and selection processes (IC Website - Inclusive Search and Selection Procedures_26).

With the implementation of Ithaca Forever came the investment of resources in several initiatives that support EIB at the college. These initiatives are continually assessed, with appropriate changes implemented, to maintain sufficient resources and lead to institutional improvement. The renaming of the

Center for IDEAS, as detailed in Standard I, is one such example of this process. ADA enhancements are also considered and implemented whenever any area of the campus are improved.

Other EIB initiatives are supported by the Center for Faculty Excellence, or CFE, whose work has been previously detailed in Standard III (IC Website - Center for Faculty Excellence_136). The CFE relies on an equity lens in two core areas: 1) the approach and philosophy of the shared faculty leadership model for the CFE co-directors, and 2) the day-to-day CFE offerings for which each director is responsible.

Ithaca College has continued its commitment to supporting its EIB goals and as outlined in Standard I has taken concrete steps to “Become a national model for colleges committed to the values of diversity, equity, inclusion, and belonging” through the establishment and subsequent work of The Center for Equity, Inclusion and Belonging.

VI.5 Strategic Budget Planning

The college’s budget process, along with the Institutional Effectiveness and Budget Committee (IEBC), exists to ensure the effective linkage of budget priorities to initiatives guided by the college’s strategic plan. The IEBC makes recommendations concerning key budget parameters and areas for investment in the coming budget cycle, maintaining alignment with the strategic plan (IC Policy Manual 1-7-1-4 IEBC Charge_16). The committee’s membership includes faculty, staff, administrators, and students (IC Policy Manual 1-7-1-4-1 IEBC Membership_6). The IEBC meets as needed throughout the academic year (IC Policy Manual 1-7-1-4-3 IEBC Responsibility and Function_6, IEBC Meeting November 2024 Slidedeck_6).

The budget planning process begins in September each year. The forecasted number of students from the Enrollment unit is the basis on which the overall budget is derived. In October, the IEBC reviews the proposed rates for tuition, room, and board for the next academic year, which is then taken to the Board of Trustees for a vote (Intercom 2024-10-24 Cost of Attendance_6). In 2022, the college launched the “Ithaca Commitment” (IC Website - Ithaca Commitment_1246), which in part allows admitted students the ability to forecast their expected college costs over four years at Ithaca College. Students are guaranteed that their direct costs will not increase over a certain percentage each year for four years and are provided a four-year financial forecast (IC Website - Four-Year Financial Forecast_6). This strategy allows the college to more accurately forecast tuition and room and board revenue over the upcoming four years.

Ithaca College has undertaken a significant review of its operating and financial performance to determine both aspirational and achievable organization size. Post pandemic, the College has maintained an overall positive operating margin through FY24, despite experiencing a significant drop in enrollment.

Even despite the miss in undergraduate enrollment in Fall 2024, the College managed to exceed its operating budget target by \$0.4M. However, the enrollment miss in Fall 2024 (fiscal year 2025) prompted a reconsideration of our enrollment targets and the decision to partner with Huron Consulting Group to review internal and external data and assess institutional size. Future projections the updated annual target size of 1,200 new undergraduate students/total enrollment of 4,500. Ithaca College’s previous undergraduate new student target each year was 1,310 - 1,400 students (total enrollment of 5,000-5,400).

Table 7-Standard VI: High Level Budget FY24-26 Actual, FY27-28 Projected

	FY24 Actual	FY25 Budget	FY25 Actual*	FY26 Budget	FY27 Projection	FY28 Projection
New Student (First Year)	1,194	1,230	1,050	1,070	1,100	1,120
New Student (Transfer)	83	80	78	80	80	80
Undergraduate (Fall)	4,279	4,405	4,200	4,156	4,054	4,033
Graduate (FTE)	425	439	451	480	500	500
Total Net Revenue	\$209.8M	\$201.3M	\$208.0M	\$200.4M	\$208.4M	\$219.9M
Operating Expense	\$209.5M	\$210.5M	\$216.8M	\$209.6M	\$212.4M	\$219.9M
Operating Margin pre-Contingency	\$0.3M	(\$9.2M)	(\$8.8M)	(\$9.2M)	(\$4.0M)	\$0

Working with the Board of Trustees, the College also developed a plan to achieve financial balance by FY28 which included both modest revenue enhancements and expense reductions. The plan recognizes the current situation and includes options to adjust when and if current plans should shift. While ideally the College would exceed these results, current planning and budgeting is based upon achievable targets.

Table 8-Standard VI: Applications, Admit %, Yield %, UG First-Year Enrollment 2021-2025, FY28 Target

	2021	2022	2023	2024	2025	FY28... target
Applications (n)	13,445	12,446	12,007	12,400	12,735	12,800
Admit (%)	77.7	75.2	69.9	69.0	70.2	70.0
Yield (%)	11.1	14.0	14.2	12.3	12.5	12.5
First-year enrollment (n)	1,163	1,309	1,194	1,050	1,115	1,120

AY2025-26 Update: Incoming Fall 2025 new students exceeded the budget, while 4th and 5th year students were below budget, due to students returning to a pre-COVID process of graduating in 3.5-4 years. Overall, undergraduate enrollment exceeded budget for FY26 with first-year enrollment exceeding target.

Table 9-Standard VI: FY26 Budget and Current Fall Enrollment

	FY26 Budget	Fall budget vs. current fall UG full-time degree-seeking enrollment figures		
		Fall budget	Current fall enrollment	Greater than/ (less than)
New Student (First Year)	1,070			
New Student (Transfer)	80			
Undergraduate (Fall)	4,156			
Graduate (FTE)	480			
Total Net Revenue	\$200.4M			
Operating Expense	\$209.6M			
Operating Margin pre-Contingency	(\$9.2M)			
		First-year	1,115	45
		Transfer	72	(8)
		Total New Students	1,187	37
		Year 2	983	1
		Year 3	995	15
		Year 4	933	(39)
		Year 5	53	(12)
		Year 6+	7	1
		Total Continuing Student	2,971	(35)
		Total UG Enrollment	4,158	2

AY2026-27 Update: Ithaca College is heavily reliant on student enrollment, particularly full-time undergraduate enrollment. Thus, much time and planning goes into making sure enrollment targets are feasible, and performance is monitored and tracked on a daily basis. Senior leadership is able to observe

progress via the admission dashboard (F26 Undergraduate Funnel_6).

IC has targeted earlier engagement with the class of 2030. Through more timely and updated marketing pushes, the launch of new scholarships, and re-implementation of filing deadlines, application performance has seen a 20% increase. Performance will be continually monitored to determine if the increase in earlier applications resulted in the increase of total applications. Regardless, the ability to engage with students longer in the system or having more overall applications should allow the FY27 target to be achieved.

While enrollment is a key driver of financial performance, growing net revenue is the ultimate goal. Institutions like IC have seen a sharp increase in institutional aid awarded (i.e. discount rate), affecting the positive impact of hitting enrollment goals.

Net tuition revenue per student has increased for the past three years (FY24, FY25, and FY26) and net cost of attendance increase for the past four years (FY23, FY24, FY25, and FY26). As the College stabilizes its enrollment, the current plan recognizes the continued net revenue growth needed to sustain and support our operations.

Table 10-Standard VI: Impact of Net Revenue Based on Planning Variables
(redacted information upon request)

Fiscal Year	Actuals					Projection			
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Undergraduate - Fall	4,784	4,716	4,519	4,279	4,200				
Undergraduate - Spring	4,667	4,362	4,153	3,994	3,933				
AFUDCE	4,726	4,539	4,336	4,137	4,067				
Total Cost of Attendance									
% Increase from Prior Year									
Tuition Discount - UG									
Net Tuition Revenue**									
% Increase from Prior Year									
Net Cost of Attendance									
% Increase from Prior Year									

Overall Operating Budget Performance: IC's financial planning and models incorporate practical, albeit modest, increases to retain students and employees, maintain its physical infrastructure, and invest in new initiatives and programs. Key assumptions baked into our mode include:

- Improvements in student retention rates: IC's model includes increases in 3rd and 5th semester retention (from 83% to 89% and 74% to 79% respectively). Since its creation, the work of the Academic Support Center (ASC, formerly CSSR) has seen a 2-3% improvement. The ASC team monitors and tracks many variables impacting student success; Graph 1-Standard VI highlights

one metric, student leaves and withdrawals, which has continued to decline through the hard work of the ASC and others.

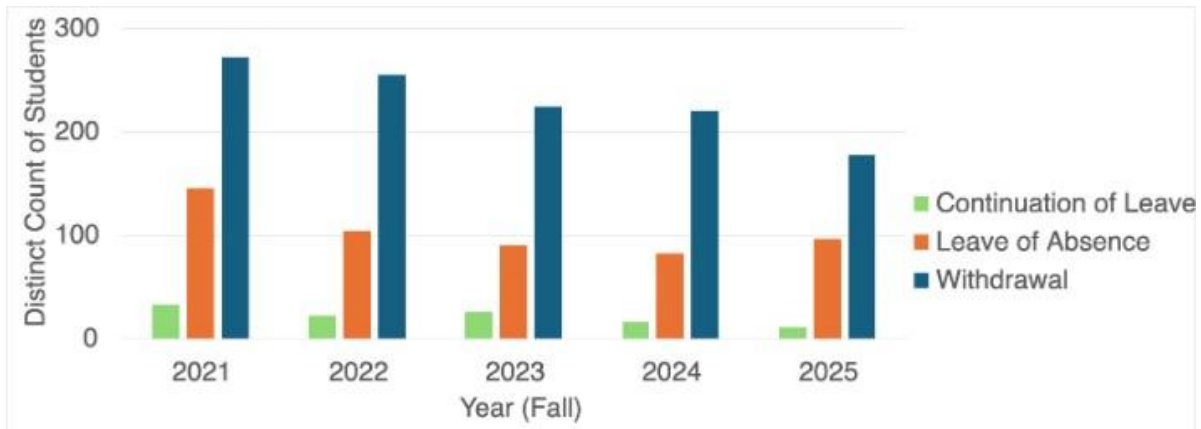


Figure 7-Standard VI: Total Leave Counts by Term (2021-2025)

- Flattening the first-year discount rate: With the transition of the Enrollment Management and Student Financial Services functions under the Senior Vice-President/CFO, extensive changes have been made to the merit and need based awarding of institutional aid. Targeted on affinity-based elements, the initial results show a positive variance to the budget model.
- Modest endowment draw: The college continues to take a conservative approach on the use of its endowment, drawing 4.5% of a 20-quarter average each year. This has allowed the endowment and net assets of the college to grow and provide ongoing and future benefits.
- Salary increase: Employees are critical to the success of the college and the college continues to ensure available funding is allotted for ongoing salary increases.
- Reasonable increases in non-salary costs: As the college builds back to a balanced budget, constrained increases in non-salary budgets have been included. This includes increases in highly variable line items such as utilities and benefits.

Table 11-Standard VI: Key Assumptions Included in Budget Models and Forecasts
(redacted information upon request)

Budget Assumptions	Approved		Current Modeled Assumptions			
	FY 23/24	FY 24/25	FY 25/26	FY 26/27	FY 27/28	FY 28/29
>New Students (1st Year and Transfer for fall semester)	1,285	1,310	1,150	1,180	1,200	1,200
> Estimated 3rd semester retention %	83.30%	85.00%	86.00%	87.00%	88.00%	89.00%
>Estimated 5th semester retention %	74.40%	77.00%	77.50%	78.00%	79.00%	79.00%
>Estimated 7th semester retention %	73.20%	75.20%	75.70%	75.70%	75.70%	75.70%
Discount Rate (All Full Time Undergraduate Students)	55.24%	56.20%				
Discount Rate - First Year	61.50%	61.94%				
Cost of Attendance Increase YoY - Entering Cohorts Fall '25 through Fall '28	3.87%	4.80%				
Endowment Draw (% of Previous 20 Quarters)	4.50%	4.50%	4.50%	4.50%	4.50%	4.50%
Employee Increment (% Increase from Prior Year)	3.50%	3.00%				
TIAA (Matching Percentage)	7.5%	8.0%				
Non-Salary Operating; Controllables* change YoY	3,666,277	1,805,454	2,738,664	313,480	1,359,484	418,607
Non-Salary Operating; Non-Controllables** change YoY	156,395	237,267	105,443	201,740	936,250	-

Balance Sheet: Ithaca College’s prudent financial management has allowed the college’s net assets (undergirded by our cash and investments) to grow to the highest levels in our history.

Table 12-Standard VI: Balance Sheet (June 2019-June 2025)

	6/30/19	6/30/20	6/30/21	6/30/22	6/30/23	6/30/24	6/30/25
Endowment Balance	\$347.3M	\$337.3M	\$425.2M	\$356.8M	\$373.7M	\$403.2M	\$437.1M
Disbursement	\$13.1M	\$13.5M	\$14.3M	\$14.1M	\$15.3M	\$15.6M	\$16.2M
Total Cash and Investments	\$452.4M	\$441.0M	\$522.0M	\$460.9M	\$485.3M	\$511.6M	\$527.8M

Investments in Physical Assets: A short-term method of deferring costs and preserving cash is checking the investment in the physical plant. At Ithaca College, following a short pullback in capital investments during the pandemic, spending on capital initiatives spending has increased. The table below shows that historical capital investments remain strong and will continue for the next few years.

Table 13-Standard VI: Capital Investments (FY20-FY26 Request, FY27-FY28 Potential)

Type	FY20 Request (\$)	FY21 Request (\$)	FY22 Request (\$)	FY23 Request (\$)	FY24 Request (\$)	FY25 Request (\$)	FY26 Request (\$)	FY27 Potential (\$)	FY28 Potential (\$)
Recurring and Annual Capital	6,483,665	1,368,113	1,920,000	3,100,000	4,405,000	5,827,100	3,971,000	3,600,000	3,600,000
Studies	-	-	-	-	550,000	50,000	50,000	100,000	100,000
Annual Deferred Maintenance	6,055,000	361,000	4,000,000	8,987,717	6,445,000	4,540,000	2,565,000	2,000,000	2,000,000
IT Capital	1,309,460	1,830,000	1,236,250	2,150,000	1,800,000	1,472,200	1,907,500	5,000,000	5,000,000
Aesthetic Improvements	477,500	-	-	2,559,000	4,650,000	3,000,000	250,000	500,000	500,000
Strategic Initiatives	643,000	3,050,000	1,700,000	300,000	650,000	3,250,000	11,400,000	11,800,000	12,400,000
Grand Total	14,968,625	6,609,113	8,856,250	17,096,717	18,500,000	18,139,300	20,143,500	23,000,000	23,600,000

Key investments have been made in the College’s infrastructure and student housing while still providing for routine deferred maintenance items. This balanced approach in operating, capital, and cash/reserves was key in Moody’s re-affirming the College’s A rating (A3 Neutral) in October 2025.

Capital Campaign: For capital and operating needs, philanthropy will continue to be an opportunity for the College. A study is underway to size the next capital campaign. While the campaign is anticipated to address more significant capital interventions and programmatic investment, it will also establish a new process to improve ongoing contributions to the College. With a sizeable alumni base, annual giving is an opportunity for the College.

Budget policies and procedures: The largest single expense item in the college’s budget is the employee line, which is made up of salaries and wages related to faculty, staff, and students. The following strategic processes are in place for each of these categories of employees:

1. The Teaching Resource Allocation Committee (TRAC) advises the provost on the allocation of continuing faculty positions. As continuing faculty retire or vacate their positions, the vacated positions usually return to a college-wide pool for potential reallocation. In the annual allocation process, departments submit requests for positions. These requests are informed by dashboards

developed by the Office of Institutional Research (IR) that track faculty staffing levels as well as students taught for every department, to help align faculty resource allocations with student demand. Requests are reviewed by TRAC, which makes recommendations on prioritization to the provost. In addition, the provost may choose not to reallocate a certain number of positions to maintain a target student-faculty ratio of 12:1, thus supporting a continued alignment of faculty size with student body size(IC Website - Teaching Resource Allocation Committee_6, TRAC Position Request Form 2025-26_16).

2. At the President's Council meetings, members of the council review all staff-related requests for promotions, market/equity adjustments, and vacant or soon-to-be vacant positions that will be searched. Each vice president presents their requests along with the budget available for the request, variances between the budget available and budget needed, where the funding will come from to cover any such differences, and the rationale for the request. Members of the President's Council have an opportunity to ask questions, and approval must be given by all members (Staff Executive Summary Process_6, Example of Staffing Summary Spreadsheet_6).
3. Student wage requests are brought forward, reviewed, and approved or declined during the budgeting process outlined below.

The remaining budget funds for student wages and non-salary operating expenses (NSOP) are budgeted at the department level. In December and January, the internal Budget Office communicates budget targets for NSOP to the divisional leaders of the college (Example Email to Academic Affairs Regarding FY24 Budget Targets_6). The targets are set by looking at the college's and division's prior year spending, the future year income expectations, and strategic priorities. Divisional leaders then communicate the approved spending parameters to their department leaders.

During the budgeting process, departments are instructed to submit only essential and strategic needs for their departments (IC Website - FY2024-2025 Budget Planning_6) along with a justification for each budgeted amount (Example of Department of Physical Therapy Budget Submission_6). Each divisional leader then reviews and approves all proposed budgets to finalize their area(s) (Example of Budget Approval Signoffs_6). The overall college budget is presented at the annual May Board of Trustees meeting for their review and approval (Budget Process Timeline_6).

VI.6 Analysis of Human Resources to Support Programs

Ithaca College has adequate human resources to support its operations. One goal of the Ithaca Forever strategic plan is to determine and maintain an appropriate, sustainable size for the college's programs, structures, and associated resources at every level. In 2019, the college began to implement this goal by convening the Academic Program Prioritization (APP) action group to develop the guiding principles to direct a holistic, data-driven, and inclusive process of academic program prioritization. Committees were formed under the APP to review data on the college's academic programs; analyze factors that provide insight into faculty capacity; gather and consider feedback from faculty; and review patterns within each academic program around applications, enrollment, and majors in order to determine student interest and demand (IC Website - Academic Prioritization Plan Process and Committees_6). The COVID-19 pandemic that began in 2020 increased the urgency of this strategic goal, and the Academic Program Prioritization Implementation Committee (APPIC) was formed to develop recommendations to be made to the provost

and president regarding the future Shape of the College's academic programs.

Beginning in October 2020, weekly updates were shared with the campus community regarding this process and its eventual recommendations (IC Website - Academic Prioritization Process Weekly Updates 2020-21_6). The committee proposed a path forward that was consistent with the college's mission and strategic vision and was predicated on two central working assumptions: 1) a student body (undergraduate and graduate students) of 5,000, which was recently revised to 4,500, and 2) an overall 12:1 student-faculty ratio (Academic Program Prioritization Update 2020-10-06_6). The committee issued its final recommendations to the provost and president in February 2021: a reduction of 116 FTE out of its estimated 542 FTE faculty (a 21.4% reduction). The proposed reductions were broken down by school/area and by position type. The committee also recommended the discontinuance of three out of the more than 50 departments at the college. These recommendations were accepted in full.

The full implementation of these reductions transpired over the following three academic years to allow any students currently impacted by the recommendations to be able to complete their degrees (IC News 2024-02-24 Announcing the Final Decisions Regarding The Shape of the College_6). The reduction in faculty and staff between 2019 and 2023 is shown in the IPEDS Faculty, Staff Count and Ratios_1236 document. The figures are slightly skewed in 2020 and 2021 due to the interruptions caused by the COVID-19 pandemic, but the difference shown between 2019 and 2023 is indicative of the workforce reductions that were implemented. As of the fall 2023 semester, the college employed 509 faculty (a 28.1% decrease from 2019) and 895 staff (an 18.3% decrease from 2019). As of the fall 2023 semester, the student body consisted of 4,828 students, with an FTE of 4,758.7, and the student-faculty ratio was 11.1:1 (IPEDS Fall Enrollment_1246, IPEDS Faculty, Staff Count and Ratios_1236).

The Teaching Resource Allocation Committee (TRAC) process and the Staff Executive Summary process mentioned in the "Budget Policies and Procedures" section ensure that all new or revised positions on campus are necessary and adequate to support the college's operations.

As shown in the IPEDS Finance Core Expenses_6 document, the college's functional expenses have remained relatively consistent over the past four years, with slight increases shown in the Institutional Support and Student Services areas. These sections have increased due to the college's investment in its development office, enrollment management activities, and student support services across campus.

VI.7 Analysis of Financial Resources to Support Programs

Ithaca College has documented financial resources, funding base, and plans for financial development to support its educational purposes and programs in order to ensure financial stability. Though currently running a budget deficit, Ithaca College has a firm financial foundation and has taken appropriate steps to ensure fiscal discipline.

The Business and Finance management team reviews the college's financial strength, financial resources, funding base, and plans for future financial growth throughout the year. This team reviews this information with its external auditors, the president, and the Audit Committee of the Board of Trustees annually during the November audit committee meeting. During the meeting, the external auditors review the audited financial statements, highlight significant changes from the prior year, and review the financial strength of

the college by looking at historical trends in key financial ratios (2020 Board of Trustee Audit Committee Presentation_6, 2021 Board of Trustee Audit Committee Presentation_6, 2022 Board of Trustee Audit Committee Presentation_6, 2023 Board of Trustee Audit Committee Presentation_6, 2024 Board of Trustee Audit Committee Presentation_6).

The college's financial strength weakened in fiscal year 2022 due to lower enrollment resulting from the COVID-19 pandemic along with a decline in the number of college-aged students in the region. This decrease in financial health resulted in the college's rating agency, Moody's Investors Services, downgrading the college's rating from A2 to A3, with a negative outlook (Moody's Rating Action 2022-06-23_6).

The college took careful measures to better align its expenses with its fluctuating revenue as the college adapted to its new normal, which resulted in Moody's revising its outlook for the college from negative to stable (Moody's Rating Action 2023-11-16_6). This rating was based on the college's improved wealth as of fiscal year 2023 and three consecutive years of earnings before interest, depreciation and amortization (EBIDA) margins being within a range of 13-16%, even with pressures from the pandemic and a highly competitive student market. The improved rating is also supported by the college's sound financial reserves that provide some runway to work through financial challenges and pursue strategic objectives in the years ahead.

The college's debt levels are considered moderate, with a debt service coverage ratio of 2.57 as of fiscal 2024. Debt service has steadily decreased as outstanding debt is paid down and decreased by 20% between 2020 and 2024.

As of fiscal year 2024, the tuition discount rate was 49.6%, which has increased by 2.7% since 2020; the instructional expense per credit hour was \$493, a 3% increase from 2020; and the capitalization ratio was 0.13, a 25% reduction from 2020 (Financial Resources and Funding Base Analysis_6).

The college's key financial ratios were analyzed during the November 2024 Board of Trustees Audit Committee meeting. As of fiscal year 2024, the college's return on net assets ratio had improved to 4.4% (generally, a ratio of 2 to 4 percent or better is recommended); its primary reserve ratio increased to 1.82% (generally, a ratio of 0.40 or better is advisable); its viability ratio improved to 3.70% (generally, a ratio between 1.25 and 2.00 is preferable); and its net operating income ratio was 0.1%, below the recommended range of 2 to 4 percent.

After looking at the relative strengths and weaknesses of each of these four core financial ratios, it is an industry standard to combine them into a single score, known as the Composite Financial Index (CFI). The combination, using a reasonable weighting plan, allows a weakness or strength in a specific ratio to be offset by another ratio result, thereby allowing a more holistic approach to understanding the total financial health of the institution. The result is the ability to look at the overall financial health, not just individual components of financial health. The CFI score is based on a scale ranging from negative four to positive ten.

As of fiscal year 2024, over the previous five fiscal years, the college's CFI has been calculated within the 5.15 to 7.38 scoring range. As a result, the college falls within the range of needing to "focus resources to compete in future state." This assessment is considered when establishing future targets and strategic initiatives. The trends in the college's key financial statistics, along with the CFI scoring scale which was presented and discussed during the November 2024 Board of Trustees Audit Committee meeting, can be found on pages 84 and 85 of the 2024 Board of Trustee Audit Committee Presentation_6 file (Financial Ratio Analysis (including CFI)_6).

VI.8 Responsible Fiscal Management

Ithaca College has a record of responsible fiscal management that includes an annual independent audit on financial viability and internal financial controls along with a multi-year budget. The five most recent audited financial statements and Uniform Guidance reports 2020 (2021 Financial Statement and Uniform Guidance Report_6, 2022 Financial Statement and Uniform Guidance Report_6, 2023 Financial Statement and Uniform Guidance Report_6, 2024 Financial Statement Report_6) show that Ithaca College has a healthy financial foundation, as is evident in analysis of core financial ratios.

Presentations put together by the college's external auditor Grant Thornton and presented to the Board of Trustees Audit Committee outline the scope of the audits, the areas of focus each year, a review of the financial statements, key financial statistics, and trends in the higher education industry (2020 Board of Trustee Audit Committee Presentation_6, 2021 Board of Trustee Audit Committee Presentation_6, 2022 Board of Trustee Audit Committee Presentation_6, 2023 Board of Trustee Audit Committee Presentation_6, 2024 Board of Trustee Audit Committee Presentation_6). Grant Thornton had no findings or recommendations for Ithaca College throughout their audits between 2020 and 2023 (2020 Audit Management Rep Letter_6, 2021 Audit Management Rep Letter_6, 2022 Audit Management Rep Letter_6, 2023 Audit Management Rep Letter_6, 2024 Audit Management Rep Letter_6).

The Division of Finance and Administration prepares a four-year projected budget (see VI.5). This model has historically been updated as needed throughout each fiscal year as enrollment projections are fine tuned. The May 2024 model assumed that each incoming class enrollment would be around 1,400 students per year. Fall 2024 enrollment fell short of that goal and the college has now determined a more accurate projection: a five-year new-student enrollment average of 1,163.

Ithaca College has employed Huron Education Consulting Services to help assess the college's administrative and academic support functions and assist in identifying where revenue and expenses can be adjusted. The final report, along with the results of the college's Middle States accreditation report, will deeply impact the college's priorities and processes moving forward, including guiding the development of a new strategic plan. This will ultimately determine how the college moves forward and will lead to the development of a balanced budget. The college has a specific goal of developing a balanced budget by FY28.

VI.9 Inclusive Decision-Making Processes

Ithaca College has well-defined, inclusive decision-making processes. As shown in the college's strategic plan Ithaca Forever, the college committed to improving shared governance. While day-to-day decisions are made by individuals across the institution based on role and level, responsibility for major decisions

are mapped out by the Shared Governance Grid (Shared Governance Grid_167). Within this chart, roles such as “approve/deny,” “recommend,” and “decide” are assigned to individuals or groups at the college. The shared governance process is described in Standard VII.

In addition, formal processes are in place to inform resource allocation decisions: the Budget Approval Process (FY24-25 Budget File Approval Path_6), the process for teaching resource allocation or TRAC (TRAC Position Request Form 2025-26_16), the Institutional Effectiveness and Budget Committee or IEBC (IC Policy Manual 1-7-1 President Committees and Councils_67), and the process for requesting the purchase of educational technologies (IC Website - ETAC Software Technology Request Process_6). The shared governance model at the college provides transparency and common understanding amongst all constituencies on campus (IC Website - Shared Governance_167). Decisions made by or with the recommendation of shared governance groups and committees help to ensure inclusive input and strategic alignment.

Gathering community input to make important decisions is part of the culture at Ithaca College. Relevant stakeholders, including faculty, staff, students, alumni, and community members are regularly consulted and involved in key decisions such as hiring high-level roles, identifying shifts in services and priorities, and creating strategic initiatives and planning. This is accomplished through different methods of engagement such as town hall meetings, surveys, focus groups, and working groups. Examples of this inclusive process are the creation of the Ithaca Forever Strategic Plan (Imagining Ithaca Five Year Strategic Plan June 2019_6), analysis of the Campus Climate Survey (Intercom 2024-04-16 Announcing Additional Details for Upcoming Campus Climate Community Presentations_6), the holding of listening sessions for faculty, staff, students and alumni to provide input on hiring criteria for campus leaders (IC Website - Listening Sessions for Faculty, Staff, Students, and Alumni_6), and the presence of townhalls for the Presidential Working Group on Artificial Intelligence or AI (Intercom 2024-09-20 Join Us for a Townhall Meeting on Strategic AI Initiatives at Ithaca College_6).

VI.10 Comprehensive Planning for Facilities, Infrastructure, and Technology

Ithaca College has a comprehensive planning process for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes. The current Campus Master Plan was approved by the Board of Trustees in 2015. This plan was subsequently reviewed by the college and the external consultancy, Perkins Eastman, in 2020 as part of the Ithaca Forever Strategic Plan. This resulted in a reprioritization of capital projects (2021 Facilities Master Plan Presentation June 2021_6). Due to the enrollment decline and a need for financial sustainability, many of the projects have since been rescoped to allow for progress to be made on a less grand stage while still achieving the plan's targeted goals.

The following projects were then prioritized and are currently either in the planning/design phase, ongoing, completed, or infeasible, as described below:

Planning/design phase

- Campus Center renovations, including improvement of the flow on the building's first floor and creation of more space for students on the second floor. These renovations will allow the building to operate more efficiently and will create a larger student hub.
- Park School of Communications renovation/expansion.

In Process

- Quad Residence Hall renovations began in Summer 2025. Renovations will include adding ADA accommodations, new HVAC systems, and refreshed bathrooms.

Complete

- Terrace Elevator Connector Project and Americans with Disabilities Act (ADA) enhancements are now complete. This project was part of the college's Master Plan and included the installation of a 6-stop elevator through the Terrace Dining Hall and Terrace 1 Residence Hall. The installation of this elevator provides ADA access within and to the Terrace Dining Hall, as well as creating accessible living opportunities (Intercom 2024-03-26 Terrace Elevator Connector Project to Begin Soon_6).
- Butterfield Stadium renovations which include construction of Bertino Field, a new artificial turf field with lights and fencing made possible by a \$3 million gift from Monica Bertino Wooden '81 and provides the campus with a year-round playing surface (Intercom 2023-10-05 A New Era_6).
- Egan Family Track and Field Complex: this state-of-the-art outdoor track facility opened fall 2025 and was funded by a donation from Michael and Tracy Egan '84 (IC News 2025-09-22 Full Oval_6).
- Terrace Residence Halls 1-10 have had extensive renovations including new or renovated mechanical rooms, refreshed and more private bathrooms, and new lighting and flooring.

Infeasible

- Quads District Geothermal Project: a study was completed to evaluate the feasibility and cost of a geothermal district geothermal loop built in conjunction with the replacement of the boiler systems in the Quads, but the project was financially unattainable.

The 2015 Campus Master Plan stated that the college's facilities required \$175M in deferred maintenance over the next 10 years, based on a conditions audit that was performed by the independent consultants Sightlines. The college will soon be conducting a new facilities condition assessment; a Request for Proposals is currently being drafted and is expected to be issued in Spring 2026. The Office of Facilities maintains a deferred maintenance listing for the campus broken out by priority and cost (Facilities Deferred Maintenance Listing_6). Deferred maintenance projects have consistently made up between 30 to 40 percent of the total capital budget each year, with the exception of fiscal year 2021 due to interruptions from the COVID-19 pandemic (Analysis of Deferred Maintenance Capital Budgets_6). Replacement of aging mechanical systems, building of envelope systems (roofs, windows, concrete exterior finishes, etc.), and improvement of grounds-related items (stairways, walkways, and parking lots)

have resulted in enhanced campus infrastructure.

Energy efficiency has been a priority in replacing mechanical systems. The college has also undertaken projects to save on energy consumption and reduce carbon emissions such as LED conversion lighting projects; window replacements using multi pane, energy efficient models; and investment in measures to facilitate energy transition, such as a new electric vehicle sharing network. The college also ensures that capital projects adhere to the Town of Ithaca and the City of Ithaca green building standards, which focus on reducing greenhouse gas emissions and transitioning to carbon neutrality.

Deferred maintenance items are continually being addressed and prioritized in the yearly capital budgeting process 2024-25 Capital Budget extracted from the 2024-2025 Budget Book_6. Ithaca College will continue to evaluate its Campus Master Plan and will make any necessary adjustments to remain aligned with the college's new strategic plan's vision and goals.

The Ithaca Forever strategic plan also states that the college is making investments to improve space utilization that enhance the student experience and that promote teaching and learning (Charter of the Space Management Working Group 2023-12-20_16, IC Website - Ithaca Forever - Our Goals_6). A campus-wide space survey was conducted in Summer 2024 by the Space Management Working Group to assess the current state of academic and administrative buildings on campus. The college will use the information to better understand where opportunities exist to use space efficiently to meet institutional needs (Intercom 2024-06-03 Space Survey Taking Place Over the Summer 2024_6).

Information technology resources

The Educational Technologies Advisory Committee (ETAC) exists as an advisory committee to the Provost, Chief Information Officer (CIO), and leadership team of the division of Information Technology and Analytics (IT&A). The ETAC articulates and advances faculty priorities regarding the use of educational technology applications on campus (Educational Technologies Advisory Committee Charter_6). An ETAC Educational Software Request Form is available for staff and faculty to submit for all educational and classroom technology prior to purchase. ETAC reviews requests and recommends strategic applications to support teaching and learning; it also assists with the implementation of new educational technologies (ETAC Fall 2022 Faculty Questionnaire Report_6). This process supports the Provost and CIO in strategically planning for future capital needs. As part of the long-term capital planning process, IT&A assesses and maintains an information technology infrastructure replacement cycle forecast for the current fiscal year and the three years following in order to estimate future IT capital needs (IT High Level Infrastructure Replacement Forecast_6).

IT&A has created technology-related learning spaces for students in support of the strategic goal of improving space utilization to enhance the student experience and promote teaching and learning (IC Website - Ithaca Forever - Our Goals_6). Examples of such utilization include, the IC Makerspace, a collaborative workspace used for making, learning, exploring and sharing while utilizing a range of high-tech to no-tech tools (IC Website - IT Spaces, Activities, Programs_6); and the Esports Lounge, which includes 12 Alienware gaming computers, two console gaming areas and a broadcast studio, which was opened in (Intercom 2024-10-16 Come Visit ICs New ESports Gaming Facility_16).

Risk Management

The college's Office of Risk Management and Insurance maintains the college's property and liability insurance policies. The office strives to minimize the risk of financial, physical, and reputational loss through the proper identification and analysis of risk, and implementation of techniques such as loss prevention, risk transfer, claim management, and insurance. The office also advises on risk mitigation strategies (Ithaca College Certificate of Liability Insurance_6, Ithaca College Evidence of Commercial Liability Insurance_6).

A master list of active lease agreements is maintained by the office of Financial Services (Operating Lease Schedule FY23_6). All lease agreements and contracts are also stored in a central repository, and a schedule of future lease obligations for the next five years and thereafter is maintained.

All contracts and agreements involving Ithaca College must go through an institutional review process to ensure that the college is not committing to any binding agreement that may put the college's resources at risk. The college has a contract with one third party provider for academic services, Keypath Education, LLC, for its online Master of Science in Speech-Language Pathology program (Ithaca Keypath Master Services Agreement_346, Keypath-Ithaca MS Speech Language Program A-1 Program Term Sheet_346). The college also outsources its investment management services to Cerity Partners, uses Cayuga Health System for its on-campus health center operations, and uses NFP for its employee benefit offerings services. These partnerships support the college in fiscal sustainability as well as student experience.

Institutional Sustainability Goals

Ithaca College notes sustainability as one of its core values and is committed to adopting institutional strategies that offer ecological and resource-based solutions to the Ithaca community (IC Website - Vision, Mission, Values_6). As such, the college submits a report to the Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment, and Reporting System (AASHE STARS) reporting program every three years to measure its sustainability performance. The college's next report was submitted to AASHE STARS in 2025 and is under review. The college's 2021 submission received an AASHE STARS gold rating (IC News 2022-12-05 IC Receives STARS Gold Rating for Sustainability Achievements_6). The submission highlighted Ithaca College's recognition from the Environmental Protection Agency (EPA) for five years of purchasing 100% clean, green electricity for campus operations. Ithaca College also reached its goal of 50% emission reductions in 2019, six years ahead of its 2025 goal (AASHE STARS Affiliation Letter 2022_6).

The Office of Energy Management and Sustainability (OEMS) focuses on supporting institution-wide, environmental and social justice focused projects initiated across campus. Nearly 80% of the departments on campus offer sustainability-focused course offerings (IC Website - Sustainable Academics_6). The college issued its NYSERDA REV Campus Challenge Energy Roadmap in 2019, which guided energy and greenhouse gas reduction actions to help the college achieve its short- and long-term energy goals (NYSERDA Energy Roadmap 2019-07-15_6). This and other regularly updated sustainability efforts help IC to take advantage of federal, state, and local funding opportunities to further reduce carbon emissions.

VI.11 Compliance with Federal and State Laws and Regulations

Ithaca College remains in compliance with its program responsibilities under federal Title IV regulations. Grant Thornton conducts a yearly audit of the college's compliance with the requirements described in Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") that could have a direct and material effect on the major federal programs that Ithaca College receives funding under. The college's Title IV funding is included in this audit each year. Grant Thornton had no findings or recommendations for Ithaca College throughout their Uniform Guidance audits between 2020 and 2023 (2020 Uniform Guidance Audit Management Rep Letter_6, 2021 Uniform Guidance Audit Management Rep Letter_6, 2022 Financial Statement and Uniform Guidance Report_6, 2023 Uniform Guidance Audit Management Rep Letter_6, 2024 Audit Management Rep Letter_6).

The U.S. Department of Education uses the Composite Score Index to gauge financial responsibility of higher education institutions. The index utilizes the previously discussed core financial ratios of primary reserve ratio, equity ratio, and net income ratio to measure the financial health of an institution. The range is between negative 1.0 and positive 3.0. A score greater than 1.5 indicates the institution is considered financially responsible. The most recently published composite score of Ithaca College was 3.0, which used data from fiscal year 2023 (Composite Score Index_6).

Ithaca College's current Eligibility and Certification Approval Report (ECAR), which was issued in August 2022, is included here to outline which programs are eligible for Title IV funding (Eligibility and Certification Approval Report (ECAR)_26). The college has a Program Participation Agreement (PPA) status of "full certification" until June 30, 2028 (Program Participation Agreement Status_6, Program Participation Agreement Application_6). Ithaca College is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) and is authorized by the Board of Regents of the University of the State of New York to grant post-secondary degrees (MSCHE Statement of Accreditation Status_26, IC Policy Manual 1-3-1 College Charter_Intro267).

Ithaca College is not on a Heightened Cash Monitoring (HCM) payment method with the U.S. Department of Education (ED), has not had a program review, and has not received correspondence from USDE related to limited, suspended, or terminated eligibility to participate in Title IV between 2019 and 2024. Utilizing data from the Office of Federal Student Aid from the fiscal year 2020 cohort that was measured in fiscal year 2022, Ithaca College's institution-level 3-year cohort default rate was 0% (IR College Scorecard, Fed Loan Default rate_246).

VI.12 Measuring and Assessing Utilization of Resources to Support Mission and Goals

Ithaca College maintains strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals. For example, the Institutional Effectiveness and Budget Committee (IEBC) reviews and makes recommendations on key budget parameters and strategic budget requests to ensure alignment with institutional strategic priorities. The IEBC assesses the strategic needs brought forth by various campus constituencies to ensure that institutional resources are utilized efficiently (IC Policy Manual 1-7-1-4-3 IEBC Responsibility and Function_6).

As mentioned in the “Budget Policies and Procedures” section of this chapter, all proposed changes to faculty positions must be presented to TRAC. This process ensures an allocation of faculty positions across the college, which is consistent with student demand and curricular need, as outlined in the strategic plan. It is important to note this process since faculty salaries and benefits are a large percentage of the college’s operating budget. This process is critical to ensuring the college’s student-faculty ratio remains within the range set by the Shape of the College in order to maintain an appropriate and sustainable size for the institution. Over the past five years, the Provost’s Office has tracked the number of faculty lines that were returned to the college, the number of positions requested, and the number of lines approved each year. Each year, the number of requested positions far exceeded the number that was approved (TRAC Comprehensive Historical Summary_6, IC Website - Teaching Resource Allocation Committee_6).

Table 14-Standard VI: TRAC Allocation Summary (AY20-21 to AY24-25)

	20-21	21-22	22-23	23-24	24-25
Vacated lines for potential reallocation	29	26 (6 from 20-21 plus 20 new)	33 (3 from 21-22 plus 30 new)	36 (7 from last year plus 29 new)	34 (11 from last year plus 23 new)
Allocated lines (Renewal)	8	8	26	25	1
Attrition (Downsizing)	15	15	0	0	20
Unallocated (Caution)	6	3	7	11	13

Table 15-Standard VI: Student to Faculty Ratio Over Time (Fall 2019-Fall 2025, estimated Fall 2026-Fall 2027)

<i>IPEDS Student to Faculty Ratio for Benchmarking</i>	2019	2020	2021	2022	2023	2024	2025	2026 (est.)	2027 (est.)	Target
Faculty FTE calculated IPEDS	583	555	464	444	427.7	425	415.3	387	375	375
Student FTE Fall calculated IPEDS	6,147	5,201	5,138	4,972	4,758.7	4,657	4645.7	4491.7	4491.3	4,500
Student to Faculty Ratio	10.5	9.4	11.1	11.2	11.1	11	11.2	11.6	12	12

Just prior to the pandemic, the historically stable 12:1 student-faculty ratio declined, prompting the Ithaca Forever Strategic Plan (2019) to prioritize alignment. The pandemic further exacerbated this trend, dropping the ratio to an unsustainable low of 9.4:1. Faculty hiring follows two cycles: contingent hiring, where departments request part-time and full-time positions in November for July appointments, and continuing hiring, where vacated positions are reallocated through a data-driven process involving dashboards, TRAC, and final decisions by the provost. Data sources include TRAC position request forms, Institutional Research reports on teaching resource allocation, student-faculty ratio tracking, and peer institutions benchmarking. Despite enrollment declines and shifting targets—from 5,300 students in 2021 to 4,500 after the 2025 Huron study—the College has successfully reallocated positions and realigned

faculty size with institutional needs through attrition.

All proposed changes to staff positions must be presented during the weekly President's Council meetings for review. If funding for the adjustments is not available, the presenting member is required to identify where the funding will come from or give a rationale for reallocating funds from another area. Members of the council then have an opportunity to ask questions, and approval must be given by all members, as previously mentioned in the "Budget Policies and Procedures." This process ensures that any change to a position or any new positions are thoroughly assessed to make certain that the reallocation of resources is efficient. It also guarantees that there are adequate resources to cover the adjustments (Staff Executive Summary Process_6).

Ithaca College requires that all contracts, including renewals, that college faculty, staff, and students enter into are reviewed and approved prior to being signed and executed. All contracts must be reviewed for legal and insurance concerns. Each contract needs to allow four weeks for the process to be completed to allow for legal, risk management, information technology, and business purpose review. Well-executed written contracts clarify and define the agreement between the parties and protect against unnecessary risks to the college's resources and reputation. Once the review process is complete, only individuals authorized to sign or enter into any binding agreement on behalf of the college may sign the contract or agreement. The contract review process ensures that the college is not committing to any binding agreement that may put the college's resources at risk and that the college's resources are utilized efficiently (IC Policy Manual 2-41 Contract Review and Approval Policy_6, IC Website - Contracts_6).

VI.13 Periodic Assessment of Effectiveness of Resources

The leadership of the college continuously assesses the effectiveness of planning, resource allocation, renewal processes, and the availability of resources on campus. The Analytics Team has created numerous reporting dashboards that are monitored regularly by members of the President's Cabinet and other unit leaders to assess the college's progress in achieving its strategic goals (Analytics Dashboards List May 2024_456). The president also holds cabinet retreats twice a year to bring together the President's Cabinet to assess the Institution's priorities. Agenda items from the retreats held during 2024 included a mid-year review of successes and challenges based on institutional priorities; discussion of points of pride institutionally and within each member's division or unit; realistic identification of ways to address the greatest challenges affecting member's division or unit; and discussions on the strategic enrollment plan, financial sustainability, and philanthropy and engagement institutional priorities. The retreat held during summer 2024 also created a plan to address each of the key goals on which to focus during the academic year 2024-2025 and beyond (Presidents Cabinet Retreat Agenda 2024-01-11_6, Presidents Cabinet Retreat Agenda 2024-06-10_6, Presidents Cabinet Retreat Agenda 2024-07-23_6).

Outside reports, such as those by Moody's, offer a high-level view of the overall financial outlook of the institution to which the college refers when assessing the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources (see Vi.7). Resource availability is also regularly assessed during standard accounting and financial reporting procedures, which includes annual audits as well as Board of Trustees Audit Committee meetings. These meetings assess the effectiveness of resource allocation, availability of resources, and the requisite planning to stay within budget, as

discussed in VI.7.

Conclusions (Strengths and Opportunities)

Ithaca College fully meets all criteria for Standard VI by demonstrating a well-integrated approach to planning, resource allocation, and institutional improvement that is strategic, inclusive, and data-informed.

The evidence demonstrates that Ithaca College

- effectively communicates policies and processes through inclusive engagement opportunities such as town halls as well as through traditional methodologies (websites, Intercom, policy manuals).
- effectively evaluates and manages resources through strategic and data-informed decision making, by ensuring that resource disbursement aligns with institutional goals, and continually assessing and refining resource use.
- demonstrates a strong and integrated approach to comprehensive resource planning that supports both its strategic and financial planning processes. Internal and external methods are combined, and infrastructures are responsive to market changes.

Opportunities exist to improve

- by expanding, unifying, and clarifying public-facing updates on how resource planning supports strategic goals, to reflect the robust internal planning processes.

Evidence:

- 2020 Audit Management Rep Letter_6
- 2020 Board of Trustee Audit Committee Presentation_6
- 2020 Financial Statement and Uniform Guidance Report_6
- 2020 Uniform Guidance Audit Management Rep Letter_6
- 2021 Audit Management Rep Letter_6
- 2021 Board of Trustee Audit Committee Presentation_6
- 2021 Facilities Master Plan Presentation June 2021_6
- 2021 Financial Statement and Uniform Guidance Report_6
- 2021 Uniform Guidance Audit Management Rep Letter_6
- 2022 Audit Management Rep Letter_6
- 2022 Board of Trustee Audit Committee Presentation_6
- 2022 Financial Statement and Uniform Guidance Report_6
- 2022 Uniform Guidance Audit Management Rep Letter_6
- 2023 Audit Management Rep Letter_6
- 2023 Board of Trustee Audit Committee Presentation_6
- 2023 Financial Statement and Uniform Guidance Report_6
- 2023 Uniform Guidance Audit Management Rep Letter_6
- 2024 Audit Management Rep Letter_6

- 2024 Board of Trustee Audit Committee Presentation_6
- 2024 Financial Statement Report_6
- 2024-25 Capital Budget extracted from the 2024-2025 Budget Book_6
- 2024-25 Student-Athlete Cumulative GPA Breakdown_6
- AASHE STARS Affiliation Letter 2022_6
- Academic Affairs Goals AY 23-24_6
- Academic Affairs Monthly Update Examples_6
- Academic Affairs Update 05-2024_6
- Academic Program Prioritization Update 2020-10-06_6
- Advancement (Philanthropy and Engagement) Goals FY24_6
- Analysis of Deferred Maintenance Capital Budgets_6
- Analytics Dashboards List May 2024_456
- Athletics Enrollment Report June 2024_6
- Athletics Goal and Action Plan Template for Head Coaches_6
- BOT Strategic Plan Plenary 2019-10-24_16
- Budget Process Timeline_6
- Charter of the Space Management Working Group 2023-12-20_16
- Classroom Assessment and Optimization Committee 2025_6
- Composite Score Index_6
- Division of Legal Affairs Goals 2022-23_6
- Division of Legal Affairs Goals 2023-24_6
- Educational Technologies Advisory Committee Charter_6
- Eligibility and Certification Approval Report (ECAR)_26
- Enrollment and Student Success Goals AY 23-24_6
- ETAC Fall 2022 Faculty Questionnaire Report_6
- Example Email to Academic Affairs Regarding FY24 Budget Targets_6
- Example of Budget Approval Signoffs_6
- Example of Department of Physical Therapy Budget Submission_6
- Example of Staffing Summary Spreadsheet_6
- F26 Undergraduate Funnel_6
- Facilities Deferred Maintenance Listing_6
- Finance and Administration FY24 Goals_6
- Finance and Administration Update March 24_6
- Financial Ratio Analysis (including CFI)_6
- Financial Resources and Funding Base Analysis_6
- First Destination Survey (post completion placement UG Data)_1456
- FY24-25 Budget File Approval Path_6
- HR Service 2026 Plan Goals_6
- IC Campus Climate Executive Summary April 2017_26
- IC News 2022-04-22 Center for Student Success and Retention Announcement_146
- IC News 2022-12-05 IC Receives STARS Gold Rating for Sustainability Achievements_6
- IC News 2023-03-23 New Center for Equity, Inclusion, and Belonging_1267
- IC News 2024-02-24 Announcing the Final Decisions Regarding Shape of the College_6
- IC News 2025-09-22 Full Oval_6
- IC Policy Manual 1-3-1 College Charter_Intro267Req1
- IC Policy Manual 1-7-1 President Committees and Councils_67
- IC Policy Manual 1-7-1-4 IEBC Charge_16
- IC Policy Manual 1-7-1-4-1 IEBC Membership_6

- IC Policy Manual 1-7-1-4-3 IEBC Responsibility and Function_6
- IC Policy Manual 2-41 Contract Review and Approval Policy_6
- IC Policy Manual 3-1 Recruitment and Hiring Process_26
- IC Website - About the Unity Center_6
- IC Website - Academic Prioritization Plan Process and Committees_6
- IC Website - Academic Prioritization Process Weekly Updates 2020-21_6
- IC Website - Center for Faculty Excellence_136
- IC Website - Contracts_6
- IC Website - Division of Finance and Administration_6
- IC Website - Ed Technologies Advisory Committee_16
- IC Website - ETAC Software Technology Request Process_6
- IC Website - First Destination Survey_12456
- IC Website - Four-Year Financial Forecast_26
- IC Website - FY2024-2025 Budget Planning_6
- IC Website - Inclusive Search and Selection Procedures_26
- IC Website - IT Spaces, Activities, Programs_6
- IC Website - Ithaca Commitment_1246
- IC Website - Ithaca Forever - Our Goals_6
- IC Website - Listening Sessions for Faculty, Staff, Students, and Alumni_6
- IC Website - Shared Governance 2023 Statement Drafts_67
- IC Website - Shared Governance_167
- IC Website - Strategic Plan Updates and Accomplishments_16
- IC Website - Sustainable Academics_6
- IC Website - Teaching Resource Allocation Committee_6
- IC Website - The Unity Center_6
- IC Website - Vision, Mission, Values_6
- IEBC Meeting November 2024 Slidedeck_6
- Imagining Ithaca Five Year Strategic Plan June 2019_6
- Information Tech and Analytics 2023-24 Goals and Objectives_46
- Inside Higher Ed Article - 2020-10-14 - Ithaca announces sweeping faculty cuts_16
- Intercom 2018-09-23 Strategic Planning Kickoff, Steering Committee Announcement_6
- Intercom 2019-09-17 Ithaca Forever Taking Shape_6
- Intercom 2023-10-05 A New Era_6
- Intercom 2024-03-06 BIPOC Unity Center Restructuring_16
- Intercom 2024-03-26 Terrace Elevator Connector Project to Begin Soon_6
- Intercom 2024-04-16 Announcing Additional Details for Upcoming Campus Climate Community Presentations_6
- Intercom 2024-06-03 Space Survey Taking Place Over the Summer 2024_6
- Intercom 2024-09-04 Campus Climate Survey Follow-Up_26
- Intercom 2024-09-20 Join Us for a Townhall Meeting on Strategic AI Initiatives at Ithaca College_6
- Intercom 2024-10-16 Come Visit ICs New ESports Gaming Facility_16
- Intercom 2024-10-24 Cost of Attendance_6
- Intercom 2024-10-30 Dollars and Sense_6
- IPEDS 12 Month Enrollment_126
- IPEDS Core Expenditures_1346
- IPEDS Faculty, Staff Count and Ratios_1236
- IPEDS Fall Enrollment_1246
- IPEDS Finance Core Expenses_6

- IPEDS Graduate Level Programs Enrollment_126
- IPEDS Student-Faculty Ratio_167
- IR College Scorecard, Fed Loan Default rate_246
- IT High Level Infrastructure Replacement Forecast_6
- Ithaca College Campus Climate Study Key Findings April 2024_126
- Ithaca College Certificate of Liability Insurance_6
- Ithaca College Evidence of Commercial Liability Insurance_6
- Ithaca Forever Strategic Plan_136
- Ithaca Keypath Master Services Agreement_346
- Keypath-Ithaca MS Speech Language Program A-1 Program Term Sheet_346
- Marketing Communications Goals_AY24_6
- Memo - BOT Strategic Plan Approval_16
- Moodys Rating Action 2022-06-23_6
- Moodys Rating Action 2023-11-16_6
- MSCHE Statement of Accreditation Status_26
- NYSERDA Energy Roadmap 2019-07-15_6
- Operating Lease Schedule FY23_6
- Org Chart - Academic Affairs 2025_67
- Org Chart - Advancement 2025_67
- Org Chart - BOT, President, Divisions 2025_67
- Org Chart - Finance and Administration 2025_67
- Org Chart - Legal Affairs 2025_67
- Org Chart - Strategic Services 2025_67
- Org Chart - Student Affairs and Campus Life 2025_67
- Philanthropy and Engagement (Advancement) Accomplishments FY23_6
- Philanthropy and Engagement (Advancement) Accomplishments_FY24_6
- Presidents Cabinet Retreat Agenda 2024-01-11_6
- Presidents Cabinet Retreat Agenda 2024-06-10_6
- Presidents Cabinet Retreat Agenda 2024-07-23_6
- Preview of Operating Lease Schedule FY23 workbk_6
- Program Participation Agreement Application_6
- Program Participation Agreement Status_6
- Shared Governance Grid_167
- Staff Executive Summary Process_6
- Student Affairs and Campus Life Goals AY23-24_6
- Template for Monthly Updates on Division Goals_6
- TRAC - Position Request Form 2025-26_16
- TRAC Comprehensive Historical Summary_6

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Introduction

Ithaca College meets the criteria set forth in Standard VII, demonstrating governing and administering bodies that work to fulfill the mission and goals of the institution to the benefit of students, faculty, and staff. The structure and guidelines for each of those bodies are presented in the Ithaca College Policy Manual and will be detailed below.

Governance and Administration at Ithaca College

Ithaca College was chartered in 1926 (VII.1.4 IC Policy Manual 1-3-1 College Charter_Intro267) and continually undergoes an institution-wide self-evaluation of its mission and goals, most recently through the 2019 “Ithaca Forever” strategic planning process. The college aims to be the standard of excellence for a student-centered comprehensive college (Ithaca Forever Overview_7). Core to this strategic vision is Ithaca College's collaborative shared governance plan, wherein students, faculty, and staff are stakeholders in the college's success (Intercom Postings 2023, 2021 on Shared Governance_7). Evaluation of shared governance was carried out in 2023, wherein administration, faculty, and trustees engaged in a summit convened by the provost. Launched from this work was an all-campus invitation for faculty, staff, and students to engage in updating the college's shared governance plan (IC Website - Shared Governance 2023 Statement Drafts_67, Intercom Postings 2023, 2021 on Shared Governance_7). This work resulted in a statement outlining the college's commitment to shared governance and a shared governance grid that serves as a resource regarding the roles of various constituencies in various types of institutional decision making (IC Website - Shared Governance_167). In the context of governance structure, the college's focus on equity, inclusion, and belonging is a critical part of this strategic plan.

The Ithaca College Policy Manual sets forth the governance structure and responsibility of each branch, which is publicly available on the college website and updated by the college's Office of General Counsel (VII.1 IC Policy Manual 1-6-1 Governance and Committee Structure_7). Herein, the policies and procedures of Ithaca College are clearly articulated, and the structure of the governing bodies is further explained. The Policy Manual outlines the roles and responsibilities of each governance branch and the mechanisms for communication between each other and onward to the Board of Trustees (BOT). The Board additionally holds listening sessions with the campus community so that direct lines of communication are available (Intercom 2024-10-11 BOT Listening Sessions_7).

At Ithaca College, the BOT is entrusted with ultimate legal and fiduciary responsibility for the institution. Operational leadership is delegated to the president, who in turn delegates leadership responsibility to the provost, the vice presidents, and the deans in their various areas. The faculty has primary responsibility for

the curriculum, faculty rank and tenure status, and those areas of academic life that are related to the educational process. Faculty, administration, staff, and students are all committed to the health and vitality of the institution, the core mission of which is the education, engagement, and empowerment of the student body. Though their areas of primary responsibility differ, these groups work together collaboratively to ensure that decision-making at the college is supported, where appropriate, by meaningful conversations among different key constituencies (VII.2.c IC Website - Board of Trustees_FAQs_7, IC Website - Shared Governance_167).

VII.1 - Organizational Structure and Changes

Changes and updates to the organizational reporting structures are conveyed to the campus community via Intercom announcements (ex. Intercom 2024-04-04 New VP for Student Affairs_7). The college's current structure is publicly available (VII.4.a IC Policy Manual 1-5 Organizational Charts_7).

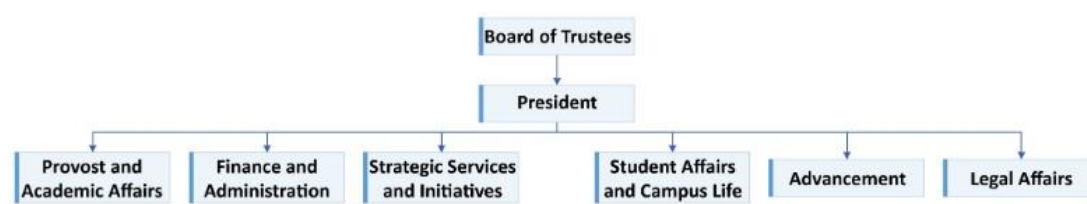


Figure 8-Standard VII: Board of Trustees and Office of the President Organizational Chart

To better align with the current mission, goals, and priorities of the institution, there has been significant restructuring within the college's organizational divisions (Intercom 2024-04-04 New VP for Student Affairs_7, Intercom 2021-05-26 Academic Advising restructure_7, All Campus Email 2025-04-03 Administrative Review Update_7). Regardless of whether a search firm is hired or the search is run by an on-campus committee, EIB best practices are considered. Equity advocates serve on faculty search committees, and the chairs for faculty searches are required to attend an inclusive hiring training.

To ensure the interests of all members of the Ithaca College community are present and considered, the faculty, staff, and student bodies are each represented by a council as detailed in the Policy Manual (VII.2.d. IC Policy Manual 1-6-3 Faculty Council Constitution_7, IC Policy Manual 1-6-4 Staff Council_7, IC Policy Manual 1-6-5 Student Government Council_7). Note that staff shall be defined as all benefits-eligible employees except members of the President's Cabinet including the Deans of each School (IC Policy Manual 1-6-4 Staff Council_7, article 3). These sections of the policy manual detail the responsibilities and procedures of each council, the bylaws for each of the five schools, and the work of the Alumni Association Board of Directors. The policy manual also links out to all-college standing committees and provides a framework for procedures governing each of these committees.

The Family Council was created to assist families in finding ways to be involved in their students' college experience. As the Family Council is still relatively new (established in 2020), the college has not yet incorporated any of their policy and procedures into the Ithaca Policy Manual.

VII.2- Governing Body (Board of Trustees)

The Ithaca College Board of Trustees, the institution's legally constituted governing body, is "subject to the charter of the college and the laws of the State of New York." The Board comprises not fewer than 12 and

no more than 35 trustees. As part of the shared governance model, student, staff, faculty, and alumni serve on the Board as trustees (collectively, "campus trustees") (Intercom 2024-05-03 New BOT Fac Staff Student Members_7). Campus trustees are full voting members of the Board of Trustees, and the college president is an ex officio member of the Board. This mix of individuals and perspectives promotes an informed view of the college.

The Board of Trustees has the responsibility to "appoint the president, who shall be the chief executive officer of the college, set appropriate conditions of employment, including compensation, and assess the President's performance" (VII.2.f. IC Policy Manual 1-3-2 Board of Trustees Bylaws_7). The Board of Trustees sets compensation and performs an annual assessment of the college President's performance. Assessment results are discussed with the entire board, including the campus trustees. With regard to assisting the president in maintaining the autonomy of the institution, the first two items of the Statement of Trustee Responsibilities and Code of Conduct state that they will "participate in the appointment, support, and assessment of the President" and "counsel the chief executive as appropriate and offer support in the chief executive's relationships with groups or individuals on or off campus" (VII.2.j IC Policy Manual 1-3-3 Board of Trustees Procedures_27, 1.3.3.2 Trustee Responsibilities and Code of Conduct).

Currently, the BOT membership consists of 33% women and 22% non-white members based on self-disclosed race and gender (VII.2.b Trustee Bios 2024-25_7, Trustee Demographics 2024-25_7). These percentages are comparable to percentages among the Ithaca College student body. Additional social categories are currently not available for the members of the Board of Trustees. Trustees are selected predominantly from alumni, and selections are based on factors such as

- having a personal interest in the college
- possessing the necessary qualifications needed to strengthen the board
- having a sound character and strong intellectual ability
- demonstrating a willingness to devote adequate time and effort to the office
- displaying tact and natural aptitude in working with others
- having an aggressive spirit founded on determination to work for the promotion and development of the college (IC Website - Board of Trustees_FAQs_7)

The specific expertise of individuals on the board has varied based on the needs of the college at the time of trustee selection. The board ensures the college clearly states and fulfills its missions and goals (BOT minutes re: Ithaca Forever_L.Hyde). The BOT has fiduciary responsibility for the college; is the appointment and review body for the President; and provides oversight for major policy changes, programmatic decisions, and tenure/promotion decisions while also ensuring fulfillment of the institutional mission. The Ithaca College Policy Manual clearly states that the board entrusts the president with the responsibility for the management of all-college affairs. The BOT is accountable to itself and ensures best practices are being followed (VII.2.c. Governance Committee Article VI, section 9, IC Policy Manual 1-3-2 Board of Trustees Bylaws_7).

The Finance & Investment committee as well as Audit committees of the Board of Trustees provide the full board with recommendations related to financial management. Additionally, the board works with external auditors each year to examine the books and records of the college (VII.2.e. Audit Committee Article VI,

section 7, IC Policy Manual 1-3-2 Board of Trustees Bylaws_7). The institution remunerates no board members, nor do any of the trustees serve as creditors, guarantors, or customers of the institution.

The board has a procedures manual (VII.2.i IC Policy Manual 1-3-3 Board of Trustees Procedures_27) details conflict of interest, responsibilities of board members, and investment strategies for the college. Board members must submit an annual conflict of interest disclosure (VII.2.i/h BOT disclosure form_7). The board's bylaws explicitly state that trustees prioritize the welfare of the college over individual, personal, or professional concerns. In light of the pandemic, the board reviewed its bylaws and added a section during the pandemic to address hybrid and virtual meetings (VII.2.g Policy 1.3.3.10, IC Policy Manual 1-3-3 Board of Trustees Procedures_27, BOT minutes re: Board review of College policies-VII.2.a-k and PA program approval-VII.2.d_L.Hyde). The Board of Trustees communicates with the larger community through e-mail, Intercom announcements, and open sessions attended by administrators, staff, faculty, and students. At least two meetings per year are held on campus, typically in October and May. Options for Q&A or listening sessions are also available during the fall campus board meeting. The officers of the board communicate a summary of their activities to the campus community (All Campus Email 2024-05-23 BOT Meeting Summary_7). In order to build a pipeline for future trustees, a competency matrix is being drafted in which relevant qualifications, including demographic information, are evaluated.

VII.3 - Chief Executive Officer (President)

The president of the college is selected by the Board of Trustees. Although there are procedures detailing the nomination of board officers (Policy 1.3.3.4 IC Policy Manual 1-3-3 Board of Trustees Procedures_27), the selection of a college president is more complex. Given that the qualities sought in the college president can differ depending upon numerous factors and the needs of the college at that particular time, guidelines for selecting a president exist, but not a detailed procedure. Therefore, the college retains the flexibility necessary for selecting the most appropriate candidate.

In most cases, the board, working with a search firm, appoints an ad-hoc committee including faculty, staff and student representatives to review presidential candidates (Intercom 2021-09-17 Presidential Search Committee_7). For the most recent presidential search (2021-22), the committee assembled with the BOT, faculty, students, and staff members and was spearheaded by the Isaacson, Miller search firm (Intercom 2021-10-06 Presidential Search Firm_7). A dossier for the president's profile was compiled, with opportunities for each constituency to engage with the search committee prior to the building of the presidential search profile. A national search was completed, and the campus community was informed via updates (Intercom 2022-01-07 Presidential Search Update_7).

Although Ithaca College does not have a stated continuity of leadership policy, in practice, the most recent search creates a model for this policy and procedure. The provost and executive vice president for academic affairs would assume the executive leadership role on an interim basis while the BOT conducted a search for the new college President (Intercom 2021-07-08 Interim President_7).

The college's current President, La Jerne Terry Cornish, meets all the qualifications of the Chief Executive Officer for the college (VII.3.b President Cornish CV 2024_7). She took office on March 1st, 2022 after a brief term as the interim president following the departure of Shirley Collado in July 2021 (Electronic Vote for IC President 2022-02-17_7, letter from Board Chair to the full Board, letter to BOT Chair from David

Fleisher, Search Committee Chair, outlines committee's work and process_L. Hyde). President Cornish earned her Ph.D. from the University of Maryland Baltimore County and gained exceptional experience in higher education prior to her roles at Ithaca College, including serving as Associate Provost for Undergraduate Studies at Goucher College. Before that, she had served as academic affairs as Department Chair and then Faculty Chair at Goucher. She was hired as Provost and Senior Vice President for Academic Affairs at Ithaca College in 2018 and was elevated to Provost and Executive Vice President just before President Collado announced her departure.

Ithaca College meets the standards of the requirement pertaining to the chief executive officer, having the assistance of a qualified and sufficient number of administrators. The President's Council consists of all the division leaders (VPs), and the President's Cabinet expands this group by including the Deans of each school, the Associate VP for Athletics and Intercollegiate Sports, and the Executive Director of Government and Community Relations. Restructuring efforts since the submission of the previous Middle States report have resulted in a cohort of senior-level administrators who are experienced and organizationally positioned to ensure effective campus stewardship. To better position the college for success, roles were created, reorganized, and eliminated. For example, to better support the mission, goals, and priorities of the college, the president reorganized her council and cabinet (VII.3.d, for example, Intercom 2024-04-04 New VP for Student Affairs_7, All Campus Email 2022-03-23 New Academic Leadership Appointments_7). The organizational chart provided by the Ithaca College Office of Human Resources depicts the current structure (IC Policy Manual 1-5 Organizational Charts_7). Organizational charts for each of the major divisions of the college and vitae for the executives who lead these areas clearly depict the breadth of positions and accompanying talent that support the president (VII.4.b Org Chart - President & Institution 2025_67).

VII.4 - Administrative Structure

Ithaca College meets the standards for this requirement. Each area is overseen by a vice president who serves as a member of the leadership team, known as the President's Cabinet. Vitae for the Vice Presidents, Provost, and Executive Director demonstrate a diverse representation and depth of experience to assist the college President in fulfilling her roles and responsibilities (VII.4.c Administrative Staff Qualifications-CVs_7).

All these staff/administrative positions are aligned with the college's mission. When a line is vacated, or there is a proposal for a new position, it must be reviewed and approved by the President's Council before it can be posted. At the meeting, the VP shares the justification for the line and how the current/proposed budget would cover the salary. Collectively, it provides evidence of appropriate size, relevant experience, and credentials that correspond to the responsibilities of each role.

Ithaca College meets the standard of the administrative cohort possessing skills, time, assistance, and information systems expertise. As noted above, the administrative cohort is both educationally and experientially equipped, providing leadership commensurate with those characteristics. The quality of staff contributions and administrative support enable the administrative team to work together to pursue institutional imperatives. Further, the Strategic Services and Initiatives division supports Ithaca College's academic and administrative computing. (VII.4.d Org Chart - Strategic Services 2025_67). To ensure employees have appropriate time and assistance to pursue institutional goals, the Office of Human

Resources (HR) and Analytics review staffing structures. HR provides appropriate staffing and skill development for optimal performance in meeting the college's goals. Additional training and/or professional development opportunities are provided through HR, including staff development funding (Staff Development Funding_7).

Ithaca College administration regularly engages with students, staff, and faculty through their respective councils, regular institution-wide meetings, and social events (VII.4.e All Campus Email 2023-09-07 Campus Socials with Pres_7). This mixture of formal, informal, and anonymous feedback options makes the administration accessible to constituent needs. For example, the VP for Student Affairs and Campus Life regularly meets with the Student Governance Council to connect with students and learn their perspectives on the current mission and goals of the college. Similarly, the Provost and Executive Vice President meets regularly with the Faculty Council, providing updates and engaging with them in conversations about policy and procedures at the college. HR leadership attends regular meetings of the Staff Council to address staff questions and concerns and share announcements. The chairs of Student, Faculty, and Staff Councils meet yearly with the President. As previously detailed, campus climate surveys are given periodically to all faculty, staff, and students to better understand the strengths and potential areas of enhancement/improvement as it relates to the climate on campus.

Ithaca College meets the standard of systematic procedures for evaluating administrative units through administering annual employee performance reviews (HR Info for Staff Performance Review_7, IC Policy Manual 5-2-2 Staff Performance Review_7). The faculty tenure, reappointment, and promotion process was recently rewritten (IC Policy Manual 4-12 Evaluation of Faculty_7), focusing on equity of faculty experience across the schools, making the process more efficient and clearer to the candidates. The All-College Faculty Tenure and Promotion Committee (IC Policy Manual 4-13 Tenure Appointments_27) plays an important role in the tenure review process. Vice presidents receive an annual performance review like all other staff; all vice presidents receive an evaluation conducted three years after their initial appointment and every subsequent five years. The provost assesses the deans on the same schedule (HR Leadership 360 Feedback Process_7). The Institutional Effectiveness and Budget Committee (IEBC), detailed in Standard VI, is charged with ensuring the effective linkage of budget priorities to the college's strategic plan.

In fall 2024, Ithaca College engaged the services of Huron Consulting Group to look at the staffing and administration of the college specifically (last external workforce review was in 2012). A recent "sustainable size" adjustment occurred on the faculty side with the APPIC process in 2020-2021 (detailed in Standards I and VI). Ongoing work to monitor faculty numbers is balanced based on the student-faculty ratio (IPEDS Student-Faculty Ratio_167) and is facilitated by TRAC (Admin/Faculty Committee).

Throughout this work with Huron Consulting group, the college received recommendations based upon which college leadership developed a plan to strategically restructure across the college and strategically increase revenues. As leadership announced information gained throughout consultation, both in all-college meetings and via all-college digital communications, community feedback was consistently requested and reinforced with publicly posted contact information. Implementation of restructuring plans began in summer 2025, which puts the college in a strong position to balance its budget by 2028, as

planned (IC News 2025-02-14 Administrators Provide Update on Deficit Elimination Planning_7).

VII.5 - Periodic Assessment of the Effectiveness of Governance, Leadership, and Administration

In support of the mission of Ithaca College, the effectiveness of the college's governance, leadership, and administration is regularly assessed. Per the Ithaca College Policy Manual, the BOT periodically undertakes or authorizes assessments of the performance of (1) the Board of Trustees, (2) the President, (3) other administrators at the rank of vice president, and (4) the governance structure of Ithaca College. Ithaca College relies on outside expertise when warranted, specifically when an outside perspective brings the necessary objectivity, credibility, or breadth of experience to a particular issue or problem.

Assessment of the Board of Trustees

The Board of Trustees (BOT) at Ithaca College evaluates its own performance regularly in three different ways. First, the board scrutinizes their effectiveness following each of the three annual meetings as a means to assess whether their objectives for each session were indeed met (VII.5 BOT Meeting Feedback Survey). Second, the board assesses its effectiveness holistically at the end of the year (VII.2a BOT Annual Evaluation Survey 2023-24_7). Third, each board member completes an annual self-assessment, which is collected and evaluated by the Governance Committee of the board (VII.5 Trustee Scorecard Sample_7).

The Governance Committee is charged with developing and managing a process by which the board and individual trustees assess the overall board's performance on an ongoing basis. When trustees' terms are expiring and they desire to be considered for reelection, a required Reelection Self-Assessment Form enables the Governance Committee to assess the suitability of the trustee for continued board membership. The BOT uses the information gathered through these assessment efforts to ensure that they use their finite meeting times to focus on strategic issues and to engage with the members of the IC community. For example, there was significant trustee feedback that the board could benefit from education around EIB. At the Board's winter 2024 meeting, former Ithaca College trustee and current Pomona College President Dr. Gabrielle Starr delivered a presentation to the trustees on pursuing excellence through an equity lens (Winter 2024 BOT Schedule 2024-01-30_7).

In keeping with the college's and board's belief in community engagement as they make their decisions, the BOT has increased its collaboration with the campus community. Board members now engage in dinners to celebrate faculty tenure and promotion, on-campus academic immersions, and post-event lunches/discussions with participating faculty, administrators, and board members. More specifically, board meeting agendas are structured to facilitate added integration with the campus community. The aforementioned on-campus academic immersions facilitate board members' attendance and participation at classes across each school; there are also formal opportunities to meet with the faculty member and other board members and administrators to discuss the opportunities and limitations of their work on campus. Plenary sessions presented by members of the campus community are further core components to on-campus board meetings. Recent detailed presentations have included updates on fundraising from the Division of Advancement, a spotlight on the work in the School of Humanities and Sciences from students and faculty engaged in several of the school's programs, and even an update on the Middle States reaccreditation process from the co-chairs of the self-study team. Board attendance with the annual Tenure & Promotion celebration promotes engagement among board members, students, faculty, and staff. Board members are further regularly surveyed on meeting structure to improve meeting

structure to improve the ways in which the board engages with the campus community (All Campus Email 2024-10-21 BOT Meeting Summary_7, IC News 2024-05-23 Updates from Board of Trustees Meetings_7). Following a May 2024 presentation to the BOT on the comprehensive curriculum revision process, the board passed a resolution commending the incredible work done by the faculty.

Assessment of the President

The president is evaluated annually, and the Compensation & Assessment Committee of the Board reviews the evaluation (VII.5 President Assessment Tool_7, IC Policy Manual 1-3-2 Board of Trustees Bylaws_7 Article 6, Section 10). The process and timeline are based on the president's contract, and evaluations are performed annually. The compensation committee chair also solicits feedback from the BOT, including the faculty, staff, and student trustees.

Assessment of Vice Presidents/Deans

All Ithaca College administrators at the rank of vice president participate in the annual performance evaluation process outlined in the policy manual, wherein they receive an annual review conducted by the President (IC Policy Manual 5-2-2 Staff Performance Review_7). The assessment of the VPs and Deans is similar (HR Leadership 360 Feedback Process_7).

Assessment of Staff and Faculty Councils

In addition to policies and procedures for each Council found in the Ithaca College Policy Manual, each council take additional measures to best serve their constituents and meet their goals.

Faculty Council created an informal procedure manual in 2023 to promote consistency across academic years led by different executive boards.

Staff Council uses a Request for Action form as a mechanism for constituents to ask questions, provide feedback, and share proposals that they hope staff council will advocate for (Staff Council Request for Action Form_7)

Conclusions (Strengths and Opportunities)

Ithaca College fully meets all criteria for Standard VII through its strong commitment to shared governance, qualified leadership, and continuous assessment.

The evidence demonstrates a

- strong commitment to transparent and inclusive communication regarding governance and leadership through the use of multiple platforms and regular engagement with stakeholders.
- robust and inclusive shared governance model, with meaningful integration of faculty, staff, and students in institutional decision-making through a structure that is supported by formal councils, regular engagement with leadership, and a commitment to transparency.
- strong institutional commitment to EIB, particularly in leadership hiring, student representation, and strategic planning, and through infrastructural processes.

Opportunities exist to improve by

- expanding inclusivity in leadership evaluation, and to enhance campus trustee engagement with their respective constituencies.
- establishing a centralized, searchable archive for all official communications to ensure consistency and accessibility and to update the format of Intercom.

Evidence:

- Administrative Staff Qualifications-CVs_7
- Administrator and BOT Directory_7
- All Campus Email 2022-03-23 New Academic Leadership Appointments_7
- All Campus Email 2023-09-07 Campus Socials with Pres_7
- All Campus Email 2024-05-23 BOT Meeting Summary_7
- All Campus Email 2024-10-21 BOT Meeting Summary_7
- All Campus Email 2025-04-03 Administrative Review Update_7
- BOT Annual Evaluation Survey 2023-24_7
- BOT Disclosure Form_7
- BOT Meeting Feedback Survey_7
- Electronic Vote for IC President 2022-02-17_7
- HR Info for Staff Performance Review_7
- HR Leadership 360 Feedback Process_7
- IC News 2023-03-23 New Center for Equity, Inclusion, and Belonging_1267
- IC News 2024-05-23 Updates from Board of Trustees Meetings_7
- IC News 2025-02-14 Administrators Provide Update on Deficit Elimination Planning_7pdf
- IC Policy Manual 1-3-1 College Charter_Intro267Req1
- IC Policy Manual 1-3-2 Board of Trustees Bylaws_7
- IC Policy Manual 1-3-3 Board of Trustees Procedures_27
- IC Policy Manual 1-5 Organizational Charts_7
- IC Policy Manual 1-6-1 Governance and Committee Structure_7
- IC Policy Manual 1-6-3 Faculty Council Constitution_7
- IC Policy Manual 1-6-4 Staff Council_7
- IC Policy Manual 1-6-5 Student Government Council_7
- IC Policy Manual 1-7-1 President Committees and Councils_67
- IC Policy Manual 4-12 Evaluation of Faculty_7
- IC Policy Manual 4-13 Tenure Appointments_27
- IC Policy Manual 5-2-2 Staff Performance Review_7
- IC Website - Board of Trustees_FAQs_7
- IC Website - Ithaca Forever_17
- IC Website - Shared Governance 2023 Statement Drafts_67
- IC Website - Shared Governance_167
- Intercom 2021-05-26 Academic Advising restructure_7
- Intercom 2021-07-08 Interim President_7
- Intercom 2021-09-17 Presidential Search Committee_7
- Intercom 2021-10-06 Presidential Search Firm_7
- Intercom 2022-01-07 Presidential Search Update_7

- Intercom 2023-04-10 Shared Governance Sessions_7
- Intercom 2024-04-04 New VP for Student Affairs_7
- Intercom 2024-05-03 New BOT Fac Staff Student Members_7
- Intercom 2024-10-11 BOT Listening Sessions_7
- Intercom Postings 2023, 2021 on Shared Governance_7
- IPEDS Student-Faculty Ratio_167
- Ithaca Forever Overview_7
- Org Chart - BOT, President, Divisions 2025_67
- Org Chart - Strategic Services 2025_67
- President Assessment Tool_7
- President Cornish CV 2024_7
- Shared Governance Grid_167
- Staff Council Request for Action Form_7
- Staff Development Funding_7
- Trustee Bios 2024-25_7
- Trustee Demographics 2024-25_7
- Trustee Scorecard Sample_7
- Winter 2024 BOT Schedule 2024-01-30_7

Conclusion: Mapping to the Next Strategic Plan

This Self-Study report demonstrates that Ithaca College meets the criteria for reaccreditation. As stated at the outset, the self-study process is serving as a bridge to the college's next strategic plan. After the exhaustive review of over 900 pieces of evidence and consultation with the campus community during this process, two key areas for the institution to embrace as it engages in the next strategic planning process have been identified; such emphasis will help to ensure that IC remains a student-focused institution that "educates, engages, and empowers all students through theory, practice, and performance."

Key Areas

1. Strategic Plan

The previous strategic plan was wide-ranging and comprehensive and included nine distinct priorities, along with a multiplicity of objectives for each one. These priorities were organized into four categories: institutional purpose, commitments, investments, and future. The college struggled to manage these many priorities and to prioritize progress on all goals every year. To make things manageable, on average four priorities were selected each year to be the focus across the institution. The specific objectives became options to consider, but they did not necessarily drive the strategic plan implementation process. Further, the structure of the goals and objectives proved to be difficult to assess, as they were cross-cutting and complex. Throughout the course of the self-study process, the challenge this complexity posed for evaluation of progress became clear.

Opportunity for improvement: In the next strategic planning process, it is recommended that the college identify fewer priorities/goals. Further, these goals should be more clearly defined and also more easily measurable. These changes will better allow the college to monitor and assess its progress. Improved progress tracking will enhance communication and strengthen practices of assessing goals on an annual basis.

2. Experiential Learning

Experiential learning is a core part of the Ithaca College values and mission, as demonstrated throughout the self-study. Collectively, all divisions and stakeholders work to support the mission by providing students with experiential learning opportunities, but the "practice and performance" aspects of the mission are not always approached in an intentional and coordinated way. As such, assessment of the achievement of our mission can be difficult and answers to the question "what is an IC education" are elusive.

Opportunity for improvement: A major institutional priority for the next strategic plan is to continue revising the Integrative Core Curriculum to more closely align with the mission as a college that "educates, engages, and empowers all students through theory, practice, and performance." Our aspiration is for all Ithaca College students to access experiential learning opportunities throughout and across the curriculum (e.g., internships, practica, research, performances, independent studies, student employment, co-curricular activities, community-based projects, leadership roles, and/or global learning experiences). With the new systemic approach to assessment of student learning within the ICC, we are

poised to revise our Integrative Core Curriculum in ways that are data-informed, meaningful, and sustainable. A reimagined ICC, with greater emphasis on both integrative and experiential learning, will be a distinctive, integral, and valued part of our undergraduate students' overall academic experience.