A Strategic Plan for Growth - Cornell College 2014-2020:
Connecting Cornell’s past to its future by reimagining the liberal arts

Introduction

Strategic plans are meant to evolve over time, as an institution achieves specific outcomes and the external and internal environments change. Cornell College's current Strategic Plan is no different and must evolve to accommodate our actual enrollment – lower than expected during three consecutive years since the Strategic Planning Committee began its work. The plan must also incorporate the completion of the Thomas Commons and the significant renovations of Pauley, Rorem, Dows, and Tarr Halls. The environment beyond Cornell College has also changed. For example, the U.S. economy has improved and the long-term demand for higher education remains strong, both which should benefit Cornell College. At the same time, however, the competition for students, especially talented ones who are willing to pay for the value of a life-changing educational experience, has only sharpened, as manifested by three challenging enrollment seasons.

The update presented below documents the initiatives that have been implemented since the Strategic Plan became operational, reviews changes to the internal and external environments the college faces, and provides a revised and re-focused four-year implementation scheme aligned more authentically with those environments. We also present revised budget and funding implications projected over a six-year interval, along with updated outcomes assessment rubrics.

The overarching objective of the Strategic Plan remains constant—comprehensive institutional growth – and the plan outlines the initiatives through which we will achieve growth. The updated plan recognizes that it will likely take more time to achieve the initial student enrollment growth goal we seek—1,600 students. We must take steps to reach 1,200 students again before we can plan to implement those initiatives (e.g., new residence halls) that will help us achieve an enrollment of 1,600 students. Thus, the primary rationale for the revised plan presented here is to attract prospective students and subsequently retain them in order to reach the college’s current capacity prior to embarking on substantial projects to accommodate growth.

It is important to note that the specific initiatives for accomplishing our goals remain consistent with the original strategic plan. The sequence of, and level of investment in, those initiatives, has changed to reflect our most recent results and current environment. (For example, we do not expect to need a new residence hall until enrollment surpasses 1,200 students; the updated plan reflects that.)

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1 Moody’s Investor’s Services Industry Outlook, 11 July, 2014
The plan, as updated, harmonizes the Strategic Plan’s budget and the college’s annual operating budget. The former must remain ambitious, while the latter must reflect a more conservative set of assumptions around growth such that we are not in a constant position of having to cut or curtail, should we miss specific growth targets. In any instance, the budget for Year 1 of the Strategic Plan and the operating budget for that year are aligned, reflecting the same financial assumptions.

**Internal and External Environments – July 2014**

The faculty and Board of Trustees endorsed the Strategic Plan in May 2013. The environments the college faces within and beyond the hilltop have changed since that time. The revised and sharpened implementation scheme presented in this document has been adjusted to align with those changes, which are summarized in the following section.

**Internal Environment**

Significant renovation and expansion to the Thomas Commons and the adoption of Bon Appétit as the college’s food service provider have enhanced the residential experience for our students. Completion of the artificial surface and lights in Ash Park will allow the college to field its first men’s and women’s lacrosse teams in the fall. These enhancements to the campus will be amply complemented by the significant renovations to four residence halls that began in May 2014 and are scheduled for completion by September 2015. The academic program has secured four grants totaling $1.2M to support various initiatives through 2017. Finally, the college made progress lowering the discount rate during the most current admissions cycle. These accomplishments have continued the very positive momentum fostered initially by the curricular and co-curricular initiatives discussed in the introduction to the Strategic Plan.

The two-year interval (2011-2013) over which the Strategic Planning Committee conducted its work came after two consecutive years of record enrollments; the financial projection and implementation timeline were constructed using those (the most current, at the time) enrollment figures as their baseline. The college has experienced three consecutive years of lower than expected enrollment and consequent substantial financial pressures since those documents were prepared. As a result, the institution made significant staff reductions in 2013-14, and delayed the release of official salary letters to faculty and staff until mid-September 2014, following calculation of official enrollment. Moreover, college employees, on average, have made little salary progress since their salaries were reduced following the financial crisis in 2008 (though the college’s contribution to their retirement accounts as a percentage of their salaries has been restored to the pre-2008 level). These difficulties have begun to affect the college’s ability to hire new faculty and retain staff, several of whom have secured more lucrative positions elsewhere. The potential enthusiasm for the positive changes listed above has been stifled by a pervasive sense of unease concerning the financial outlook for the college – a theme that dominated the strategic planning kick-off event in 2011.

**External Environment**

The uneasiness felt by members of the Cornell community is clearly shared by employees of similar institutions nationally – more than half of liberal arts colleges did not make their
targeted first-year enrollment this past spring. Moreover, the rates of 1) decline in the proportion of students entering liberal arts institutions, 2) change towards an emphasis on workforce development, and 3) consequent widening of the perceived gap between “liberal” vs. “professional” education have increased since Cornell’s Strategic Plan was authored. Additionally, the University of Iowa has begun an aggressive program (The University for Iowa) to attract students from within the state. The decline in the national student population, political push for workforce development, a simplistic collegiate rating system (degree completion, job acquisition, and starting salary), and increased in-state competition provide a sense of urgency to the strategic planning processes; it is essential that Cornell presents a cogent case for the education the college offers.

A recent survey\(^2\) of college presidents revealed great concern that politicians, rather than faculty are presently driving change in higher education – especially given the increased media attention to issues related to student loan debt. Given the above, there is cause for some optimism – Cornell’s faculty will convene early this academic year to evaluate proposals for three new academic programs that align with the college’s mission and will position the college to better compete for students whose vision of a college education has evolved in recent years. Moreover, the integrated marketing plan has been completed and implemented into the college’s messaging, including a re-designed website that, as of this writing, is days away from becoming live. The implementation sequence presented below is the result of a clear-eyed view of Cornell’s position in the higher education landscape. It elucidates the priority of initiatives critical to the “thrivability” of the college, and builds on what we have accomplished thus far with initiatives that may feasibly attempted and measured reliably.

**Summary of the Strategic Plan**

**Major Initiative I – Reimagining the residential liberal arts experience**

During the 2012-2013 academic year, the Cornell faculty created and approved a set of Educational Priorities and Outcomes for all students. These Educational Priorities and Outcomes define, in concise terms, the outcomes and value of a Cornell education. The Educational Priorities and Outcomes are intended to be at the center of all learning at Cornell as the bedrock goals of our academic programs. The centrality of these Priorities and Outcomes has, thus, necessitated a revision of Major Initiative I.

*Goal*: Cornell College’s Educational Priorities and Outcomes will become the essential focus of the student learning experience at the college. Cornell College faculty and staff will concentrate on student achievement of the Educational Priorities and Outcomes of the college, within the rich learning experiences of our curriculum and co-curriculum. As a result, our students will graduate from Cornell College with a superior liberal education that integrates analysis and application and prepares Cornellians well for lifelong learning, work, and further study.

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Strategy I: Intentionally integrate the Educational Priorities and Outcomes into all aspect of college operations including academics, experiential learning, co-curricular programming, and all services to students. Create assessments and measure the effectiveness of student learning of the Priorities and Outcomes.

Strategy II: Create and insure access and opportunity for intentional and relevant experiential learning that will increase the connections between the college learning experience and entry into the professional world and/or further graduate study for all students.

Strategy III: Affirm Cornell’s commitment to personal, face-to-face instruction while embracing information technology in innovative ways to enhance learning both on and off campus.

Strategy IV: Pilot and develop new programs in selected curricular and co-curricular areas as well as enhance appropriate current ones that are attractive to prospective students and develop the skills and abilities that are valued by graduate schools and employers.

Major Initiative II – Increase institutional visibility

Goal: Integrated marketing plan – The immediate task is to disseminate the college’s current strengths more effectively and to promote new strategic initiatives in the service of implementing the strategic plan and achieving its goals. The overarching objective is to enhance the perception of a value of a Cornell education, beginning with prospective students and their families, and eventually reach alumni, donors and other influential audiences.

Major Initiative III - Enhancing a beautiful and well-purposed historic campus

Goal I: Facility enhancement – Plan for additional academic, residential, and recreational spaces, both to meet the current demand and to provide for anticipated short-term and long-term growth.

Goal II: Maintain and strengthen existing infrastructure.

Goal III: Enhance and expand outdoor spaces and campus beautification – achieving a beautiful historic campus also requires attention to outdoor spaces.

Progress report: Strategic Plan initiatives

The college has made excellent initial progress towards realizing the goals related to academic and co-curricular programming outlined in the first major initiative (Major Initiative I). Efforts to increase institutional visibility (Major Initiative II) also are off to a robust start. Although three major projects related to enhancing the campus (Major Initiative III) have been completed, the order of campus improvements has been re-prioritized such that the extensive renovations to four residence halls, mentioned above, and the planned enhancement of our science facilities as the next major facility project and the construction of one residence hall have taken precedence over other campus building initiatives.
Below is a snapshot, which delineates those items that have been implemented under each goal of the Strategic Plan. This section is formatted such that the “Process” column contains the implementation items listed for each goal in the Strategic Plan.

**Major Initiative I – Reimagining the residential liberal arts experience**

*Goal I: All Cornell graduates are well prepared for lifelong learning, work, and further study through engagement with the core educational outcomes of the college.*

<table>
<thead>
<tr>
<th>Process</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Cornell will define clearly the educational outcomes expected of all of its graduates, as outlined in the Statement of Educational Priorities and Outcomes endorsed by the faculty.</td>
<td>Completed spring, 2013</td>
</tr>
<tr>
<td>These educational priorities will be embedded across the curricular and co-curricular offerings of the college.</td>
<td>In progress: Each course syllabus states explicitly the educational priorities addressed in the course. In student affairs, programming is being aligned and assessed with the priorities and outcomes.</td>
</tr>
<tr>
<td>Student attainment of these outcomes will be documented through meaningful assessment within courses, which will guide further improvements in the curricular and co-curricular offerings of the college.</td>
<td>In progress: 1) College-wide assessment cycle of educational priorities and outcomes began in 2013-14. 2) Faculty members have been asked to consider the ways in which the educational priorities presented in their courses are assessed through course assignments.</td>
</tr>
<tr>
<td>The college will incorporate the educational priorities and outcomes in its marketing efforts</td>
<td>Not yet initiated. This is a major vital next step.</td>
</tr>
</tbody>
</table>

Additional comments:
In Spring 2014, the faculty approved changes to the criteria for faculty evaluation that includes the degree to which faculty members engage the college’s educational priorities in their teaching.
Goal II: All Cornell students will have access and opportunity for intentional and relevant experiential learning that will increase the connections between the college learning experience and entry into the professional world and/or further graduate study.

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<tr>
<td>All students will graduate with participation in at least one experiential learning opportunity</td>
<td>In progress: 1) Experiential Learning Task Force convened October 2013-February 2014. Report from task force complete. Selected recommendations from the report are being implemented during 2014-2015. 2) A grant from The Andrew W. Mellon Foundation will support The Cornell Institute for Summer Research.</td>
</tr>
<tr>
<td>All graduates will have created an electronic portfolio documenting their learning experiences, both curricular and co-curricular.</td>
<td></td>
</tr>
<tr>
<td>We will assess and report short- and long-term outcomes of students participating in experiential learning opportunities.</td>
<td>Experiential learning opportunities in the context of our One Course Calendar have been integrated into all major messaging and recruiting materials in print and web and electronic format.</td>
</tr>
<tr>
<td>We will market to prospective students and parents the advantages of experiential learning opportunities, especially as enhanced by our One Course Calendar.</td>
<td></td>
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Goal III: The College will reaffirm its commitment to personal, face-to-face instruction while embracing information technology in innovative ways to enhance learning both on and off campus.

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<tbody>
<tr>
<td>Faculty members will implement effective uses of technology to enhance learning in their courses.</td>
<td>The recent grant from The Andrew W. Mellon Foundation will support projects in the digital liberal arts in courses in the humanities, sciences, and social sciences.</td>
</tr>
<tr>
<td>Summer online courses will be developed, in cooperation with the ACM, to enhance opportunities for learning by Cornell (and ACM) students and to provide new programming.</td>
<td>In progress: 1) Courses required for an Iowa reading certification were offered online by the college's Dept. of Education in summer, 2014. Two additional online courses in Education may be developed during summer 2015. 2) ACM Online calculus course offered beginning in summer, 2013.</td>
</tr>
<tr>
<td>Faculty development and workshop opportunities will be made available to help faculty learn about and incorporate technology-enhanced learning.</td>
<td>In progress: 1) Information technology librarian has attended national conference on the digital humanities in summer 2013 – transferred knowledge to faculty interested in using this approach. 2) The June 2014 Mellon grant will support faculty workshop/conference opportunities and upgrade visualization hardware.</td>
</tr>
<tr>
<td>The college’s technological infrastructure will be improved to support this goal.</td>
<td>A consultant has completed an analysis of IT operations. He presented a review and recommendations for priorities and implementation to the senior staff in July 2014.</td>
</tr>
</tbody>
</table>
**Goal IV:** As a necessity of enrollment growth, the college will pilot and develop new programs in selected curricular co-curricular areas as well as enhance appropriate current ones that are attractive to prospective students.

<table>
<thead>
<tr>
<th>Process</th>
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</table>
| The college will conduct market and feasibility research to select new academic programs to pilot as well as current programs to enhance that have the potential to attract new populations of students (as well as end those that do not have appropriate prospective student interest). The college will develop a curriculum for the selected programs that integrates a strong liberal arts emphasis | In progress:  
1) The market and feasibility research was completed fall, 2013.  
2) Faculty Curriculum Advisory Committee has made new program and current program enhancement recommendations to the faculty.  
3) The faculty considered proposals for new programs in the following areas during a one-day retreat in late August, 2014:  
   • Engineering Science degree  
   • Business degree program  
   • Neuroscience degree program  
4) The faculty approved new programs in Business and Engineering Sciences to be implemented in Fall 2015.   
*Fall 2016**  
*Possible program enhancements:*  
   • Criminology courses in Sociology  
   • Expansion of offerings in International Relations  
*Pending completion of program reviews in the Departments of Sociology and Politics, respectively, which will conclude in the Fall 2014.  
*Exploratory stage:*  
   • Dance – rental facility obtained  
   • Exercise Science– person appointed to the tenure track b in fall, 2014  
   • Integrated Media Studies |

The college will conduct market and feasibility research to select co-curricular programs (including athletics) to pilot at the college that have the potential to attract new populations of students and/or enhance currently-existing programs that have the same potential. | In progress:  
College hired men and women's lacrosse coaches in summer, 2013. These teams will compete during the 2014-15 year. |
Major Initiative II – Increase institutional visibility

**Goal:** Integrated marketing plan – The immediate task is to disseminate the college’s current strengths more effectively and to promote new strategic initiatives in the service of implementing the strategic plan and achieving its goals. The overarching objective is to enhance the perception of the value of a Cornell education to prospective students and their families.

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<tbody>
<tr>
<td>The college undertook a market analysis of the strategic plan in December and January 2013. Additional market research, focused on prospective students and their parents, took place in May and June 2013.</td>
<td>Completed, June 2013.</td>
</tr>
<tr>
<td>We will develop Cornell College brand and key messages to promote a comprehensive undergraduate framework, grounded in the residential experience that intentionally integrates residential, curricular, experiential, and co-curricular experiences. Messaging will be integrated into admission recruiting publications and advertising markets beginning in September 2013.</td>
<td>Completed, September 2013. Marketing plan underway with Fall 2014 budget appropriation.</td>
</tr>
<tr>
<td>We will write an integrated marketing plan for 2013-14 in conjunction with priorities established by the strategic plan. The integrated marketing plan is, ultimately, a resource allocation and coordination tool so that all departments and offices are communicating the same key messages with shared and agreed-upon goals and pooled resources. Evaluation and modification of the plan will occur in 2014, prior to implementation for 2014-2015.</td>
<td>Complete. Implementation of the integrated marketing plan for 2014-15 began in March 2014.</td>
</tr>
</tbody>
</table>
Major Initiative III - Enhancing a beautiful and well-purposed historic campus

Goal I: Facility enhancement – Plan for additional academic, residential, and recreational spaces, both to meet the current demand and to provide for anticipated short-term and long-term growth.

Projects completed and/or in progress:

<table>
<thead>
<tr>
<th>Project</th>
<th>Rationale</th>
<th>Status</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install elevator in King Chapel</td>
<td>Improve accessibility to King Chapel.</td>
<td>Completed, Spring 2013</td>
<td>Funded</td>
</tr>
<tr>
<td>Install synthetic grass on the football field</td>
<td>Improve safety and playability of field. Increase interest in the program and achieve ability to add lacrosse as additional sport.</td>
<td>Completed, Summer 2013</td>
<td>Funded</td>
</tr>
<tr>
<td>Renovation and Addition to the Thomas Commons</td>
<td>Improve dining experience and increase lounge, multi-purpose and classroom space.</td>
<td>Completed, Winter, 2013</td>
<td>Funded</td>
</tr>
<tr>
<td>Renovation of, Pauley, Rorem, Dows, and Tarr Halls</td>
<td>Improve living conditions and attractiveness of student housing. Expand opportunities to host summer camps and conferences.</td>
<td>In progress: commenced Summer, 2014; completion by Fall, 2015.</td>
<td>Funded</td>
</tr>
<tr>
<td>Replace roof on Bowman-Carter Hall</td>
<td>Improve living conditions</td>
<td>Completed in Fall, 2014</td>
<td>Funded</td>
</tr>
<tr>
<td>Partial renovation of Olin Hall</td>
<td>Improve living conditions and attractiveness of student housing</td>
<td>Completed in Summer 2014.</td>
<td>Funded</td>
</tr>
<tr>
<td>Renovation of Wilch Apartments for student housing (15 students)</td>
<td>Support greater enrollment</td>
<td>Completed, Summer 2013</td>
<td>Funded</td>
</tr>
<tr>
<td>Complete Phase II of Ash Park Project, including renovation of baseball field and lights for football field</td>
<td>Improve playability of fields and expand use of football field</td>
<td>Partially Completed: 1) Lights completed in Spring, 2014; 2) Baseball Field to be completed in Fall 2014.</td>
<td>Funded</td>
</tr>
</tbody>
</table>
Projects to be undertaken, next five years:

<table>
<thead>
<tr>
<th>Project</th>
<th>Rationale</th>
<th>Anticipated Commencement</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement to science facilities</td>
<td>Accommodate increased interest and enrollment in sciences. Provide state-of-the-art teaching and laboratory space.</td>
<td>Feasibility study commenced Summer, 2014.</td>
<td>$59,000,000 ($50 million project cost plus $9 million in inflation costs)</td>
</tr>
<tr>
<td>Construction of new residence hall (for 100 students)</td>
<td>Support greater enrollment</td>
<td>Summer, 2016</td>
<td>$7,150,000</td>
</tr>
<tr>
<td>Upgrade Core Information Technology Network</td>
<td>Support growth and improve network speed</td>
<td>Summer, 2015</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

Projects to be undertaken, next 6-10 years:

<table>
<thead>
<tr>
<th>Project</th>
<th>Rationale</th>
<th>Anticipated Commencement Date**</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovation and addition to Athletic Facility</td>
<td>Support greater enrollment growth. Improve dated facility, accommodate additional sports, including swimming and diving. Contribute to improved recruitment, retention and well-being.</td>
<td>2019-2024</td>
<td>$20,160,000 ($20 million project cost plus $5 million in inflation costs)</td>
</tr>
<tr>
<td>Construction of new apartment-style housing (for 32 students)</td>
<td>Support greater enrollment</td>
<td>Summer 2019-24</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Construction of new residence hall (for 100 students)</td>
<td>Support greater enrollment</td>
<td>Summer 2019-24</td>
<td>$7,150,000</td>
</tr>
<tr>
<td>Construction of new residence hall (for 100 students)</td>
<td>Support greater enrollment</td>
<td>Summer 2019-24</td>
<td>$7,865,000</td>
</tr>
<tr>
<td>Construction of new classroom/office building with capacity for 8 classrooms &amp; 8 offices</td>
<td>Support greater enrollment and growth of faculty</td>
<td>Summer 2019-24</td>
<td>$5,231,000</td>
</tr>
<tr>
<td>Construction of new classroom/office building with capacity for 8 classrooms &amp; 8 offices</td>
<td>Support greater enrollment and growth of faculty</td>
<td>Summer 2019-24</td>
<td>$5,546,678</td>
</tr>
<tr>
<td>Construction of new classroom/office building with capacity for 8 classrooms &amp; 8 offices</td>
<td>Support greater enrollment and growth of faculty</td>
<td>Summer 2019-24</td>
<td>$6,115,212</td>
</tr>
<tr>
<td>Construction of new apartment-style housing (for 32 students)</td>
<td>Support greater enrollment</td>
<td>Summer 2019-24</td>
<td>$1,500,900</td>
</tr>
</tbody>
</table>
Construction of new residence hall (for 100 students) | Support greater enrollment | Summer 2019-24 | $10,468,000
---|---|---|---
Construction of new residence hall (for 100 students) | Support greater enrollment | Summer 2019-24 | $11,500,000

**Order of construction projects will be determined by enrollment growth rate as well as our success at implementing this strategic plan on a yearly basis.**

**Goal II: Enhance and expand outdoor spaces and campus beautification – achieving a beautiful historic campus also requires attention to outdoor spaces. These include:**

<table>
<thead>
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<tbody>
<tr>
<td>Increase and sustain beautification projects across campus (including landscape design and implementation and reforestation).</td>
<td>Ongoing: Several garden spaces have been completed.</td>
</tr>
<tr>
<td>Develop and implement new and consistent signage across campus.</td>
<td>Ongoing.</td>
</tr>
</tbody>
</table>

**High-Level Four-Year Implementation Sequence of the Strategic Plan**

The implementation plan presented below reflects an emphasis on the components of each major initiative critical to bringing enrollment to current college capacity; thus setting the stage for the substantial projects necessary to accommodate growth beyond 1200 students.

2014-2015 (Year 1)

1. Invest further in the implementation of the integrated marketing plan. (Major Initiative II)
2. Gain faculty approval and run searches for new program(s) as recommended by the faculty. (Major Initiative I)
3. Create an implementation plan to deliver efficiently the full array of experiential learning opportunities; invest to the extent possible in financial support (including donor support) to make off-campus study financially feasible. (Major Initiative I)
4. Explore and initiate an institution-appropriate and strategic summer program or set of programs. (Major Initiative I)
5. Of course, we’ll also complete the residence halls renovations by Fall of 2015. (Major Initiative III)

2015-2016 (Year 2)

1. Continue the implementation of the integrated marketing plan. (Major Initiative II)
2. Launch new programs as approved by the faculty and administration. (Major Initiative I)
3. Launch newly integrated experiential learning initiative.
4. Seek faculty approval for experiential learning graduation requirement.
5. Explore Digital Media and additional programs. (Major Initiative I)
6. Continue to invest in financial support to make off-campus study financially feasible, including subsidizing student use of the McLennan Center. (Major Initiative I)
7. Launch institution-appropriate and strategic summer program or set of programs (Summer of 2015). (Major Initiative I)
8. Plan for new Residence Hall?

2016-2017 (Year 3)

1. Continue the implementation of the integrated marketing plan. (Major Initiative II)
2. Run approved academic programs. (Major Initiative I)
3. Launch new academic programs as recommended by the faculty. (Major Initiative I)
4. Continue to invest in financial support to make off-campus study financial feasible. (Major Initiative I)
5. Continue institution-appropriate and strategic summer program or set of programs. (Major Initiative I)

2017-2018 (Year 4)

1. Start construction of the expanded and renovated Science Center. (Major Initiative III)
2. Continue the implementation of the integrated marketing plan. (Major Initiative II)
3. Continue new academic programs mentioned above. (Major Initiative I)
4. Continue to invest in financial support to make off-campus study financial feasible. (Major Initiative I)
5. Continue institution-appropriate and strategic summer program or set of programs. (Major Initiative I)

**Strategic Plan Funding and Budget**

**Funding update**

Work has begun in the Alumni and College Advancement Division to move Cornell closer to capital campaign readiness—which will enable us to continue funding the goals and objectives outlined in the strategic plan.

Cornell entered into a contract with Grenzebach Glier and Associates (GG+A), a preeminent development-consulting firm based in Chicago, in late February 2014. In June, we concluded a benchmarking survey and situational analysis which assessed the Alumni and College Advancement Division infrastructure and internal capital campaign readiness. Attention has now turned to completing a campaign feasibility study, which provides the external review—evaluating donor interest, possible campaign goals and giving readiness of alumni, parents and friends. The feasibility study will be completed by February 2015. Meanwhile, the President and Vice President of Alumni Relations and College Advancement are planning cultivation and solicitation strategies for potential key leadership donors.
Strategic Plan Outcomes Assessment

As we noted in the original strategic plan, no strategic plan is worth its weight if it does not articulate up front its measurements for success. How will we know that we got there? Below is the further evolution of these measurements. The College’s strategic goals remain grounded in the idea that comprehensive growth of the institution is necessary. To that end, our overall measurements of success attend to “growth” of the College, in (1) enrollment, (2) retention, (3) graduation-related rates, and (4) financial security. We will also measure learning outcomes on an annual basis as a part of best practices. The revised institutional outcomes are listed below. The outcomes for enrollment, retention, graduation-related rates and financial security are projected for 2020-21 and are placed in a temporal context in the Cornell Fact Book, which complements this document.

I. Learning and Programmatic Outcomes
   a. Through their collegiate career, students will show measurable academic gains or competency in the Educational Priorities and Outcomes of the college with special emphasis on:
      i. Communication
         1. Written communication as assessed after the First-year writing course and in a senior-level writing sample.
         2. Oral communication as assessed in presentations in classes or public venues during the junior or senior year.
      ii. Reasoning
         1. Critical thinking as assessed through standardized testing.
      iii. Inquiry
         1. Information literacy and research skills, creative thinking, and analysis as assessed through major projects in the junior or senior year.
      iv. Knowledge
         1. Command of the subject matter in their major discipline as assessed by academic departments.
   b. All graduates will have completed at least one form of experiential learning to include:
      i. Collaborative research projects, off-campus study, internships, service project, or independent scholarly or creative project.

II. Enrollment
   a. Enrollment of new first-time, full-time (cohort) students annually reaches 476 students annually, with a total student body of 1,451.
   b. Enrollment of transfer students annually reaches 10% of the incoming class.
   c. Enrollment of international students annually reaches 7% of the incoming class.
d. Discount rate of 57%
e. Net tuition revenue of $18,300 per full-time equivalent student.
f. Total net tuition revenue of $26.6 million
g. Track average student loan debt rate and loan default rate

III. Retention
   a. Retention of cohort students from 1st to 2nd year = 86%
   b. Retention of cohort students from 2nd to 3rd year = 93%
   c. Retention of cohort students from 3rd to 4th year = 99%

IV. Graduation-related rates
   a. Percentage of cohort students who graduate in 4 years = 74%
   b. Percentage of cohort students who graduate in 6 years = 78%
   c. Track placement rates of graduate entry into graduate or professional school and employment

V. Financial security
   a. Total Endowment exceeds $90 million.*
   b. Endowment spend rate of no more than 5%
   c. Annual alumni giving rate of 30%
   d. Competitive faculty and staff salary and benefits (as defined by rank, position, and peer)

*This represents a goal for the entire endowment as we regularly report it, including investable assets as well as the cash surrender value of life insurance, trusts held by others, and charitable remainder trusts. Our total endowment value on June 30, 2014 was $73,019,923. (In terms of investable assets, our goal is to exceed $81 million, which would be an increase from the June 30, 2014 value of our investable assets, which was $63,629,927.)