

Periodic Review Report to the
Middle States Commission on Higher Education



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

June 1, 2017

Dr. Heidi R. Macpherson
President

Decennial Review: 2012

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Periodic Review Report Committee

Ms. Frances Dearing, Director of Assessment, ALO, Committee Chair – Accountability and Assessment
Dr. Monica Brasted, Associate Professor and Associate Dean – Communication
Dr. Andrea Ciliotta-Rubery, Professor – Political Science and International Studies
Ms. Melissa Coleman, Secretary 1 – Accountability and Assessment
Dr. Eileen Daniel, Professor and Vice Provost – Public Health and Health Education
Mr. John Follaco, Associate Director of Communications – Marketing Communications
Mr. Scott Haines, Director of Campus Recreation – Campus Recreation
Ms. Crystal Hallenbeck, Director of Budgeting – Budgeting
Mr. Dale Hartnett, Interim Program Administrator – CELT
Dr. James Haynes, Interim Provost and Vice President – Academic Affairs
Dr. Mark Kittleson, Dean – School of Health and Human Performance
Dr. Jeffrey Lashbrook, Director of Institutional Research and Analysis – Institutional Research and Analysis
Dr. Jason Morris, Associate Professor – Mathematics
Dr. Milo Obourn, Interim Chief Diversity Officer – Academic Affairs
Dr. Nathan Reff, Assistant Professor – Mathematics
Ms. Elizabeth Standish, Assistant Director of Alumni Engagement – Alumni Engagement
Dr. Donna Wilkerson-Barker, Associate Professor and CELT Assessment Fellow – Modern Languages and Cultures

Special Assistance

Ms. Dorothy (Dody) Ballard
Ms. McKenna Miller, Graduate Student

Subcommittees

RESPONSES TO RECOMMENDATIONS

Dr. Eileen Daniel, Facilitator
Ms. Frances Dearing
Dr. Jeffrey Lashbrook
Dr. Donna Wilkerson-Barker

CHALLENGES AND OPPORTUNITIES

Mr. Scott Haines, Facilitator
Dr. Eileen Daniel
Mr. John Follaco
Mr. Dale Hartnett
Dr. Mark Kittleson
Dr. Milo Obourn
Ms. Elizabeth Standish

ENROLLMENT AND FINANCE DATA

Dr. Jeffrey Lashbrook, Facilitator
Ms. Crystal Hallenbeck
Dr. Mark Kittleson

INSTITUTIONAL ASSESSMENT

Ms. Frances Dearing, Facilitator
Dr. Monica Brasted
Dr. Andrea Ciliotta-Rubery
Dr. Jason Morris
Dr. Nathan Reff
Dr. Donna Wilkerson-Barker

PLANNING AND BUDGETING

Ms. Crystal Hallenbeck, Facilitator
Mr. Scott Haines
Mr. Dale Hartnett
Dr. James Haynes

Certification Statement

Acronyms

APRC	Academic Program Review Committee
APS	Academic Planning Seminar
BASC	Brockport Auxiliary Services Corporation
BRC	Budget and Resource Committee
CELT	Center for Excellence in Learning and Teaching
CLA	Collegiate Learning Assessment
CRM	Customer Relationship Marketing
DFR	Data Feedback Report (produced by IPEDS)
DIFR	Dormitory Income Fund Reimbursable
EAB	Educational Advisory Board
EDI	Equity, Diversity, and Inclusion
EMC	Enrollment Management Committee
EMSA	Division of Enrollment Management and Student Affairs
EOP	Educational Opportunity Program
FaMP	Facilities Master Plan
FT,FT	first-time, full-time (Table 3.1 and text)
FT,T	full-time, transfer (Table 3.1 and text)
GEAC	General Education Assessment Committee
GEP	General Education Program
HR	Human Resources
IAS	Institutional Assessment System
IFR	Income Fund Reimbursable
IPEDS	Integrated Postsecondary Education Data System
IRA	Office of Institutional Research and Analysis
ISLO	Institutional Student Learning Outcome
JPB	Committee on Joint Planning and Budget
LLC	Living Learning Community
NSSE	National Survey of Student Engagement
OAA	Office of Accountability and Assessment
OTPS	Other Than Personal Service
PAUA	Periodic Administrative Assessment Unit
PIP	Performance Improvement Plan
REOC	Rochester Educational Opportunity Center
RISE	Rochester Integrated SUNY Excels Network
SLC	Student Learning Center
SLO	Student Learning Outcome
SP	Strategic Plan
SUCF	State University Construction Fund
SUNY	State University of New York
SUTRA	State University Tuition Reimbursable Account
VSW	Visual Studies Workshop

Chapter 1: Executive Summary

The 464-acre main campus is located in Western New York in the Village of Brockport, approximately 25 miles from downtown Rochester. The College was founded in 1835 as the Brockport Collegiate Institute offering teacher training until 1866. From 1866 to 1942, the institution was known as the Brockport State Normal School, one of four in New York State. In 1948, the institution joined the State University of New York (SUNY) system as one of the four-year comprehensive colleges.

Today, The College at Brockport is a comprehensive master's institution with 51 undergraduate major programs and 41 master's programs, 14 post-bachelor's certificates, and seven post-master's certificates. The most heavily enrolled undergraduate programs are Nursing, Business Administration, and Psychology; graduate programs leading in enrollment are Social Work, Educational Administration, Public Administration, and all Teacher Education programs. Enrollment at the College for the 2016 fall semester included 6,375 full-time and 753 part-time undergraduate students and 345 full-time and 770 part-time graduate students. A copy of the College's 2016–2017 MSCHE Institutional Profile may be found in Appendix 1.1.

The College has four divisions: Academic Affairs; Enrollment Management and Student Affairs (EMSA); Administration and Finance; and Advancement. Brockport is funded by the State of New York and student tuition and has a 2016–2017 state operating budget of \$66,625,800. This amount is composed of \$17,633,100 direct State support and \$48,992,700 tuition revenue, which has remained relatively static over the past six years. Enrollment trends stemming from demographic shifts coupled with unfunded mandates to the campus (e.g., unfunded personnel raises and Title IX compliance) have combined to create an unpredictable fiscal environment. However, under the leadership of President Macpherson and her vision and planning, the College is now realizing and moving toward a better financial position. Of particular note is the merging of the Institutional Effectiveness and Assessment Committee (IEAC) and the Budget and Resource Committee (BRC) into the newly created Committee on Joint Planning and Budget (JPB).

The College's Mission Statement: The College at Brockport is an inclusive learning community that inspires excellence through growth, engagement, and transformation.

The College began planning for the Periodic Review Report (PRR) process in March 2015 when the provost and accreditation liaison officer attended the Middle States PRR Workshop held in Philadelphia. Through a deliberate and collaborative process, the committee membership was created and included individuals from senior leadership, academic and administrative leadership, faculty, and professional staff.

The committee received their formal charge from the provost in March 2016 and began work by reviewing the *Handbook for Periodic Review Reports* prepared by Middle States. Based upon that review, the committee chair put together a list of recommendations (those made by the College and by the Middle States site visit teams), taken from the following documents: the 2012 Self-Study, the February 2014 Monitoring Report, the September 2015 Monitoring Report, and the recommendations contained in the reports from the Middle States site visit review in both April 2012 and October 2015.

The areas to be addressed in the PRR were organized, and subcommittees with facilitator chairs were created as follows:

- Recommendations
- Challenges/Opportunities
- Enrollment and Finance Data
- Institutional Assessment
- Planning and Budgeting

Since that time, each of the subcommittees has worked methodically and diligently to craft and continuously refine the information and documentation presented in this report. In March 2017 the draft report was shared with President Macpherson, the President's Cabinet, and the College community as a whole with the request that each stakeholder review the document and provide their comments and/or concerns to the committee. Based upon feedback received, the information contained in the report was further expanded, clarified, and refined. Prior to the final submission, the president again reviewed the document through several iterations.

The major institutional changes which have taken place since the College's 2012 Self-Study are as follows:

- Dr. Heidi Macpherson became the College's seventh president on July 16, 2015.
- Under President Macpherson's guidance and direction, the Strategic Planning Committee has been working diligently on ***Building a Better Brockport***, the 2017–2022 Strategic Plan (SP), which is scheduled to be adopted/implemented effective July 2017. The College's Operational Plan for 2017–2022 has also been completed and will be implemented effective July 2017. [See Appendix 1.2, which is a separate file containing all Strategic Plan documents: (1) 2015–2017 Strategic Plan Progress Report to President's Cabinet; (2) Building a Better Brockport: The College's Strategic Plan, 2017–2022; and (3) Building a Better Brockport: Operational Plan to Accompany the Strategic Plan 2017–2022.]
- The Presidential Task Force on Budget and Planning (Fall 2015) identified \$3 million in budget savings and presented a plan for implementation from 2016–2017 forward with additional ongoing cost reductions to build the reserve balance by a minimum of \$500,000 per year over the next 10 years.
- Under the 2017–2022 SP, the role of the Institutional Effectiveness and Accountability Committee (IEAC) and the Budget and Resource Committee (BRC) will be combined in a new Committee on Joint Planning and Budget (JPB).
- Creation and staffing of the Office of Accountability and Assessment effective September 2014. This included hiring a director who has been responsible for bringing assessment at all levels to the forefront of the campus environment and providing training and assistance as specified by Middle States and SUNY.
- Creation and development of a new process of Periodic Administrative Unit Assessment, including creation of a rotating five-year calendar for assessment of all administrative units on the campus.
- Creation of the General Education Assessment Committee (GEAC), which was charged with the examination of all aspects of the General Education Program with recommendations made to the

provost by May 2015. The GEAC continues to be a vital and important part of the assessment process with respect to general education on the campus.

The changes listed above have direct and substantive relevance to the following Middle States Standards:

- Standard 1: Mission and Goals
- Standard 2: Planning, Resource Allocation and Institutional Renewal
- Standard 7: Institutional Assessment
- Standard 12: General Education Assessment
- Standard 14: Assessment of Student Learning

While the College believes the information and documentation presented in the PRR is comprehensive and clearly stated, the following items are of note in this report.

Chapter 2 – Responses to Recommendations

ASSESSMENT

The College created the Academic Program Review Committee (APRC) to revitalize the role of faculty with respect to program review/assessment. The Committee revised and updated the process by which academic programs undertake the process of periodic program review and set up a five-year schedule by which all academic programs are reviewed.

The role of the Institutional Effectiveness and Accountability Committee (IEAC) and the Budget and Resource Committee (BRC) will be combined in a new Committee on Joint Planning and Budget (JPB).

DIVERSITY

The College at all levels (enrollment, student life, faculty and staff) has made major strides in the efforts to diversify not only the student body, but to create a faculty, staff and campus community that is more educated, enlightened and aware of diversity as a complex, multidimensional concept that touches upon all aspects of the campus culture.

The President's Committee on Diversity and Inclusion has played a major role in raising awareness, creating programming, and working to create an inclusive and welcoming campus. The chief diversity officer will now report directly to the president.

GRADUATE EDUCATION

The Hybrid/Online Support Team was created and reviews programming, instructional design, student and faculty satisfaction with online services and courses, and ideas for future programming.

ADVISEMENT AND RETENTION

The Academic Success Center, which will house Academic Advisement, Student Retention, the Student Learning Center, and the Office for Students with Disabilities, is scheduled to open in Fall 2018.

The College purchased Starfish retention software to assist in monitoring any issue with respect to student attendance, grades, behavioral concerns, etc. Starfish is scheduled to be implemented for the 2017 fall semester.

BUDGET

The College was successful in having 5 proposals (a total of \$3.4 million) funded through the SUNY Investment and Performance Fund, a competitive grant program launched by SUNY system administration. These funds will provide the revenue to support initiatives described in this PRR.

TECHNOLOGY

The College as part of its efforts to strengthen distance education, became a member of Open SUNY+, a SUNY-wide collaboration providing students anywhere with tools, services, and support meant to make it much more effective and efficient for them to take advantage of online educational opportunities.

Chapter 3 – Challenges and Opportunities

DIVERSITY

The College's Strategic Plan for Equity, Diversity and Inclusion was submitted to SUNY in November 2016 and approved with commendation in February 2017. This plan delineates the goals and process for achieving those goals in a comprehensive and complete manner.

ADVISEMENT AND RETENTION

In July 2016, the College hired a full-time Completion Specialist (supported by the funding received from the SUNY Investment and Performance Fund) to work on improving four- and six-year graduation rates. The completion specialist also monitors at-risk students through Residential Life, the Early Warning Team, and the Student Behavioral Team.

The Graduate Education Task Force was charged by the provost with reviewing graduate admissions procedures, looking at labor market projections in relation to existing and potential programs and alternate modes of delivery, and has met regularly since the 2016 fall semester. The task force has developed an action plan focusing on reviewing processes and procedures in graduate admissions, publicity and marketing of graduate programs, and current and future programming.

TECHNOLOGY

The College's website has been redesigned to communicate better with prospective students and their families, current students, faculty, staff, alumni, and the community at large. Currently in phase II of the redesign, the website now allows improved mobile access to the College's programs and resources.

ASSESSMENT

While seen as one of Brockport's challenges, the College has made significant strides in the area of assessment. With the implementation of the 2017–2022 SP, the College will continue to nurture a culture of assessment within which resources are used in the most efficient and purposeful manner. The creation of the Office of Accountability and Assessment and the increased involvement of the Office of Institutional Research and Analysis in the process of assessment campus-wide will greatly assist in continuing to build upon the culture of assessment.

BUDGET AND RESOURCES

The Presidential Task Force on Budget and Planning (Fall 2015) identified \$3 million in budget savings and presented a plan for implementation from 2016–2017 forward with additional ongoing cost reductions to build the reserve balance by a minimum of \$500,000 per year over the next 10 years.

Chapter 4 – Enrollment and Finance

ENROLLMENT TRENDS

Starting with the 2015 fall semester, the College has experienced an upward trend in enrollment at both the undergraduate and graduate level.

RECRUITMENT

The College received \$600,000 (funding received from the SUNY Investment and Performance Fund) for Rochester Integrated SUNY Excels (RISE) Network providing for collaboration with Rochester Educational Opportunity Center and Monroe Community College to improve college readiness and access to four-year degrees at the College for underprepared and at-risk individuals in the city of Rochester.

RETENTION

The Academic Success Center is scheduled to open for the 2018 fall semester. The College secured \$200,000 (funding received from the SUNY Investment and Performance Fund) to support the completion specialist program and assist in retention and persistence to graduation.

Chapter 5 – Institutional Assessment

Since the time of the 2012 Self-Study, the College has made remarkable strides in developing and fully establishing a student learning outcomes assessment system at course, program, general education, and unit assessment at the administrative level. Brockport has shifted from an institution where assessment efforts were uneven and the results underutilized to an institution where assessment is built into every level of campus performance.

Chapter 6 – Institutional Planning and Budgeting

The Presidential Task Force on Budget and Planning (Fall 2015) identified \$3 million in budget savings and presented a plan for implementation from 2016–2017 forward with additional ongoing cost reductions to build the reserve balanced by a minimum of \$500,000 per year over the next 10 years.

Strategic Investment Funds include:

- Investment Fund for the Future (IF²) – The IF² is intended to provide one-time seed funds to jump-start projects of impact that advance the priorities of the College's 2017–2022 SP.
- Investment Fund for Core Needs (IFCN) – The IFCN is intended to provide one-time funds to support pressing unbudgeted or under-supported academic, operational, and administrative needs, as well as initiatives that will build long-term capacity, such as staff development, investment in infrastructure, and risk-management activities.

Chapter 2: Responses to Recommendations

The College at Brockport's mission prioritizes student success and the advancement of teaching, scholarship, creative endeavors, and service to the community. In alignment with the 2017–2022 SP, the institution actively supports these priorities and continues to address the following recommendation areas articulated by both Middle States and the College in the 2012 Self-Study, the Middle States evaluation team report, the 2014 Monitoring Report, and the 2015 Monitoring Report: assessment, diversity, graduate education, retention and advisement, budget, and technology.

ASSESSMENT

RECOMMENDATIONS

Provide training, support, and funding at all organizational levels as needed to further promote a campus-wide culture of evidence. (Brockport)

Provide resources to hire a full-time director of academic assessment so that more attention can be given to assessment in programs and general education. (Brockport)

RESPONSE

The College funded an Office of Accountability and Assessment (OAA) in 2014. During academic year 2014–2015: (1) institutional assessment was supported by closing-the-loop funds from the Office of the Provost; (2) a faculty fellow was hired for assessment training; and (3) funding for faculty assessment training, as well as training for OAA staff, was also provided as necessary. Additionally, in the past two years, the provost funded travel expenses for faculty to attend assessment conferences. It is anticipated that the faculty fellow position will continue to be funded in the future.

The OAA is effectively guiding institutional, general education, and programmatic assessment efforts. The office is currently staffed with 2.5 full-time employees. A graduate student was hired in October 2016 for 15 hours per week to assist with the office workload, and a faculty member with assessment training assisted the OAA from January–June 2017.

RECOMMENDATIONS

Improve attention at all levels to documenting and making assessment information available for decision-making processes at all levels, KPIs, and data (i.e., showing evidence of such use in committee minutes and records of other decision-making groups). (Brockport)

Continue to refine systematic processes for dissemination of information to promote the coordination and integration of major components (e.g., standing committees and task forces) of the Institutional Assessment System (IAS) (see Appendix 2.1 for Institutional Assessment System chart). (Brockport)

RESPONSE

The OAA collaborated with faculty to improve assessment documentation and increase information accessibility. Meeting minutes are available for all assessment committee meetings. A General Education website also contains assessment documentation. The General Education Assessment Committee (GEAC) has successfully documented and implemented a general education assessment process using the website, the Tk20 assessment data management system, and MachForm, an online reporting tool and repository. Academic program review is documented by a detailed template including significant assessment components. The 2017–2022 SP features measurable goals and objectives, which will be verified by the Operational Plan metrics to support the progress of these efforts. This file contains all Strategic Plan documents: 2015–2017 Strategic Plan Progress Report to President’s Cabinet; Building a Better Brockport: The College’s Strategic Plan, 2017–2022; Building a Better Brockport: Operational Plan to accompany the Strategic Plan 2017–2022

For more information regarding improvement in these recommendation areas, see *Chapter 5: Institutional Assessment*.

RECOMMENDATIONS

Continue with the full implementation of the 2011–2016 SP. (MSCHE 2012)

Complete the 2011–2016 SP by assigning assessments for each goal, determining who is responsible for completing assessments, and implementing a formalized reporting structure. (Brockport)

Reconstitute the Institutional Effectiveness and Accountability Committee (IEAC) to work on further improving the College’s institutional assessment practices and monitor the progress on institutional-level goals derived from the 2011–2016 SP. (Brockport)

Refine roles, including possible integration, of IEAC and Budget Resource Committee (BRC). (Brockport)

RESPONSE

The IEAC was reconstituted and charged with assessing the progress and completion of institutional-level goals from the 2011–2016 SP. The 2015–2017 final report from the IEAC was submitted to the Cabinet on May 1, 2017. [See Appendix 1.2, which is a separate file containing all Strategic Plan documents: (1) 2015–2017 Strategic Plan Progress Report to President’s Cabinet; (2) Building a Better Brockport: The College’s Strategic Plan, 2017–2022; and (3) Building a Better Brockport: Operational Plan to Accompany the Strategic Plan 2017–2022.]

Under the 2017–2022 SP, the role of the IEAC and the BRC will be combined in a new Committee on Joint Planning and Budget (JPB). The JPB is a presidential advisory committee representing the campus community and serving as the steering committee for institutional planning and budgeting. The JPB ensures that campus-wide and unit-level planning and budgeting are interlinked, driven by assessment, and advance the priorities set forth in the 2017–2022 SP. See *Chapter 6: Institutional Planning and Budgeting* for more details.

RECOMMENDATIONS

Effectively implement Tk20 to add greater organizational power to assessment efforts at all levels. (Brockport)

Adequately support implementation of Tk20 with training, support, and other resources. (Brockport)

RESPONSE

Tk20 is the primary database for the Professional Education Unit and is used extensively to manage CAEP-accredited programs. Initially, Tk20 was used as the repository for general education assessment data; however, because Tk20 requires extensive training to navigate effectively, faculty find it difficult to use. In addition, its cost is prohibitive, and the College is currently exploring other options. In the interest of simplicity and efficiency, Brockport currently organizes most of its assessment data through centralized points within each division (e.g., school deans or program directors) and through the OAA.

RECOMMENDATIONS

Provide opportunities for more full-time faculty to teach general education courses and encourage them to do so. (Brockport)

Monitor the number of general education offerings on a semesterly basis to ensure efficiency and quality. (Brockport)

Continue to explore interdisciplinary opportunities with general education courses for solid student engagement. (Brockport)

RESPONSE

The College has been aware of the need for more full-time faculty to teach general education courses. A Joint Provost and College Senate Work Group on General Education Delivery was constituted in Fall 2016 to specifically address how to increase the number of full-time faculty teaching general education courses. The work group analyzed methods to achieve a more efficient model that includes interdisciplinary/integrated learning and maintain high standards. The work group submitted their final report in March 2017, and the report and its recommendations are currently under review and discussion by the provost and the College Senate president.

RECOMMENDATION

Require assessment plans with submission of all new courses, all new programs, and program revisions by amending the College Senate Proposal format to include documentation on data-driven assessment to justify programmatic change or initiation. (Brockport)

RESPONSE

In Fall 2016 the College Senate formed an Ad Hoc Assessment Committee which was charged with the following: (1) clearly define the role of the College Senate with respect to curricular, programmatic, and institutional assessment at the College; and (2) develop and propose new Institutional Student Learning Outcomes (ISLOs) corresponding to the

2017–2022 SP, as well as a structure for review/revision of ISLOs. This committee’s work is ongoing, with a report to the Senate president expected in the near future.

RECOMMENDATIONS

Develop further a campus-wide culture of assessment and create a substantial infrastructure to support academic and co-curricular assessment, including all administrative levels. (Brockport)

The Team recommends that The College at Brockport needs to design and implement a sustainable institutional assessment system. Full implementation requires evidence that results are shared with the campus community; used in decision-making; and, more importantly, demonstrate students are achieving institutional and programmatic goals. The team strongly endorses the self-study recommendations 2, 3, and 4. (MSCHE 2012)

The College will further the implementation of its new Institutional Assessment System with the evidence that assessment impacts planning, budgeting and resource allocation. (MSCHE 2014)

RESPONSE

An Institutional Assessment Plan (see Appendix 2.2) was developed and approved in the 2015 Monitoring Report by Middle States. See *Chapter 5: Institutional Assessment* for detailed information about Brockport’s response to this recommendation. With the implementation of the 2017–2022 SP, the previous IAS will undergo review by the JPB, and a new set of assessment protocols may be developed.

RECOMMENDATION

Continue work to fully implement the assessment process established in co-curricular programs. (Brockport)

RESPONSE

EMSA has established a comprehensive assessment system, using a structured annual reporting format and process to review unit assessment progress, identify data-informed practices, and prioritize program and service needs or improvements. The format and process require specific attention to the assessment and improvement of activity that is aligned with goals for strategically impacting the learning, community, sustainability, and workplace experiences at the College. Distributed in both hard copy and for view on the division website, an annual Briefing Book provides information about each EMSA unit and highlights accomplishments identified through the annual reporting process (see Appendix 2.3).

RECOMMENDATIONS

The College should continue its implementation of the general education assessment approach in all areas with emphasis on the use of assessment results to enhance teaching and learning. (MSCHE 2014)

The College should create an oversight structure for general education assessment to enhance the integration of assessment information within the respective institutional learning outcomes. (MSCHE 2014)

Implement the General Education Assessment Plan presented in the September 2015 Monitoring Report. (MSCHE 2015)

RESPONSE

The GEAC, with the support of Brockport administration, continues to implement the General Education Assessment Plan presented to Middle States in the September 2015 Monitoring Report.

General education assessment faculty teams, created in Fall 2015, developed and implemented rubrics to assess Diversity, Oral Communication, Humanities, and Perspectives on Gender Student Learning Outcomes (SLOs). Additionally, general education assessments were conducted for Written Communication, Mathematics, and Foreign Language. Based on results and feedback from faculty during the first cycle, changes were made to the faculty team process that will be implemented for academic year 2017–2018. See *Chapter 5: Institutional Assessment* for more details.

The GEAC has a Planning Subcommittee and a Communication and Reports Subcommittee. The Planning Subcommittee developed closing-the-loop strategies for critical thinking and written communication at the institutional level. The Communication and Reports Subcommittee revamped the faculty team process for general education assessment and has redesigned and updated the General Education website with current information and practices.

In *Chapter 5: Institutional Assessment*, the following assessment-related recommendations from the institution's 2015 Monitoring Report are addressed: (1) fully implement the newly revised Periodic Program Review (PPR) process (see Appendix 2.4); (2) continue to develop ISLOs which are separate and distinct from the general education outcomes. Assessment of the ISLOs will provide evidence of continued growth/learning of students' knowledge and skills beyond their general education courses; (3) continue to share assessment data and provide faculty training in general education assessment to ensure improvements in teaching and learning; (4) implement continuous training for program review (five-year cycle) faculty groups at least six months prior to the start of the program's PPR period; and (6) establish the role of the Academic Program Review Committee (APRC) to revitalize the role of faculty with program review/assessment.

RECOMMENDATIONS

The Team recommends that the Student Learning Outcomes Assessment system at The College at Brockport needs to be fully developed and established. A sustainable culture of SLOA is not evident in many programs and needs to be fully developed campus-wide. The College needs to assign a person or office to assist, train and advise programs in this effort. (MSCHE 2012)

The College should continue its implementation of the program learning outcomes assessment process to use results to enhance teaching and learning. (MSCHE 2014)

RESPONSE

Brockport's annual assessment process was revamped in academic year 2012–2013 following a complete review and approval of all departments' program learning outcomes with Dr. Ruth Andes, assessment consultant. Each year, the five schools (The Arts, Humanities and Social Sciences; Health and Human Performance; Education and Human Services; Science and Mathematics; and Business Administration and Economics) assess several program learning outcomes in each program. A direct measure of student learning is used for these assessments. These assessments include the review of student projects, exams, portfolios, and final course activities using departmentally formulated rubrics or grading criteria.

The annual program assessment is implemented during the fall and spring semesters of each academic year. Faculty "Assessment Coordinators" analyze the results and develop, in collaboration with program faculty, an action plan to close the loop. During the following fall semester, the dean of each of the five schools sponsors a Dean's Forum to highlight and review the annual academic assessment efforts using a PowerPoint presentation. Faculty present their assessment plans, findings, results, and closing-the-loop plans to the respective school, as well as to key College administrators. See *Chapter 5: Institutional Assessment* for additional information regarding Brockport's annual assessment process.

DIVERSITY

RECOMMENDATIONS

Follow through on aspects of 2011–2016 SP that address issues for underserved students. (Brockport)

Continue to increase student diversity through domestic and international recruitment, retention efforts, and improvements in student life. (Brockport)

Continue efforts to diversify faculty, staff, and students. (Brockport)

Track retention data for underrepresented populations among the student body, compare these data to majority population data, and identify and address barriers to the success of diverse student populations. (Brockport)

RESPONSE

The College has done substantial work to recruit a more diverse student body in recent years, specifically in terms of racial and geographic demographics, primarily by sending recruitment officers to Albany, Buffalo, Rochester, New York City boroughs, and Long Island.

Table 2.1: Enrolled Brockport Students that are members of an Underrepresented Racial Minority Group.*

Fall Semester	Undergraduate Students		Graduate Students	
	# of Students	Percentage	# of Students	Percentage
2012	962	13.5	130	11.4

2013	1,051	14.8	122	11.8
2014	1,199	17.0	153	14.4
2015	1,300	18.3	149	13.6
2016	1,444	20.3	143	12.8

*Underrepresented minority groups include: Black, Latino, American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Multi-racial.

In academic year 2016–2017, the Assessment Subcommittee of the President’s Committee on Diversity and Inclusion charted retention numbers by race for students entering in 2006 and forward. Overall, there is a higher four-year graduation rate for White students than Latino and Black students, and a higher six-year graduation rate for White and Latino students than Black students. For transfer students, the three-year graduation rate is also lower for Black students. However, Brockport is not alone in this trend. National statistics (reported by *US News & World Report* – March 23, 2016) indicate that among 232 four-year, public schools that improved overall graduation rates from 2003 to 2013, more than half of them, or 53 percent, saw gaps between Black and White students either stay the same or increase, resulting in a growing gap between the numbers of Black and White students who graduate. Moreover, nearly one-third of the colleges and universities that improved graduation rates overall actually saw graduation rates for Black students remain flat or decline. In all, 27 of the 232 schools the report analyzed had declining graduation rates for their Black students.

The Educational Opportunity Program (EOP) at Brockport was created in 1967 through an appropriation bill in the New York State Assembly and enrolled 249 students at the State University College at Buffalo. The purpose of the program was to combine access, academic support, and supplemental financial assistance to make higher education possible for students who have the potential to succeed, despite poor preparation and limited financial resources. In the following year, the Assembly appropriated additional funding to permit expansion to 10 campuses with SUNY. By the 1970–1971 academic year, 30 campuses had enrolled more than 4,600 EOP students, and Education Law 6452 had formally established the provisions of EOP in the State University of New York, which today exists on 43 SUNY campuses.

Several years ago, the Educational Opportunity Program (EOP) instituted an intervention plan focusing on the academic success of each student. This plan includes obtaining information from faculty on every student enrolled in their courses after the five-week point of the semester. Faculty input this information into an Academic Progress Performance Report (APPR) form. In addition, each student is expected to meet with their counselor on a regular basis, including after the APPR form and mid-term grades are available. Measures are in place to ensure that these meetings occur, and an academic intervention plan is developed with each student to assist them in having a successful academic career.

RECOMMENDATIONS

Improve efforts to diversify faculty ranks. (Brockport)

Collect data on the success of our promotional efforts related to diversifying our applicant pools and job offers and the retention of these employees at the College. (Brockport)

RESPONSE

Human Resources (HR) developed a multi-point search training program in support of staff diversification efforts that the College president and Cabinet members completed upon its implementation. This program is mandatory for all hiring managers and search committee members. Through the American Association for Access, Equity, and Diversity, HR is exploring additional, more focused advertising venues, including AbilityJobs.com, GettingHired.com, LGBTConnect.com, and VetCentral.com. The College's Waiver of Search protocol is being revamped to: (1) emphasize the importance of limiting such waivers to exceptional cases; and (2) highlight the importance of wider searches whenever possible for Affirmative Action purposes.

RECOMMENDATIONS

Continue efforts to assess and improve campus climate. (Brockport)

Improve efforts to diversify course offerings. (Brockport)

RESPONSE

One of the institution's highest priorities is to seek continuous improvement in the campus climate and to diversify faculty, staff, students, and the curriculum. Like many campuses across the nation, the College is actively addressing longstanding issues of racial and ethnic diversity and inclusion. The campus community has not been immune to bias incidents based on race or ethnicity. The student body is increasingly active in its response to such incidents, both in relation to new student advocacy groups and in relation to planned protests. Productive conversations are a necessary but not sufficient response, and the Office of Diversity has increased its programming and outreach efforts as a result.

Student research teams from a graduate Research and Program Evaluation class, in collaboration with the Office of Institutional Research and Analysis (IRA), conducted focus groups and individual interviews to help focus the College's inclusivity initiatives. The findings suggest that students feel the need for improvements in campus climate around racial and ethnic diversity and are aware of programming but less sure how it will impact their daily experiences. Based on these findings, the Office of Diversity has prioritized connecting diversity events more clearly to student interests and learning outcomes, focusing on peers and faculty to share this message. The College will be implementing a Unity Council in academic year 2017–2018 for all student groups interested in equity, diversity, and inclusion to work in collaboration with the Office of Diversity. The College is also investing in more *Deliberative Dialogue* and *Restorative Justice* training to expand faculty, staff, and student skill sets to supplement invited speakers and ongoing campus trainings. Brockport's *Community Conversations* focus on skill building to create a stronger community.

The student-led research group offered three key recommendations:

1. Build on existing opportunities, and create new opportunities for enhanced conversations regarding racial/ethnic diversity.

2. Continue offering training to faculty for effectively bringing in more diversity-related content, assignments, discussions, and group work in their classes.
3. Create expanded and more targeted messaging for diversity-related programming. Emphasize what students can expect to get from attending an event. Encourage those closest to students (faculty, advisors, RAs, and program directors) to be critical “messengers.”

The College has taken on board these recommendations. Brockport has implemented Anti-Racism and Privilege training and is currently offering this and SafeZone training four times per semester for the campus community. The President’s Cabinet underwent training in January 2017, which resulted in several more requests for training of individual divisions and departments, which have been completed. In addition, the College is creating an internal Disability and Access training to launch in academic year 2017–2018. The College has also applied for SUNY Investment and Performance Funds to work in collaboration with other area SUNY diversity offices to create eight one-hour diversity, equity, and inclusion online training modules for incoming first-year and transfer students.

Additionally, to ensure exposure to learning experiences informed by the values of equity, diversity and inclusion for all students at Brockport, in Spring 2016, the College Senate approved two proposals that will result in a more diversified curriculum: (1) transfer students are now required to meet the general education requirement for Diversity (D) or Other World Civilization (O); and (2) the D and O codes can now be attached to a broader array of general education courses. The College is also in the process of reviewing the learning outcomes for D courses more broadly.

For more information on the status of diversity, see *Chapter 3: Challenges and Opportunities*.

GRADUATE EDUCATION

RECOMMENDATION

Continue to develop and assess the administration of graduate programs and scholarship with respect to our mission. (Brockport)

RESPONSE

In July 2016, the Graduate School underwent review during which external consultants evaluated the following goals:

1. Assessment of Graduate Admissions: The consultants indicated that the administrative home for Graduate Admissions is less relevant than maintaining its functions, and they recommended that the Graduate School make use of the Graduate Council as a consultative body that encompasses the whole of graduate education at the College, helping to steer future directions in areas such as marketing and admissions. More importantly, the consultants recommended regular program review and annual assessment of programs (see Appendix 2.5).

2. Baseline Assessment of Enrollment Management and Marketing: The consultants encouraged the development of new types of degrees which could include hybrid and online programs. From a marketing perspective, they suggested entering inquiries directly into Hobsons' Customer Relationship Management software while at graduate fairs, and adding inquiries to yield data. Further, they maintained that the marketing plan of the Graduate School and the Office of Marketing and Communication is solid and well-organized.

A task force chaired by the vice provost was charged by the provost to address the following:

- a. current graduate admissions procedures;
- b. effective ways to publicize graduate programs;
- c. the current mix of graduate programming;
- d. development of new graduate majors and certificate programs and explore alternate modes of delivery; and
- e. responsiveness to prospective graduate student interests and to the job market.

The task force will submit its final report in mid-June 2017.

RECOMMENDATION

Survey graduate students regarding their experience on campus as a whole, including their needs. Improve systems to meet those needs. (Brockport)

RESPONSE

During Summer 2017, the Graduate School will develop a survey instrument to explore the following research questions: (1) How can the graduate admissions processes be improved? and (2) What could be done to better serve graduate students at the department level, including advisement, course schedules, and ongoing faculty-student interactions? The questionnaire will be distributed to all current graduate students via a Qualtrics survey.

RECOMMENDATION

Implement a system to improve the collection and analysis of data pertaining to graduate education and graduate students, including the demand for online instruction, as well as retention and graduation rates. (Brockport)

RESPONSE

The IRA office recently began using Business Intelligence to gather and analyze Graduate School data which provides day-to-day information on applications, acceptances, deposits, and matriculation by institution, school, and program. These data are used to: (1) review admissions processes in the Graduate School and by department; and (2) determine the number of students matriculated, but not attending, in order to initiate appropriate follow-up.

Special Sessions and Programming analyzes data related to online education and uses this information to help support transitions from face-to-face education to online and hybrid

programming at the graduate level. The Hybrid/Online Support Team, created in Fall 2015, reviewed programming, instructional design, student and faculty satisfaction with online services and courses, and ideas for future programming over a two-year period. Data indicated that students and faculty were satisfied with online education. At the present time, eleven fully online registered graduate programs and one online certificate program are offered. New programming is planned and is in varying stages of hierarchical approval, including a master's in business administration, advanced-practice nursing, and a master of science in education with a higher education administration emphasis.

ADVISEMENT AND RETENTION

RECOMMENDATION

Improve monitoring of at-risk students and increase retention/graduation through appropriate intervention strategies. (Brockport)

RESPONSE

The College recently purchased Starfish retention software to replace the Banner early-alert system. The Early Warning Team meets several times a month to discuss and develop learning and retention plans for at-risk students. The Academic Success Center's first director was hired in 2016, and renovations to the Albert W. Brown Building are being made in order to create intentional and welcoming learning spaces to house the center, with an expected completion date of Fall 2018.

RECOMMENDATION

Obtain more comprehensive data on students who do not attend or persist to graduation and analyze these to determine more effective strategies to increase yield and retention respectively. (Brockport)

RESPONSE

The Office of Student Retention monitors graduation rates and retention data on student demographics. In addition, the College received a \$200,000 SUNY Investment and Performance Fund grant to hire a completion specialist, who started working August 2016, and whose assignments include: (1) reaching out to students who left prior to graduation; and (2) facilitating their return. Data analysis will determine more specific reasons why students leave without a degree. Reworking the temporary leave form to acquire better data could also indicate areas of focus by which to increase retention.

RECOMMENDATIONS

Build on the work of the Academic Advisement Task Force and devise means to increase the effectiveness of academic advising and ensure that each entering/continuing student has an assigned faculty advisor. (Brockport)

Promote training and mentoring of faculty academic advisors at all levels. (Brockport)

RESPONSE

The College recognizes the value of quality advisement. The Student Orientation, Advisement and Registration (SOAR) sessions were replaced by individual faculty communication directly with students. Each semester, advisors are assigned to transfer students, and all native freshmen are assigned advisors based on their Academic Planning Seminar.

In January 2016, the Academic Advisement Implementation Team (AAIT) was charged with two primary issues: (1) Create a hybrid academic advising model that would provide greater equity across academic programs in advisement loads and better service to students; and (2) work with the Faculty Roles and Rewards Committee to find ways to reward retention and advisement in evaluation and reward systems for faculty. Their report was submitted to the Provost in January 2017.

Included among their recommendations and conclusions were the following:

1. Advising needs to play a more central role in the College's culture.
2. Students need to become more aware of their roles and responsibilities in the advising process.
3. Faculty advisors should give advising a more central position in their own academic roles and responsibilities.
4. Advisor training should be supported with material and personnel resources for all advisors.
5. Mandatory Advisement Coordinator training once a semester/year, either through CELT or the advisors at the Academic Success Center (ASC).

In addition, the Center for Excellence in Learning and Teaching (CELT) recently implemented a new Academic Advisement Workshop Series to assist faculty in their delivery of high-quality advisement.

Upon request, the Office of Academic Advisement attends faculty meetings to review advising and degree-auditing systems. The School of Health and Human Performance provides mentoring for new department chairs, and the following schools assign mentors to new faculty: (1) Education and Human Services; (2) The Arts, Humanities and Social Sciences; and (3) Science and Mathematics. The HR onboarding program also provides professional development and mentoring opportunities.

RECOMMENDATION

Evaluate the Effectiveness of Living Learning Communities (LLCs) and, if justified, consider expanding the number of LLCs offered to all students. (Brockport)

RESPONSE

LLCs are extremely popular among students. They provide unique environments where groups of students share common residential and learning experiences. Based on disciplinary and interdisciplinary themes, LLCs create intentional links between academic,

social, and residential experiences. Through the many academic and thematic communities, the bonds between students, faculty, staff and alumni flourish.

Assessment data collected in 2016 for the 2012 LLC cohort revealed that:

- there are slightly more females (55 percent) than males (45 percent) in LLCs;
- LLC students enter the College with a slightly higher GPA (1.28 points);
- there is no difference for Pell recipients between LLC and non-LLC;
- a higher percentage of underrepresented students enroll in LLCs;
- LLC students, on average, have a permanent/legal address that is geographically farther away from the main campus (this information has informed decisions to offer off-campus field trips and LLC-specific programming over breaks and weekends, when students who live closer to the main campus may choose to go home); and
- LLC students are more likely to attempt 17 or more credits in their first semester (an analysis on completed credits is in progress).

For all nine semesters, the Fall 2012 LLC students were retained and persisted at a higher rate by an average of 5.3 percent. LLC students (47.80 percent) were more likely than non-LLC students (41.21 percent) to graduate in four years or less. The retention rate for LLC students is 10 percent higher than for the general student population. First-year students in an LLC retain at 87.5 percent, while non-LLC students retain at 77.9 percent. LLC students' GPAs are also 0.3 points higher in the first year than those of the general student population (3.0 vs. 2.7).

From 2012 to now, the number of LLCs has expanded. In 2012–2013, there were 10 first-year student LLCs and 9 returning/transfer student LLCs, for a total of 19. In 2016–2017, there are 16 first-year student LLCs and 14 returning/transfer student LLCs, for a total of 30. The total of all on-campus students participating in the LLC Program for 2016–2017 is 855 students, or 35 percent of on-campus students.

An analysis of the Fall 2013 LLC cohort is planned for Summer 2017.

RECOMMENDATION

Improve on current student support efforts aimed at improving four- and six-year graduation rates. (Brockport)

RESPONSE

Table 2.2 shows persistence rates to graduation for recent freshmen and transfer cohorts. Most rates have remained stable over time, but the freshmen one-year retention rate and the transfer two-year graduation rate have been improving over time.

The College developed a strategic plan for undergraduate persistence in 2015 and implemented many initiatives to increase these rates. Accomplishments to date include: leave-of-absence interventions, midterm-grade follow-ups, second-quarter course availability, online tutoring, better analyses of seat availability, development of an academic advising checklist, and increased support for students on probation. Most notable is that

the College's graduation rates for freshmen are substantially higher than comparable national figures. For the 2009 cohort (the most recent year for which statistics are available from the National Center for Education Statistics), the four-year graduation rate for full-time freshmen from the first institution they attended was 35 percent (compared to Brockport's 48 percent), and the six-year graduation rate was 59 percent (compared to Brockport's 69 percent).

Table 2.2: Student Persistence – Retention and graduation rates for recent full-time freshmen and transfer cohorts.

1-year Retention Rates				
Cohort entered in	2012	2013	2014	2015
Freshmen	80.8%	82.1%	81.9%	82.4%
Transfer	79.1%	79.1%	81.2%	79.9%

Graduation Rates—100% and 150% of Expected Time				
Freshmen cohort entered in	2009	2010	2011	2012
4-year	48%	48%	48%	50%
6-year	69%	68%	n/a	n/a
*Transfer cohort entered in	2011	2012	2013	2014
2-year	28%	29%	31%	35%
3-year	58%	59%	58%	n/a

*Transfer figures are persistence rates (proportion of students who either returned in or graduated by the following fall semester).

RECOMMENDATION

Increase the distribution of both undergraduate and graduate student participation on campus committees by finding more effective ways to communicate opportunities for students to serve and by offering effective training in College service. (Brockport)

RESPONSE

The Celebration and Communication Committee, chaired by the Chief Communications Officer, made recommendations on improving communication with students and the entire campus community. Many students attend faculty meetings and serve on strategic initiatives. For example, students served on the recent presidential and dean searches, and were also members of the Presidential Task Force on Budget and Planning, the Strategic Planning Committee, and the Academic Success Center Committee. In addition, through the Faculty and Professional Staff Policies Committee, the College Senate is actively reviewing the protocols for student participation in college committees and is expected to make recommendations in Fall 2017.

RECOMMENDATION

Improve training for student participation on committees. (Brockport)

RESPONSE

This is an ongoing effort. One form of training the College currently offers to students that would prepare them for service on committees is the Leadership Development Program,

which engages nearly 400 students and 200 faculty, staff, and alumni annually (see Appendix 2.6). In addition, EMSA coordinates Collaborative Training for student employees and leaders at the beginning of each semester. Collaborative Training includes approximately 200 student employees and leaders from a variety of departments and offices, including student government. The primary goal of Collaborative Training is skill and competency development with a focus on participating in shared governance on campus and in the community.

RECOMMENDATION

Evaluate the effectiveness of the Transfer Experience Program. (Brockport)

RESPONSE

For information regarding the Transfer Experience Program and efforts to improve learning experiences for transfer students, see *Chapter 3: Challenges and Opportunities (Advisement and Retention section)* and *Chapter 5: Institutional Assessment*.

BUDGET

RECOMMENDATION

Continue to look for ways of increasing revenue or other funding to offset state budget cuts and address the structural deficit. (Brockport)

RESPONSE

The College has been working diligently to increase revenue and decrease costs to offset state budget cuts and address the structural deficit. Overarching goals are to realize ongoing institutional fiscal sustainability and create a strategic initiative fund. Initiatives that emerged from the 2015–2016 Presidential Task Force on Budget and Planning include: (1) four percent cuts to Other Than Personal Service (OTPS) funding for all divisions; (2) potential holdback of a percentage of rollover funds to create an investment pool of funds; and (3) pay off a large portion of the College's New York Power Authority loans using Capital construction dollars. Collective task force decisions resulted in permanent annual savings of \$3 million and a substantial increase in the 2015–2016 year-end central reserve balance.

The College also obtained additional funding through the SUNY Investment and Performance Fund, a competitive grant program launched by SUNY system administration to fund major campus initiatives in support of system goals centered around college access and completion. Of the eight proposals submitted in the fall of 2015, five were funded, for a total of \$3.4 million, providing revenue to launch initiatives mentioned throughout this report, many of which have revenue-generating and/or cost-cutting potential (see Appendix 2.7 for proposals).

One of the funded initiatives (Degree Completion) supports an ongoing project to facilitate the reentry and graduation of non-completers. Since 2014, approximately 255 students who left the College prior to degree completion have returned and earned their degrees, and 48

non-completers are currently taking courses. In addition to the tuition revenues (a total of \$151,800 for: Fall 2016, Winter 2017, and Spring 2017), returning students paid off \$30,000 in past-due balances to the College in order to remove blocks to registration for classes.

The College projects a three-percent increase in externally funded research, program development, and construction each year over the next five years in anticipation of changes in the availability of funding from governmental, corporate, and private philanthropic sources. The Grants Development Office will continue to engage in pre-award activities, including grants workshops for faculty and staff, increased engagement in the development of ideas that become funding requests, and developing partnership opportunities for leveraging of resources.

RECOMMENDATION

Continue to promote a culture of philanthropy among alumni, faculty, staff, and friends to increase levels of private support. (Brockport)

RESPONSE

The College recently completed a successful Comprehensive Campaign that raised \$26,589,444. In the post-campaign phase, the Division of Advancement, supported by the volunteer Brockport Foundation and Brockport Alumni Association, set a new agenda of institutional priorities in the interim period before the next campaign.

The goals are to:

1. Enhance opportunities for alumni to contribute to and become engaged in the life of the College through meaningful volunteer opportunities, involvement, and programs.
2. Implement a comprehensive plan to assess and track alumni programs, data, and volunteer efforts.
3. Grow the level of fundraising established during the Comprehensive Campaign.
4. Put a comprehensive stewardship plan in place to keep current donors engaged with the College and excited to give.

In the lead-up to the next campaign, Brockport seeks an increase in engagement, communication, and philanthropic support among all constituents. This includes: (1) the launch of a “Winter Gala” to build community engagement and financial support for the institution, which netted \$90,000 in its first year (December 2016); (2) a new on-line magazine, *The Port*, which debuted in 2016–2017, to more consistently and regularly communicate stories about our students, alumni, faculty, staff, and community to all partners; and (3) purposeful and strategic work in engagement, giving, scholarship, donor relations, stewardship, finance, and advancement services.

RECOMMENDATION

Distribute College resources in a manner that is appropriate for programmatic strength and development. (Brockport)

RESPONSE

The College has invested in Educational Advisory Board's (EAB) "Academic Performance Solutions" to provide data that is integral to decision making on the leveraging of resources for optimal programmatic strength and efficiency. In addition, the College is piloting an Academic Master Plan review process, with nine academic programs participating during the Spring 2017 semester.

RECOMMENDATIONS

The team recommends that in addition to necessary building renovations, both major and minor site improvements consistent with the Facilities and Master Plan (FaMP) should be implemented as soon as possible to improve safety and aesthetics of the campus. Additional funding should be considered a part of the strategic reinvestment process to improve these areas. (MSCHE 2012)

Commit to the FaMP recommendations and invest in infrastructure, both new and consistent maintenance, with a focus on facilities and technology that promote a rich educational environment for students. (Brockport)

RESPONSE

The College-Wide Facilities Planning Committee is a long-standing group that advises the President's Cabinet and the Office of Facilities and Planning on major decisions regarding college infrastructure. One of the committee's responsibilities is to ensure that physical development of the campus is consistent with the FaMP. For example, the FaMP recommended consolidation of similar disciplinary academic units that were previously scattered across several buildings; this was achieved with construction of the new Liberal Arts Building, which opened in Fall 2014 and features state-of-the-art design and technology. Renovation of Lathrop Hall, completed in Fall 2015 for the Department of Nursing, provides an educational environment equipped with four simulation rooms, a control center, a debriefing room, an 8-bed assessment lab, and a 12-bed foundations lab. Revitalization of the north campus infrastructure, currently in progress, will substantially upgrade basic utilities, improve pedestrian flow and accessibility, add greenspaces and gathering places, and enhance overall aesthetics. Renovation began April 2017 on the Albert W. Brown Building, which will house the new Academic Success Center.

Along with these major projects, the College addresses deferred-maintenance issues as the necessary resources become available. The 2017 fiscal year New York State budget provided the State University of New York with a five-year appropriation of \$2.5 billion. Of this amount, the College can anticipate \$100 million in funding to address critical maintenance needs and physical enhancements. This has prompted a refresh of the six-year-old FaMP. The programmatic needs of the College have changed significantly, with growth in programs in the sciences, technology, mathematics, business, and health sciences driving a strategic vision somewhat different from that of 2011. The College's academic structure has been reorganized and consolidated since that time. A new strategic plan is in place at Brockport. The latest SUNY Performance Improvement Plan (PIP) for enrollment projections must also be taken into account.

To prioritize distribution of the anticipated new funding in the best way, space analysis and a program study are needed now to determine how the College is using its space resources and where present and future program needs exist. The scope of work for this project includes: (1) review and analysis of current and proposed academic, residential life, athletic, recreation, and social/cultural programs; (2) review and consideration of SUNY- and College-proposed initiatives that affect space; (3) investigating space utilization across campus, including buildings and site; (4) proposing alternative program and space uses; and (5) providing final recommendations for campus-wide building and site-space utilization, best-practice space management, and campus-wide standards for Universal Accessibility using best practices.

TECHNOLOGY

RECOMMENDATION

Continue to infuse technology into all instructional and support functions to increase efficiency and effectiveness. (Brockport)

RESPONSE

The College continues to invest in technology to improve delivery of instruction and administrative support and contribute to student success. Some examples include the following:

1. The College transitioned from Angel Learning Management System to Blackboard because the former was being de-supported and retired.
2. The Learning Environments Enhancement Project greatly improved the learning environment in dozens of classrooms across campus. Enhancements include computers and projection equipment; lighting and acoustic renovations; and new furniture, much of which is more mobile for facilitating student-student collaboration.
3. The Drake Memorial Library Makerspace added 3-D printing capability with the H-Series Desktop CO₂ Laser, which is capable of cutting 1/4" acrylic and wood and marking anodized aluminum, glass, marble/granite, and Therman-treated metals.
4. To assist students, printing kiosks were placed in some residence halls and in a central classroom building.
5. The College moved large portions of its major platforms/systems such as Banner, Blackboard, and the faculty/staff emailing system to ITEC (Information Technology Exchange Center), a special-purpose organization established by SUNY. This has resulted in staffing reassignments, reduced personnel costs (no hiring of additional database administrators), and energy savings (servers are elsewhere).
6. Brockport has also invested in software to aid in efforts to recruit and retain students and to support student success: (1) Hobsons' Customer Relationship Management for enrollment management; (2) Starfish for retention; and (3) Degree Works, a comprehensive system for advising and degree audits.

RECOMMENDATION

Continue to refine methods of communication and connectivity among stakeholders. (Brockport)

RESPONSE

1. Recent expansion of Brockport's wireless network has tripled access points throughout the campus, and continued incorporation of imaging software/processes improves the efficiency of forms processing.
2. Ongoing redesign of the College website will aid communication and connectivity among stakeholders through improved site navigation, content, design, and mobile access.

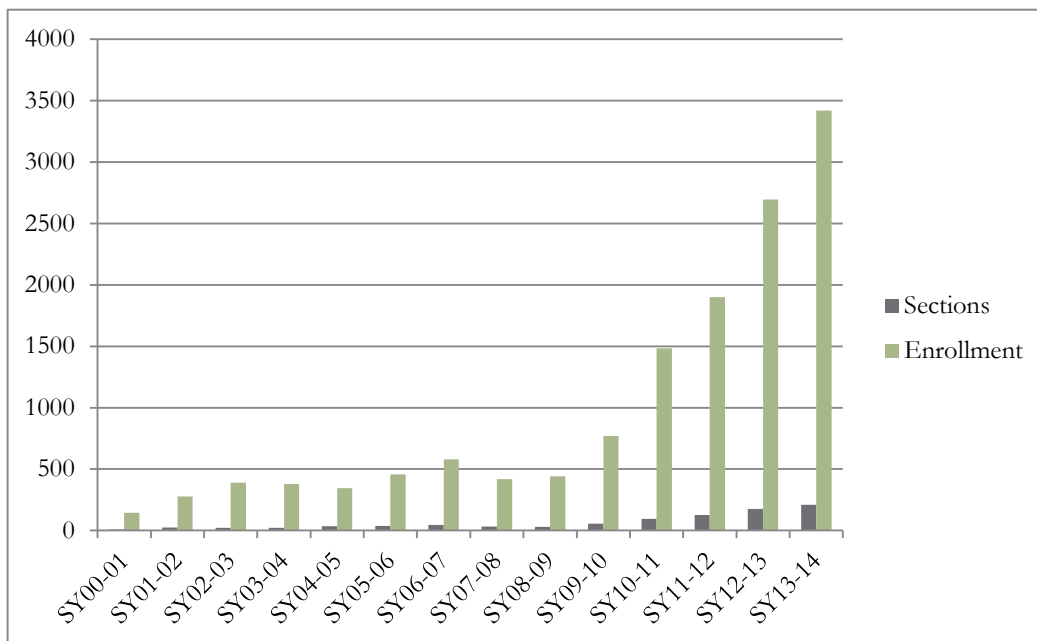
RECOMMENDATION

Strengthen distributed and distance learning through improved planning, departmental cooperation, academic support, proctoring arrangements, outcomes assessment, online-specific course evaluation, and ensuring academic integrity. (Brockport)

RESPONSE

Distance learning continues to be a focus. The chart below shows the dramatic growth in enrollment and in sections offered, especially since 2008–2009.

Chart 2.1: Distance learning course and enrollment growth academic year 2000–2001 through 2013–2014.



NOTE: In recent years, >40% of courses and enrollments have been generated in special sessions (summer and winter).

As part of the College's efforts to strengthen distance education, Brockport became a member of Open SUNY+, a SUNY-wide collaboration providing students anywhere with tools, services, and support meant to make it much more effective and efficient for them to

take advantage of online educational opportunities. The College also created a concierge position to streamline the online student experience, implemented online tutorial supports and proctoring services, hired an additional instructional designer and an online librarian, and increased the number of programs delivered online, mostly at the graduate level.

RECOMMENDATION

Integrate the MetroCenter operations in strategic decision making as appropriate and improve its integration within the campus culture. (Brockport)

RESPONSE

The MetroCenter is an extension center of the College located in downtown Rochester. Since the last review, the following has taken place:

1. **Updated Equipment:** Effective Fall 2016, the MetroCenter is now equipped with treadmills, stationary bikes, and other aerobic machines that are available for faculty and staff (including retirees), spouses, and alumni to use. As part of the Employee Fitness Program, students in their senior year of Practicum for Exercise Programming work with individuals as exercise mentors.
2. **Campus Communication with MetroCenter:** For the past several semesters, all campus-wide meetings/presentations are transmitted to the MetroCenter for live interaction, and other meetings use Skype or similar webinar systems to communicate. Blackboard Collaborate provides online collaborative learning. Students at the MetroCenter have the same access as students on the Brockport campus to research materials and other resources. The campus library also has an inter-agency loan system to enable students to obtain resources from other institutions.

The MetroCenter has played a significant role in providing the College with a presence in downtown Rochester. However, as part of the 2015–2016 Presidential Task Force on Budget and Planning, a detailed assessment of the resource implications associated with maintaining the College’s downtown MetroCenter was undertaken, which identified the ongoing operational costs, the need for future capital investment, and certain inherent service-level limitations (parking, food, bookstore, etc.) associated with the MetroCenter, as well as the potential opportunities afforded by relocation to the Rochester Educational Opportunity Center (REOC) facility.

Given the complexity of the issues, the task force deferred any decision regarding the disposition of the MetroCenter pending further analysis. This was completed in July 2016, and the College has made the determination to divest itself of the MetroCenter and relocate programs to space available in the REOC. A \$720,000 award through New York State’s competitive Consolidated Funding Application process (see Appendix 2.8) will support the build-out space in the REOC to accommodate MetroCenter programs.

Chapter 3: Challenges and Opportunities

In a rapidly evolving higher education landscape, The College at Brockport stands poised to adapt to the changing environment and move steadfastly into the future. Doing so will require collaborative work to overcome challenges and to capitalize on the many opportunities that lie ahead.

DIVERSITY

Standard 6

The College holds as a central premise that an institution of higher learning should foster diversity of identity and opinion, and dismantle the biases and oppression that limit such diversity on both individual and institutional levels through: (1) active community building; (2) structural transformation; (3) curricular and co-curricular excellence; and (4) social, cultural, and political engagement.

Due in part to its geographic location and history of locally targeted recruitment for students and staff in particular, the College faces challenges in: (1) continuing to diversify faculty, staff, and student populations; and (2) the retention of certain minority populations. Like many universities, the College also faces the challenge of making each of its members culturally competent and providing learning experiences and contexts informed by equity, diversity, and inclusion issues.

As the College moves forward, it is imperative to continue investing in making the campus a place where students, faculty, and staff can come from any geographic, political, and social location and find a place to flourish in the community. The College's Strategic Plan for Equity, Diversity and Inclusion (EDI) was submitted to SUNY on November 1, 2016, and approved with commendation on February 3, 2017 (see Appendix 3.1).

This plan includes the following central goals:

1. Achieve a balance of representation in faculty and staff in line with student population, and national, state, and regional demographics. Maintain a commitment to retention and promotion of minority and underrepresented faculty and staff.
2. Achieve a balance of representation in student body population in line with state demographics. Maintain a commitment to retention, completion, and academic success of minority and underrepresented students.
3. Ensure that curriculum, programming, and/or training educate and are available to all students, faculty, and staff in issues of social equity and the ability to speak to each other across differences as part of the College's commitment to inclusive community, diverse engagement, academic excellence, and self-transformation.
4. Continue to build and maintain an inclusive and positive campus climate for every member to foster internal and external community, building on campus, local, regional, and international levels in which diversity is valued, and inclusion and equity are shared imperatives.

In pursuit of the above goals, the College has created the following initiatives:

1. Continue investigation of best practices for developing search committees that include racial and ethnic minorities, women, the LGBTQIA community, and individuals with disabilities, as well as recruitment strategies for underrepresented minority faculty and staff.
2. Offer EDI-related onboarding for new faculty and staff, as well as EDI-related programming and activities for incoming students that include both online and in-person training and activities.
3. Increase the diversity of Brockport's student population through the admissions process using the strategies below:
 - a. Review the Educational Opportunity Program (EOP) applications for regular admission earlier in the process. EOP is a New York State program that assists economically and educationally disadvantaged students with financial aid, supplemental instruction, and counseling. The College at Brockport is annually funded for 75 new first-year students but receives almost 3,000 applications through the EOP portal, which then triggers a lengthy verification process. This very diverse applicant pool includes students who qualify as regular admits and would receive competitive financial aid packages. This could be a choice given to these prospective students earlier in the admission cycle.
 - b. Continue to review and coordinate transitional programming for first-year and transfer students.
 - c. Explore resources for hiring professional staff with multi-lingual capabilities in the areas of recruitment, enrollment, and advisement.
 - d. Continue to network with various high schools and support and expand programs such as the Learning Enrichment and Achievement Program and the Partnership to Uplift Communities. These intervention programs address recruitment and college preparedness for underrepresented, at risk, and minority students.
4. Strategies for improving retention of a diverse student body population include:
 - a. Explore successful practices for retention and transition used by the EOP, McNair, and New York State's Collegiate Science and Technology Entry Program, as well as the former LAUNCH (Learning About and Understanding your New College Home).

Table 3.1: Percent retained to second year – EOP and Entire Cohort: Fall 2009–2015.

Cohort Entered In:	2009	2011	2013	2015
Educational Opportunity Program	89.0	86.2	87.5	88.9
Cohort Rate	85.2	80.9	82.1	82.4

- b. Consider avenues for implementing the most successful practices more broadly. This might include expanding tutoring opportunities, requiring students to attend office hours, providing transition programming more broadly, holding events with faculty and staff, and arranging peer and faculty mentorship for underrepresented and at-risk students.

As part of SUNY's Completion Agenda to boost the number of degrees awarded annually, The College at Brockport, Monroe Community College, and REOC partnered together to create the Rochester Integrated SUNY Excels (RISE) Network grant proposal that will facilitate degree completion among at-risk students. This partnership will: (1) increase access to two- and four-year SUNY degree completion by providing college preparation through academic

services and tutoring; (2) deliver support services through case management, counseling, family engagement, and wraparound services to strengthen life skills; and (3) establish pathways to college completion through a “degree-in-place” initiative at downtown Rochester SUNY facilities.

From August 2016 (start of program) through July 2017, the RISE Network will have provided programming for approximately 130 at-risk high school juniors and seniors from the Rochester City School District and urban Charter schools. Additionally, students from a local refugee program who are in need of continuing academic services in order to achieve their goal of placement in higher education programming are provided supplemental instruction in mathematics and reading/writing in English. As part of their program curriculum, they also visit various local colleges and complete a career assessment survey.

Using a cohort model, students receive customized academic instruction via college preparation programs and SAT preparation programs. Instructors introduce critical thinking skills through conversations relative to their frame of reference.

5. Increase and expand EDI programming, curriculum, and training beyond onboarding and new-student orientation. The President’s Committee on Diversity and Inclusion, the Office of Community Development, and the Residential Life LLCs will continue to provide opportunities for discussion and training on privilege, systemic oppression, allyship, and empowerment in multiple areas of diversity. The College has an interim chief diversity officer and is currently searching to fill the position on a permanent basis. The campus will pursue growth in the curriculum, including possible minors or certificates in Disability Studies, Poverty Studies, and Educational Development. The College could also increase programming opportunities for graduate students and for students at the Rochester Educational Opportunity Center and at the MetroCenter.
6. Provide universal accessibility by increasing the number of all-gender bathrooms, reviewing buildings and walkways for physical accessibility, and improving awareness about how to report non-accessible spaces. The establishment of Universal Accessibility Design Standards through revitalizing the FaMP will assist the campus in its efforts to make the campus more accessible.

A significant accomplishment is the implementation of a Bias Response and Reporting System (see Appendix 3.2). This system enables the College to track bias-related incidents and report them to the necessary authorities and campus departments, as well as to identify gaps in knowledge where educational intervention may play a useful role. This is an important step forward and provides a wonderful opportunity for tracking, responding to, and decreasing instances of bias.

ADVISEMENT AND RETENTION

Standard 8

The College’s IRA office monitors student persistence, which is defined as a student returning to the College in subsequent semester(s) or having graduated. These data are analyzed by cohorts and broken out for a variety of sub-populations.

A summary of student persistence figures (retention and graduation rates) for recent first-time, full-time (FT,FT) and full-time, transfer (FT,T) cohorts was introduced in Table 2.2. There, the 2015 FT,FT and FT,T cohorts' one-year retention rate was listed as 82.4 percent and 79.9 percent and their 150 percent-time graduation rates as 68 percent (2010 cohort) and 58 percent (2013 cohort) respectively. To gauge its progress in supporting student persistence, the College uses a variety of comparisons, dependent largely on data availability for specific groups and/or indicators and the analytical question being addressed.

As shown in Table 3.2 below for various cohorts and comparison groups, the College performs relatively well, but there are opportunities for improvement. For instance, persistence among Brockport's FT,FT cohorts is higher than that of the comparison group chosen for the Integrated Postsecondary Education Data System (IPEDS) 2016 Data Feedback Report (DFR—a report IPEDS produces for campuses with summary statistics on a host of basic metrics, see Appendix 3.3), but Brockport's FT,T one-year retention rate is slightly below the average among 11 SUNY comprehensive college peers. (Note: The particular data source for the SUNY comparisons only calculates the traditional retention rate, defined as the number of returnees divided by the initial cohort N. Thus, 76 percent shown below is slightly lower than the “persistence” rate of 79.9 percent cited above from Table 2.2 for FT,T.)

Table 3.2: Retention and graduation rates.

First-Time, Full-Time (FT,FT)	Brockport	IPEDS DFR Comparison Group
1-year Retention Rate (2014 Cohort)	82%	78%
6-year Graduation Rate (2009 cohort)	69%	62%

Full-Time, Transfer (FT,T)	Brockport	11 SUNY Comprehensive Colleges
1-year Retention Rate (2015 Cohort)	76%	79%
3-year Graduation Rate (2013 Cohort)	58%	56%

Breaking down persistence by diversity-related demographic groups also reveals successes and challenges. Figures in Table 3.3 shows that the College's six-year graduation rate for Latino students from the 2009 FT,FT cohort is higher than the DFR comparison group while, among Black students, the College slightly underperforms. Turning to socioeconomic diversity, the one-year retention rate among Pell recipients in the College's FT,FT 2015 cohort is 82 percent compared to an average of 78 percent for 11 other SUNY comprehensive college peers. Moreover, the College received national attention for graduating FT,FT Pell recipients within six years at much higher rates than other similar institutions; in 2013, Brockport's Pell six-year graduation rate was 66 percent compared to 48 percent for another SUNY comprehensive college (see The Education Trust's report, *The Pell Partnership: Ensuring a Shared Responsibility for Low-income Student Success* in Appendix 3.4).

Table 3.3: Persistence by diversity-related demographic groups.

First-Time, Full-Time (FT,FT)	Brockport	IPEDS DFR Comparison Group
Latino Students' 6-year Graduation Rate (2009 Cohort)	59%	53%
Black Students' 6-year Graduation Rate (2009 cohort)	49%	53%

Full-Time, Transfer (FT,T)	Brockport	11 SUNY Comprehensive Colleges
1-year Retention Rate (2015 Cohort)	82%	78%

While proud of its accomplishments to date, the College will continue efforts to raise persistence rates in the interest of continual improvement. The following illustrates some of the challenges and opportunities surrounding advisement and retention.

Given the importance of the advising process to student retention and success, the Academic Success Center will house both Advisement and Retention. This will allow students to access information easily to meet their advisement needs. Co-location will also streamline the process of assigning advisors to all incoming and transfer students.

Brockport has a faculty-based advisement system, with students assigned to a faculty advisor in their major. An ongoing challenge with this system is achieving equity in faculty workload.

More progress needs to be made in student support efforts aimed at improving four- and six-year graduation rates. The IRA monitors data for at-risk students, underrepresented populations of the student body, and transfer students. Starfish software will also facilitate retention and completion initiatives, allowing Brockport to:

- obtain more comprehensive data on students who do not attend or persist to graduation;
- analyze data to determine more effective strategies for increasing yield and retention; and
- track underrepresented populations among the student body to identify barriers to the success of diverse student populations.

In July 2016, to address retention challenges, Brockport hired a full-time completion specialist to work on improving four- and six-year graduation rates. In addition, the completion specialist monitors at-risk students through Residential Life, the Early Warning Team, and the Student Behavioral Team.

The Transfer Experience Program has a full-time coordinator and offers a wide range of resources to assist transfer students in their transition, including:

- assistance with class registration;
- assignment of a peer mentor to each transfer student;
- online orientation modules on Blackboard;
- invitation to attend the free *New Transfer Student Welcome* event; and
- Transfer Academic Planning Seminar Courses, which are offered to all transfer students.

This program (see Appendix 3.5) and the retention rates of Brockport's transfer students will continue to be evaluated.

GRADUATE EDUCATION

Standard 8

Declining enrollment in most of Brockport's graduate programs is a pressing challenge. Historically, graduate education at the College focused on teacher-certification programs, which have seen a sharp drop in numbers over the past ten years, with the exception of Literacy Education.

Table 3.4: Enrollment changes in Graduate Education from 2006 to 2016.

Enrollment Growth in Graduate Education				Enrollment Decline in Graduate Education			
Rank	Department	Headcount	Credit Hour	Rank	Department	Headcount	Credit Hour
1	Environmental Science & Biology	32 (+433%)	374 (+278%)	1	Educational Administration	113 (-58%)	1035 (-58%)
2	Social Work	196 (+42%)	4184 (+47%)		Liberal Studies	33 (-52%)	341 (-44%)
3	Public Administration	184 (+27%)	1461 (+.06%)	2	Education	237 (-51%)	2003 (-62%)
4	Counseling	124 (+21%)	1452 (+10)	3	Physical Education	96 (-49%)	1174 (-20%)
5	Literacy Education	110 (+8%)	N/A	4	History	33 (-44%)	332 (-54%)
				5	Communication	22 (-37%)	285 (-36%)
				6	Math	14 (-33%)	168 (-21%)
				7	English	36 (-32%)	376 (-16%)
				8	Dance	18 (-25%)	427 (-16%)
				9	Health Education	19 (-21%)	255 (+6%)
				10	Biology	17 (-19%)	206 (-20%)
				11	Psychology	22 (-4%)	318 (-22%)

Addressing the decline presents both challenges and opportunities. There are opportunities to develop better and more efficient admissions processes to facilitate enrollments and deposits. There are also opportunities to create enhanced publicity for Brockport's programs, including on the Open SUNY and campus websites, in alumni newsletters, and through personal contact with undergraduate students. Further, as campus reserves increase, the College will be in a better position to increase graduate student support, including scholarships and graduate assistantships.

The most significant opportunity is to redefine the graduate curricular mix and develop new program opportunities for students in three primary growth areas: health, business, and computer skills (while downsizing or eliminating less viable programs). In early Fall 2016, the provost charged a Graduate Education Task Force with reviewing existing graduate programs and making recommendations on programming going forward.

Charge to the Graduate Education Task Force:

1. Review current admissions procedures and make recommendations on strategies to increase yields and reduce unnecessary procedures which may delay decisions.
2. Identify effective ways to publicize programs to current Brockport students, alumni, and students from other colleges.
3. Use rubrics developed by the Academic Master Plan Committee to explore the current mix of programming (e.g., which programs should be invested in to reach full potential or create? which programs should be deactivated?).
4. Use labor market projections in relation to existing and potential programs Brockport has or could feasibly develop, and propose development of new majors and certificate programs.
5. Make other recommendations as necessary that arise from research and deliberations (e.g., alternate modes of delivery, responsiveness to prospective student interests and to the job market, and competition from other programs/colleges).

The task force met regularly and developed an action plan focusing on reviewing processes and procedures in graduate admissions, publicity and marketing of graduate programs, and current and future programming. Several recommendations were made, including addressing application delays, marketing graduate programs to current Brockport students, and creating new programmatic opportunities (see Table 3.5). While creating new programming and removing existing areas of study is an opportunity, it can also present an institutional challenge, as faculty may need to be deployed elsewhere, and students must be able to complete their existing programs.

Table 3.5: Graduate Education Task Force accomplishments.

	Issues	Strategies	Updates
Procedures/ Processes	374 unregistered matriculated students Fall 2016	Graduate School in process of contacting.	In progress.
	Application delays	Letters of recommendation, statement of objectives, delayed department response discussed.	Presented to Graduate Council. Encouraged to consider review of current application procedures.
	Conditional admits	High applications; low acceptance departments were reviewed.	Presented to associate deans and Graduate Council. Encouraged to consider change.
Publicity	Marketing to Brockport and other students	Honors, Delta, student teachers.	In Fall 2016, the deans and vice provost met with: (1) three sections of Honors students; (2) three sections of Delta students; (3) student teachers from Kinesiology, Sport Studies and Physical Education; (4) student teachers from Education and Human Development; and (5) Health Science students. Passed out information on graduate programs, graduate assistantships, and scholarships.
	Scholarships, assistantships	Disseminate.	Information passed out to all student groups met with; Graduate Council, associate deans.
Programming	New programs, certificates		Discussion on several options, including Higher Education Administration submitted to College Senate 2/28/17.
	Assess existing programs		Initial review in progress.
	Additional online options		Exploration for MS Ed in Instructional Design.

TECHNOLOGY

Standards 3, 5 and 13

The review team's recommendations regarding the use of technology are addressed in *Chapter 2: Responses to Recommendations (Technology section)*.

Instructional Delivery

The campus is moving forward with an increasing number of online and hybrid offerings of both courses and programs. As of Fall 2016, most graduate programming is now being offered in a hybrid/online format. The move toward online is a statewide effort and Brockport is part of the Open SUNY system which serves as a collection of online courses offered by various SUNY campuses. The concept is that students at one SUNY campus could take an online course offered by another SUNY campus and transfer such courses to the student's home campus. Although, in theory, the Open SUNY system has advantages, one barrier is that students must "apply" to the other campus.

To aid in the delivery of both face-to-face and online courses, the campus purchased Blackboard Learning Management System software in 2014, replacing the Angel system. Blackboard has strong technical support and a component called "Collaborate" that allows for videoconferencing.

The Hybrid/Online Support Team represents and supports the College in its efforts to create online programs and reviews the role of hybrid/online programming on campus.

The future of Brockport's enrollment growth lies in offering more online and graduate programs. In the past few years, these two initiatives have been joined together, and the College is now offering more graduate programs in an online format rather than in the traditional face-to-face format. This is particularly true in the School of Education and Human Services and the School of Health and Human Performance.

Support Service

Since 2010, the administration has committed funds to improve the College's learning facilities. Many rooms throughout campus have been retrofitted with updated technology, moveable furniture, and other improvements to enhance the learning environment.

Funds have also gone into the following:

1. **Website Redesign:** The Brockport website is the primary communication and recruitment vehicle for the College. In April 2015, the Web Team began a three-phase project to overhaul the site navigation, content, and design to communicate better with prospective students and their families, current students, faculty, staff, alumni, and the community at large. Currently in phase II of the redesign, the website now allows better mobile access to the College's programs and resources.
2. **Full Implementation of Degree Works:** Degree Works was implemented in Fall 2013 and has been used to assist in the advising of students. Faculty have been trained to use all components of the program.
3. **Employment Application Process:** HR has undergone a tremendous change in personnel during the past two years, and full staffing is now in place. HR has been working with the administration

and faculty to provide more direction on recruiting faculty and staff. HR has also purchased new software to help with recruitment and the application process (implemented in January 2017).

4. Scholarship Applications: Since 2010, Brockport has streamlined the scholarship process by transferring paper applications to Academic Works, an online system that improves the security of student data and streamlines the application and review process. The Brockport Foundation Scholarship Office increased staffing levels and dedicated a person exclusively to managing the day-to-day operation of the office.

Non-academic Implementation of Technology

SOCIAL MEDIA PRESENCE

Brockport has a strong social media presence. *Connect with Brockport*, a hub on the campus website, provides the following:

- #bportsocial, a curated hashtag which pulls content from other accounts on campus and displays it to the campus community;
- feeds from all top-level social accounts; and
- other social media accounts on campus (Alumni Engagement, Athletics, Career Services, etc.).

The Office of College Communications maintains a blog aimed at prospective students, written by current students, and maintains accounts on Facebook, Flickr, Instagram, Snapchat, Twitter, and YouTube. These social media accounts are vital communication tools that provide an excellent way to deliver the College's messages to new audiences; share student, faculty, staff, and alumni accomplishments; and provide customer service. A decade ago, none of these social avenues was available to the College; now content created on campus is being disseminated across the world. The growth in these accounts has played a key role in Brockport's admissions growth as well as its reputation in the community.

Table 3.6: Brockport accounts as of April 21, 2017.

Facebook	18,100 likes, with posts reaching 250,000 people in the past month
Flickr	850,000 photo views
Instagram	5,000 followers
Snapchat	Aimed at interacting with prospective students; 800 followers
Twitter	8,580 followers, with tweets earning 210,000 impressions in the past month
YouTube	361,000 views, with viewers in 200 countries and territories

E-MAGAZINE

Starting in October 2016, the campus debuted its monthly e-magazine, *The Port*, which highlights faculty, alumni, and student achievements and is shared with the entire College community.

ASSESSMENT

Standards 7, 12, and 14

Assessment has been one of Brockport's challenges and one of its greatest opportunities for improvement. As the College works toward implementation of the 2017–2022 SP nurturing a culture of assessment within which resources are used in the most efficient and purposeful manner is always a critical consideration. The campus has implemented many of the elements identified by the American Association of University Professors as necessary to achieve a culture of assessment such as clear general education goals, common use of assessment-related terms, practical assessment plans, systematic assessment, the setting of student learning outcomes for all courses and programs, comprehensive program review, assessment of co-curricular activities, and the inclusion of assessment in plans and budgets.

Assessment areas that constitute challenges and opportunities for Brockport include the creation of ongoing professional development, increased faculty ownership of assessment programs, celebration of successes, a more robust assessment of overall institutional effectiveness, and information sharing. With the 2015 Institutional Assessment Plan, the 2017–2022 SP, and the numerous other initiatives detailed in this report, Brockport is on the path to achieving a fully developed culture of assessment.

The College created the OAA and hired a director not only to ensure that the campus recognized the level of importance the institution places on assessment, but also to secure expert guidance in developing a model for institutional general education and programmatic assessment. The OAA is currently staffed with 2.5 positions; as the College moves forward, it will continue to review support needs to maintain the established academic and administrative assessment schedules effectively.

During the last Middle States review, it was noted that the IRA office was not being used to its fullest potential. Since then, the College community has a better understanding of how assessment data can be used to make informed decisions, including strategic planning and resource allocations, which has resulted in more areas capitalizing on the expertise and resources of the IRA office.

An Assessment Fellow working with CELT is available for consultation with faculty to assist with the design and assessment of SLOs and curriculum mapping. Assessment policies and procedures undergo review by various standing committees prior to implementation. See *Chapter 5: Institutional Assessment* for more details. CELT has provided continued support in the form of workshops, sponsorships for conferences, guest speakers and funding for Faculty Learning Communities for improvement in the teaching and learning of critical thinking, writing, and integrated learning in support of general education and programmatic assessment and closing-the-loop activities. The College will regularly evaluate the need for resources to continue to support such activities.

The College currently uses the National Survey of Student Engagement (NSSE) and indirect assessment methods to evaluate faculty-student engagement. NSSE will continue to play a role in the 2017–2022 SP, but in Spring 2017, the College implemented a methodology for collecting data on applied-learning experiences, important for faculty-student engagement and tied to courses (e.g., courses that are internships or feature a major research project). This information will be entered into the Student Information System, which will allow for more robust reporting and analysis.

The College requires all units to conduct assessment and use that information to make improvements. For example, Table 3.7 summarizes improvements made after reviewing the context and rationale for Brockport's ratings in the SUNY Student Opinion Survey of 2012, which asked students to indicate their level of satisfaction with the College's services, facilities, and environment.

Table 3.7: SUNY Student Opinion Survey of 2012 and resulting changes.

Rating	Program	Changes to Program/Service/Delivery
#5	Campus Center/Student Union	<p>Significant improvements in the retail operations: (1) renovation of "the Square" in 2014 with new food options, including Sprouts, Subway, and a rebrand of Pizzaz; (2) renovation of Jitterbugs in 2015; and (3) free popcorn offered during business hours throughout the year.</p> <p>Serving popcorn to students, faculty, staff, and visitors is an effective passive program in the Union. In 2012–2013, 20,269 bags of popcorn were given out, compared to 94,620 in 2014–2015.</p> <p>Increased quality and number of student-oriented programs, including late-night programming. The Late Night (Friday and Saturday) programming moved from Prevention and Outreach Services to Student Union and Activities in 2014–2015 to complement the Union Programming Team events (daytime and Thursday evening programs). The initial year resulted in 104 programs and almost 6,000 students attending—a 10 percent increase from the previous year.</p>
#7	Personal Counseling Services	Integration of Counseling and Health services has provided students with a supportive and easy transition between these services. Emphasis on a healthy mind/healthy body and a shared waiting space with identical walk-in hours for both health and counseling has facilitated the interest in, and acceptance of, counseling services.
#8	Athletic and Recreational facilities	Many improvements, including: (1) painting and branding of the Tuttle Athletic Complex; (2) renovations of the pool and facility exteriors; and (3) building of the Special Event Recreation Center in 2012.

In the SUNY Student Opinion Survey of 2015, ratings improved and resulted in the achievement of #1 rankings for the College when measured against ratings at peer institutions (see Appendix 3.6).

Another example of data-informed program and practice is with EMSA's Office of Community Development. Using a comprehensive assessment system, the office has made a number of data-informed program modifications in areas impacting student engagement with the community as well as student learning, including use of: (1) results from the Multi-Institutional Study of Leadership to enhance the impact of experiences with socio-cultural conversations, mentoring, and community service; and (2) data gathered from individuals who indicated an interest in community service but lacked information, which resulted in a focus on outreach, collaboration, and advertising to increase awareness of community-service opportunities.

BUDGET AND RESOURCES

Standards 2 and 3

For nearly a decade, the fiscal health of the College has been a primary challenge facing the institution. In the past year, the College has acted thoughtfully and aggressively to grow stronger in this area, but several challenges remain:

1. **Decreased state support:** Beginning in 2008–2009, New York State began reducing its financial support to the SUNY system, including that provided to the College. This trend has continued, resulting in a \$9 million decrease in state support and an \$18 million decrease in net state support for the campus (Changes in State Support and Net State Support 2007–08 through 2016–17, Appendix 3.7). Additionally, SUNY did not receive funding for more than \$5 million in contractually mandated salary increases negotiated by the state, including discretionary salary awards.
2. **Beginning in the 2011–2012 fiscal year, the NYSUNY 2020 program legislated five consecutive years of predictable (rationale) tuition increases (\$300 per year for resident undergraduates) and provisions for Maintenance of Effort (MOE: protection from reductions in state tax support).** During this period, tuition increased from \$4,970 to \$6,470 per year, which has been a significant factor in allowing the College to strengthen its financial position. Following a one-year hiatus, 2016–2017 NYS legislative action provided SUNY with authority to increase tuition up to \$200 per year annually over the next five years, while maintaining the MOE provision. Uncertainties related to contractual salary obligations currently under negotiation preclude full appreciation of the impact of this increased tuition authority. This topic is fully addressed in *Chapter 4: Enrollment and Finance (Finance Overview and Trends)*.
3. **Tuition Assistance Program (TAP) support:** As part of the SUNY 2020 program, students with the most financial need (TAP recipients) were not to be impacted by the planned tuition increases. To maintain this level of support for students, each SUNY campus was obligated to fund the gap between resident undergraduate tuition and the awarded amount of TAP. Each year, the College contributes to this Tuition Credit Program via tuition dollars. More specifically, funds are allocated from campus reserves to support this program and are distributed to students via a financial aid award. This award is applied to tuition charges only. As these charges are paid off, tuition dollars come back to the campus. Because these payments were initially funded by the campus, there is no net gain. Between fiscal years 2011–2012 and 2015–2016, the College’s support of this program has totaled more than \$7 million.
4. **Enrollment:** Declining enrollments from 2010 to 2014 created budgetary challenges (see Table 4.1 for enrollment trends). When the College is unable to meet the enrollment targets submitted to SUNY, this creates a variance in the tuition revenue totals pledged by Brockport to SUNY. The College is responsible for funding the difference, which has been charged to the central reserves for a total of nearly \$2.3 million between 2011–2012 and 2013–2014. Rapidly changing

demographics have reduced the pool of available students who are both college-ready and graduating at the secondary level. The State Department of Education estimates losses exceeding 30 percent in the high school rate over the next few years, mainly due to population drops in the Southern Tier, western, and central regions of New York. This loss of students at the secondary level has adversely impacted regional community colleges and could potentially result in losses in the transfer rate from feeder institutions. Finally, there has been a significant increase in aggressive marketing from competitive four-year institutions for the most talented students. To maintain quality and preserve current discounting levels, the College has chosen to remain selective, which has increased the need for innovative and effective recruitment strategies.

5. General Education Requirements: The College continues to explore ways to have more full-time faculty teaching general education courses to reduce instruction-related expenditures.
6. Implementation of the Excelsior Scholarship will affect enrollment by providing free tuition at New York's public colleges to families making up to \$100,000 per year starting in the fall of 2017.

Areas that serve as opportunities for the College moving forward:

1. Presidential Task Force on Budget and Planning: President Macpherson initiated a special task force on budget and planning in Fall 2015 that was charged with identifying \$3 million in budget savings in that year for implementation from 2016–2017 forward, and additional ongoing cost reductions to build the reserve balance by a minimum of \$500,000 per year over the next 10 years. The goal was to realize a minimum reserve level of 15 percent of the state operating budget (Appendix 3.8). The Task Force successfully addressed the College's structural deficit, which put Brockport on solid footing moving forward (Appendix 3.9).
2. Investment Fund for the Future: This fund is designed to provide one-time financing to launch projects of impact that advance the priorities of the College's 2017–2022 SP. In 2017–2018, \$330,000 is available for this initiative.
3. Investment Fund for Core Needs: This fund makes one-time financing available to support pressing unbudgeted or under-supported operational/administrative needs, as well as initiatives that will build long-term capacity, such as staff development and investment in infrastructure. In 2017–2018, \$249,600 is available for this initiative.
4. Special Sessions: The College seeks to grow its Special Sessions programs, which feature academic offerings during the summer and winter breaks. This is being accomplished through efforts to provide academic programs that are of the most interest to students. These often include service learning and international education opportunities. Brockport is aggressively marketing these sessions and is seeing positive results. More than \$285,000 in tuition money generated from these sessions was contributed to central reserves in 2015–2016, which reflects an increase from \$15,000 in 2013–2014.
5. Enhanced recruitment efforts: The Enrollment Management Committee (EMC) introduced several new strategies and tactics that provide the College with an opportunity to overcome the recruitment challenges it faces without sacrificing its high academic standards:
 - a. Customer Relationship Marketing (CRM): Utilization of this platform allows the College to effectively cultivate students through substantive email campaigns, which are both professionally delivered and intuitive. Real-time tracking and analysis of student interaction

patterns can be analyzed and are subject to a message change if necessary. This system can be altered and is tailored to student interest. Micro-marketing campaigns are generated and segmented toward specific student populations or interests.

- b. **Predictive Analytics:** Predictive analytics have been integrated into the CRM, allowing Enrollment Management to utilize both technologies to leverage recruitment and statistical data analytics into one method that is exclusively data driven. The EMC is now able to engage in empirical statistical data analytics related to predictive likelihoods of students at the individual level throughout all parts of the admissions funnel along with a CRM that intuitively pushes out messages. This approach has completely revolutionized the way the College recruits students and is a major contributor to recent recruitment success.
- c. **Territory Management:** The decline in population has had an impact on first-time student applications. Despite the application decline, new-student recruitment has remained strong while academic quality has remained consistent. A majority of the College's recruitment success has been due to increased deposit yield, which has been achieved through the following initiatives:
 - 1) Increased personalized outreach from both print and digital communications, including:
 - text messages
 - personalized phone calls
 - major/interest-specific email messaging
 - 2) Realigned regional recruiters, which included a new Long Island position to target high-population centers in New York State, resulting in a record number of students enrolled from the five boroughs in Fall 2016.
 - 3) Redesigned travel material specific to the territory visited (a student from NYC needs different information than a student from northern New York).
 - 4) Implementation of a student-based team to call target students within all stages of the funnel.
 - 5) Saturation of Brockport's primary market, which includes all areas between Buffalo and Syracuse, through:
 - regional accepted-student receptions, including an on-campus reception for Rochester students
 - regional counselor-information breakfasts
 - strategic visitation of high-yielding high schools within the primary market

Chapter 4: Enrollment and Finance

The College's enrollment and financial conditions are intertwined and shaped by a variety of forces, both internal and external. Together, these forces have put downward pressure on the College's enrollments and revenues. However, the recent dramatic proposal from NY State's Governor to cover tuition costs at state schools for students from families earning \$100,000 or less could be a positive development. It is too early to know how the recent approval of this plan will affect the College.

Internally, the College has embarked on a new strategic plan for 2017–2022. Brockport has also successfully competed for SUNY Investment and Performance Funds, a program through which SUNY Administration called for proposals to advance an institution's strategic goals, especially those in line with SUNY's goals of increasing access, completion, and operating efficiencies. Five of Brockport's eight proposals were approved, for a total of \$3.4 million. These proposals supported the goals outlined in the College's PIP and were solicited from a broad range of campus units. The committee working on the PIP, in consultation with the President's Cabinet, selected the final proposals submitted for these very competitive SUNY-wide programs.

Despite the challenges, the College's enrollment and financial status has stabilized. Significant steps were taken to increase enrollment and secure a more solid financial footing. The additional \$3.4 million will support important College initiatives to boost enrollment and retention, and will generate operational efficiencies, resulting in higher revenues and cost-savings.

ENROLLMENT TRENDS

The following tables (4.1 – 4.4) present enrollment-related information. Table 4.1 shows an initial drop in the College's fall enrollment followed by a rebound in 2015 and 2016 fueled by larger first-time, new graduate, and continuing students.

Table 4.1: Trend in Fall Enrollment – Headcount: 2012–2016.

Undergraduate	2012	2013	2014	2015	2016
First-time	1,085	1,081	1,090	1,151	1,209
Transfer	971	976	1,012	1,007	935
Continuing/Returning	4,989	4,960	4,849	4,849	4,930
Concurrently enrolled in HS	68	61	75	62	54

Graduate	2012	2013	2014	2015	2016
New	268	254	315	302	312
Continuing/Returning	870	784	751	790	803
Unknown	20	12	14	0	0
TOTAL HEADCOUNT	8,271	8,128	8,106	8,161	8,243
TOTAL FTE	7,129	7,030	7,096	7,146	7,218

It is worth noting that the current enrollment environment is significantly impacted by dramatic changes in population demographics, particularly in the western and central regions of New York State, which have been the College's primary pools for new students. This leads to a very competitive environment as

colleges and universities are ramping up their recruitment strategies to attract academically prepared and diverse students.

For some perspective on the challenging enrollment environment for colleges, Table 4.2 shows the percentage change in total fall enrollment between 2011 and 2016 for SUNY comprehensive colleges, institutions most like Brockport in mission, size, and scope. Most institutions have experienced enrollment declines in this period, but Brockport's change over time was not as large as many others.

Table 4.2: Percentage Change in Total Enrollment in SUNY Comprehensive Colleges: 2011–2016.

SCHOOL	% CHANGE
Oneonta	1%
Old Westbury	0%
Brockport	-2%
Geneseo	-2%
New Paltz	-3%
Oswego	-3%
Empire	-4%
Purchase	-4%
Cortland	-6%
Plattsburgh	-13%
Potsdam	-16%
Fredonia	-20%
Buffalo State	-22%

Source: SUNY Business Intelligence Data Warehouse

Also of note is that the Office of Special Sessions and Programs has experienced sustained growth. Special Sessions tuition, especially that from summer, offers another important source of revenue.

Table 4.3: Trend in Special Sessions Enrollment (Undergraduate and Graduate): 2014–2016.

Session	Winter 2014	Winter 2015	Winter 2016
Headcount	806	802	878
Student Credit Hours	2,645	2,605	2,782
Session	Summer 2014	Summer 2015	Summer 2016
Headcount	1,866	1,895	1,943
Student Credit Hours	10,269	10,679	10,657

Table 4.4 shows that trends in admissions-related data are mixed among new-student categories. Brockport has experienced: (1) a drop in the number of freshmen applications, but increases in those accepted and enrolled; and (2) a steady increase in new graduate applications. These trends are due to the declining population on the one hand (i.e., decline in applications), and purposeful efforts within Undergraduate Admissions to influence yield through personalization, marketing, analytics, and technology (i.e., increases in numbers accepted and enrolled).

Table 4.4 Trends in Applications, Accepts, and Enrollment for New Students: 2014–2016.

Freshmen	2014	2015	2016
Applied	9,771	9,532	9,219
Accepted	4,769	5,023	5,104
Enrolled	1,090	1,151	1,209
Transfers	2014	2015	2016
Applied	2,273	2,706	2,741
Accepted	1,910	1,932	1,879
Enrolled	1,012	1,007	935
Graduate	2014	2015	2016
Applied	736	784	800
Accepted	565	516	525
Enrolled	315	302	312

FINANCE OVERVIEW AND TRENDS

Enrollment is a key consideration in the College’s financial modeling. Historically, SUNY required campuses to submit a five-year enrollment plan annually. The enrollment projections were developed by the IRA office in consultation with senior leadership. The enrollment projections in these plans were then used to inform the College’s financial plans, which were also submitted to SUNY. Tuition, however, is set by SUNY. Beginning in the 2010–2011 fiscal year, the Governor approved a series of tuition increases (NYSUNY 2020 program) for five years. The planned incremental increases were meant to provide stable information to students, families, and colleges so they could better plan for the future. Previously, tuition might stay the same for years, then increase dramatically and unexpectedly in a subsequent year. The College used the SUNY rates and the projected enrollments to submit its revenue plans to SUNY.

Once these plans are submitted to SUNY and approved, the campus is committed to generating that amount of tuition revenue. In recent years, this has proven difficult, mainly as a result of the challenging enrollment environment. As Table 4.5 shows, fiscal years 2011–12, 2012–13, and 2013–14 missed tuition targets because of decreased enrollment, and the College used campus reserves to fill in the gap. Beginning in fiscal year 2014–2015, the trend began to turn around as a result of growing enrollment and more conservative projections.

Table 4.5: Planned vs. Actual Revenue: 2011–2016.

Planned Revenue	Fiscal Year					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
State Allocation	\$17,464,500	\$17,633,100	\$17,633,100	\$17,870,300	\$17,774,000	\$17,633,100
Campus Tuition	\$41,596,700	\$43,346,300	\$46,241,300	\$47,086,800	\$48,259,300	\$48,992,700
Total Planned Revenue	\$59,061,200	\$60,979,400	\$63,874,400	\$64,957,100	\$66,033,300	\$66,625,800
Actual Revenue Collected	\$58,827,600	\$59,891,600	\$62,900,600	\$65,156,100	\$67,904,200	\$67,235,700*
Surplus/(shortfall)	(\$233,600)	(\$1,087,800)	(\$973,800)	\$199,000	\$1,870,900	\$609,900*

*Projected

Currently, SUNY has stopped requiring the annual five-year enrollment plan. However, in Summer 2015, SUNY asked campuses to submit PIPs, which included setting targets in 2018 and 2020 for a host of metrics, enrollment being one of them. SUNY encouraged the College to set aspirational targets for total

enrollment in these years of 8,450 and 8,650, respectively, to support the former's access and completion goals. Following a one-year hiatus after the expiration of the NYSUNY 2020 program (described earlier in this chapter), which allowed for predictable tuition increases of \$300 per year, 2016–2017 NYS legislative action provided SUNY with authority to increase tuition up to \$200 per year annually over the next five years. While the impact of the Excelsior Scholarship is uncertain, this recent legislative action will enable the College to project more accurate revenue figures.

Regardless of SUNY changes, enrollment and financial planning at Brockport remain critical pieces of strategic planning. Currently, the College uses a combination of historical trends, estimates from the IRA office, and dialogue among key campus stakeholders (President's Cabinet, Enrollment Management, IRA, and Budgeting) to plot reasonable enrollment projections. Given the present uncertain landscape surrounding enrollment and tuition, current planning is proceeding cautiously and has set a more realistic enrollment goal of between 8,200 and 8,250 students over the next three years, with increases in both the undergraduate and graduate populations. The enrollment estimates are then entered into revenue plans that are projected out five years, as these calculations tie directly into Brockport's five-year financial model (see Table 4.6 further below in this chapter's section on *Enrollment and Financial Projections*).

REVENUES AND EXPENDITURES

The College's budget is complex and consists of various repositories of funds through which revenues and expenditures flow.

Revenues

SUNY allocates money annually to the College for operational expenses based on historical enrollment trends and projected revenues:

1. **State Funds:** The State Operating Budget encompasses the central functions of the College: Academic Affairs and the administrative operations of the Office of the President, Administration and Finance, College Communications, Advancement, and EMSA. This budget is funded from state taxpayer support and campus-generated revenue from tuition, fees, interest, and other designated revenue.
2. **Dormitory Income Fund Reimbursable (DIFR):** DIFR is a special revenue fund which is financed through revenue generated by payments for campus housing. The DIFR fund must be self-supporting and must maintain reserves. As per SUNY policy, all residence hall income must be used only for residence hall capital and operating costs. Dormitory maintenance, utilities, debt service, State Dormitory Authority overhead and insurance, and fringe benefit costs associated with the operation of residence halls are included, along with charges for cable television and internet service. DIFR revenues are obviously impacted by headcounts; the number of planned students for campus housing drives the DIFR budget plan for the fiscal year. Modest fee increases are built in each year to sustain the operations of the campus dorms and to have a reserve for restoration of the buildings.
3. **Income Fund Reimbursable (IFR):** IFR is a special revenue fund supported fully or primarily by campus-generated income driven by a schedule of approved fees and charges. Brockport's IFR budget supports student health services, intercollegiate athletics, student recreation, technology, library materials, infrastructure improvements, and the operation of course labs. Campus utility bills are also supplemented by the IFR budget. The College is responsible for fringe benefit charges

associated with the operations of the various IFR accounts. Projected enrollment is also used to project IFR account revenue. As headcounts decline, what is available for spending also declines, and budgets are adjusted accordingly. Broad-based fee budgets are projected at the campus level a year in advance, allowing time for adjustments if needed. Fee revenues are controlled by HEPI (Higher Education Price Index). Broad-based fees cannot be increased overall by an amount greater than the HEPI percentage. For example, in 2015–2016, HEPI was at 1.9 percent, potentially resulting in a revenue increase of \$26 per student. Proposed increases are presented to and voted on by BRC members. The results of the vote are then passed along to the President's Cabinet for review and approval. IFR and DIFR budgets must be self-sustaining, so it is important to project and plan in a conservative manner.

4. State University Tuition Reimbursable (SUTRA): SUTRA is a special revenue fund dedicated to campus operations. It is funded from tuition revenue collected from summer session, overseas academic programs, and excess tuition revenue from the core instructional budget if applicable. Operational expenses of the Summer Session program and Overseas Academic Program are handled through SUTRA.

In addition to the above-listed primary revenue repositories, the College also has available these funding streams:

1. Capital Construction Funds: These are dollars allocated by SUNY for major construction and renovation projects as identified through collaboration between the College and SUNY. Having this funding available allows the campus to make improvements without spending operating dollars.
2. Brockport Auxiliary Services Corporation (BASC): BASC is a separate, non-profit organization that operates food and other services on campus. BASC also provides support to the campus in the form of student employment, as well as annual direct contributions.

Additional sources of financial support include external grants and contracts, as well as private gifts to the Brockport Foundation. These will remain important in the coming years as the campus works to build a healthier, more sustainable budget.

Expenditures

The campus operating budget is composed of three main expenditure categories:

1. Personal Service Regular and Personal Service Temporary (PSR): Full-time faculty, administrative, and staff salaries.
2. Temporary Service Funds: Part-time and/or temporary faculty, administrative, and staff salaries.
3. Other Than Personal Service (OTPS): Expenditures other than salaries.

The largest expenditure for the College is payroll. This cost grows each year as faculty/staff receive contractual raises and as other contractual obligations are met. When building the campus budget each year, current salaries are reviewed and calculations are done to plan for any known increases. These projections also allow the campus to estimate fringe benefits that may be coming back to the campus. Planned salary raises for 2016–2017 include a one percent increase for Presidential Discretionary Awards (United University Professions and Management Confidential only). Furlough repayments are also planned. Beginning in 2011, employees had a certain number of days held back from their pay to help

balance the state budget. These funds were maintained centrally on campus and as employees are repaid, this central pool of money will be reduced.

Expenditures budgeted for services, supplies, and capital equipment typically remain stable. However, in 2016–2017, a shift was implemented when the Presidential Task Force on Budget and Planning decided to pull back a small portion of each division’s 2015–2016 OTPS budget as part of the overall adjustment of expenditures by the College.

The College does not issue its own independent financial statements. Rather, SUNY System Administration (System), utilizing information available to them from their financial system, creates an aggregated report for the entire SUNY system which is reviewed by an external auditing firm. In addition, the College is not issued management letters. System also prepares the IPEDS financial submissions for campuses (see Appendix 4.1 for the previous three years of these submissions). While that data is helpful for some purposes (e.g., peer comparison), given that it may include SUNY calculations and/or adjustments not directly related to a specific college’s operations (e.g., including expenses that System actually pays for), the College does not use the IPEDS data for calculating the kind of financial indicators/ratios recommended by accounting firms like KMPG. As a result, such figures are not provided here.

ENROLLMENT AND FINANCIAL PROJECTIONS

The College’s overarching financial goal is to achieve a more balanced budget with sufficient reserves. To accomplish this, enrollments must remain stable or grow, new revenue opportunities must be identified, and expenditures must be controlled. The College will continue its evaluation of current budget practices, and campus leadership is considering the adoption of a new budget model. The standard incremental budgeting model has worked in the past, but it limits opportunities for change and growth. These pieces must work together to best study enrollment and financial trends and make reasonably accurate projections for the future.

As previously noted, the College’s realistic enrollment target is between 8,200 and 8,250 students over the next three years. Given the slight decline in transfer students in 2016 (see Table 4.1), the College expects an accompanying small decline in total enrollment for 2017–2018. After that, however, strategies outlined further below should result in enrollment gains.

Despite projections for slight growth in enrollment and associated tuition revenue in the coming years (see Table 4.6), the College decided to be conservative and hold anticipated revenue flat. This planning process is dynamic and, as new information is learned regarding budget and/or enrollment, financial plans are updated accordingly.

The campus maintains a five-year Working Pro Forma (Appendix 4.2) which provides historical and anticipated future campus revenues (State Appropriation and Other Revenue – Temp) against which future planning assumptions can be based. This is updated and reviewed periodically throughout the year.

In prior years with operating expenses exceeding revenue, the Working Pro Forma prompted, among other actions, restraint in staff hiring resulting in greater than planned staff salary savings.

Recent year-over-year and planned growth in campus operating surpluses prompted the establishment of the Investment Fund for Core Needs (see *Chapter 6: Institutional Planning and Budget [Strategic Goals for Alignment]*).

Table 4.6: Projected Enrollment and Total Operating Revenue.

Fall Headcount	Actual	Projected			
	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
UG	7,128	7,067	7,102	7,133	7,133
GR	1,115	1,118	1,106	1,117	1,117
Total	8,243	8,185	8,208	8,250	8,250

Annual Average FTE	Actual	Projected			
	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
UG	6,456	6,372	6,415	6,456	6,456
GR	635	627	632	635	635
Total	7,092	6,998	7,047	7,092	7,092

Total Anticipated Financial Plan Revenue (in thousands)	\$67,235.7	\$68,355.4	\$68,459.1	\$68,786.7	\$68,786.7
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What follows are assumptions and concrete strategies for accomplishing Brockport’s enrollment goals. These strategies focus on recruitment, retention, academic programming, cost savings, and enhancing other revenue streams.

RECRUITMENT

Undergraduate

1. Assume slight growth in traditional college-going-age population: Estimates for New York from the Western Interstate Commission for Higher Education show a small increase, to a total of 218,000 in 2021–2022.
2. Stabilization in yield and conversion loss between accepted and paid deposits: Yield rates have been negatively affected by falling demographics (fewer high school graduates) in Western New York, leading to competition for students and to recruitment/admittance of students from a greater distance. However, current-year data indicate that Brockport has achieved more stability in the yield-conversion between accepted and paid deposits for first-time and transfer students.

Table 4.7: Trends in Yield Conversions for New Undergraduate Students as of Week 24 of the College’s Admissions Cycle: 2015–2017.

Entering Students	2015	2016	2017
First-time	5.2%	6.8%	7.1%
Transfer	18.5%	19.8%	23.9%

3. Strategic utilization of admissions pool: Over the past two years, the College has modified admissions criteria to provide greater access. This change has allowed for a larger incoming

freshman class, but is having limited impact on transfer enrollment growth. While the College has modified admissions criteria to open the pool of students incrementally, no changes have been made to admissions standards for students who have applied to an oversubscribed program or to those applicants who have experienced a significant downward trajectory in their academic performance before leaving high school or transferring from their previous college.

4. Expansion within the state market: To manage the demographic declines in Western New York, Brockport has set short- and long-term enrollment goals for different regions within the state, including a strengthened presence in local primary markets while simultaneously working to increase downstate yields. Adding more regional recruiters downstate (New York City and surrounding areas) has increased accepted and deposited students (e.g., 21.58 percent increase in deposited students from the downstate area for Fall 2015). As a direct result, this has also helped to increase student diversity.
5. Technological improvements for recruitment: Incorporating Hobsons' Customer Relationship Management to increase yield rate and improve communication with prospective students and their families broadens the College's outreach.
6. Rochester Integrated SUNY Excels (RISE) Network: Brockport's SUNY Investment and Performance Fund proposal was funded. Collaboration with Rochester Educational Opportunity Center and Monroe Community College will improve college readiness and access to four-year degrees at the College for underprepared and at-risk individuals in the city of Rochester.

Graduate

1. Continuous improvement of marketing and recruitment: Strategies include the use of Open SUNY's catalog for online offerings, continued outreach to undergraduates for graduate study at Brockport, and better leveraging of financial resources (e.g., assistantships and fellowships).
2. Continuous improvement of admissions: Strategies include the use of expedited admission invitations to high-performing undergraduates, accelerated review of select international applicants (with careful analysis of English-language skills), and enhanced personalized outreach to incomplete and accepted applicants.

INTERNATIONAL STUDENT RECRUITMENT EFFORTS

To increase the international student presence on campus, the Office of International Education has focused on branding, developing programs, and recruiting. Following the resignation of the long-term director, a new Director of International Education will be appointed in July 2017 and has been given the task of creating a new five-year strategic plan for international education, which includes recruitment of international students, exchange students, and study-abroad students.

Table 4.8: Trend in Fall Enrollment – Total International Student Headcount: 2012–2016.

	2012	2013	2014	2015	2016
Headcount	53	66	121	111	86

The College plans to achieve the 2014 headcount in the coming years and, from there, seek additional numbers. Recruitment strategies include:

- targeting countries that currently send the most students to the U.S. at the undergraduate level;

- targeting smaller country niche markets where there is less competition;
- diversifying exposure to multiple countries to reduce political and environmental reversals;
- targeting efforts in countries/regions where Brockport has had specific recruiting success or has faculty connections;
- building University partnership pathways (1+3, 2+2, one-way fee-paying exchange, graduate);
- building high school partnership pathways;
- nurturing existing recruitment relationships and creating new relationships; and
- fostering international student transfers from U.S. community colleges.

RETENTION

Undergraduate

The College's aspirational goal as articulated in the SUNY PIP is to increase retention of first-year, first-time students from its most recent rate of 82.4 percent for the entering cohort of 2015 to 86 percent by 2020. Recognizing the more challenging nature of transfer student retention, the goal is to increase retention of transfer students by one percentage point, from 77.7 percent to 78.7 percent.

The following actions are currently underway in support of these goals:

1. Academic Success Center (ASC): The ASC is a result of the Enrollment Management Committee's strategic planning for retention to better support student persistence and completion. The College secured SUNY Investment and Performance Funds to support academic advisors, purchase Starfish software, and strategize on how best to provide supplemental instructional support for freshmen and transfer students.
2. Academic Performance Solutions: The College joined a pilot project to introduce analytic software from the EAB that provides data for decision making around: (1) high-enrollment courses with a corresponding high rate of near-failing to failing grades (D, F) and withdrawals; (2) graduation bottleneck courses; (3) student enrollment trends within and across departments; and (4) instructional costs by department. These data will allow Brockport to take efficient actions to retain students and support their graduating on time.

Graduate

College strategies for retention and completion initiatives include: (1) continuing revision of graduate academic policies to support students in degree completion; (2) reinstatement and readmission initiatives (recruit back non-completers); and (3) develop and implement co-curricular academic and professional development programming for graduate students.

PROGRAMMING

In 2014–2015, the Division of Academic Affairs contracted with the market research firm Noel Levitz to gain insight into the programs needed by employers and desired by students. These data will be entered into an emerging Academic Master Plan process to inform program development.

Undergraduate

1. Increases in student population with interest in Disciplines of Distinction: Programs drawing on Brockport's historical strengths continue to attract students. Nursing remains a very attractive major, although capacity limits the number of students in the traditional program. New programs such as the (online/hybrid) RN to BSN have added another cohort of 30 students to the academic major. Nursing is also creating a "1-2-1" program where students spend their first year at Brockport, the next two years at a community college to earn their nursing associates degree, and then the fourth year at Brockport to earn their BSN. Exercise Science and Business programs also have experienced large increases in enrollment over the past few years and are projected to maintain and continue this upward trend.
2. Planned Program Innovation: The following undergraduate interdisciplinary programs have been approved by the College Senate but have not yet been submitted to SUNY for review: Emergency Management, Neuroscience, Forensics, and Cybersecurity. Data collected in 2015 from prospective students and regional employers by the higher education market research firm Noel Levitz informed the selection of these particular programs, as did data about enrollment trends from the EAB.

Graduate

1. Programs available in fully online formats: As a member of Open SUNY Wave II launch, the College has been actively promoting the development of new online program options, particularly at the graduate level.
2. Current online programs include: Master's in Liberal Studies, certificate in Educational Counseling, seven adolescent education programs, Health Education, and Nursing RN-to-BSN.

Other graduate programs under development, with status noted, include the following:

- a. The MBA was approved by the College Senate, SUNY, and the SUNY Board of Trustees and is currently at the State Education Department for review. The College received a loan through the Open SUNY Fund to hire a program administrator for the proposed MBA program and for pre-launch marketing and awareness expenses.
 - b. The MS Nurse Practitioner Program and the Teachers of English to Speakers of Other Languages (TESOL) Program are undergoing review at the State Education Department.
 - c. The Masters of Education: Higher Education Administration was approved by the College Senate and is currently under review by SUNY.
3. Off-site programs: Established offsite cohorts for a Master's in Social Work and MEd and CAS in Educational Administration.
 4. More combined degree programs for Brockport undergraduates.
 5. Memorandums of Understanding and informal partnerships with undergraduate programs at other institutions.
 6. Other new programs: MS Occupational Therapy (awaiting consultant's feasibility study), MS Community Health (currently under review at State Education), MS Family Nursing (currently under review at State Education), and Doctor of Nursing Practice (in progress).

EFFORTS TO INCREASE REVENUES/CONTROL COSTS

In addition to efforts to increase enrollment, the College also has other initiatives for strengthening its financial position going forward:

1. **Total Sponsored Activity:** The College's 2017–2022 SP calls for growth of sponsored research and external grant funding. It has supported this goal by creating new faculty development programs (including a competitive grant tied to submitting applications for sponsored research funding), and subscribing to the Grants Resource Center of the American Association for Access, Equity, and Diversity. The pre-award Grants Development Office is being re-staffed to ensure support for providing grant workshops, mentorship for faculty grant writers, and assistance in identifying and writing sponsored research grant applications.
2. **Alumni/Philanthropic Support:** In June 2015, Brockport completed the *Pursue Something Greater* campaign with a final total of \$26,589,444 raised. See *Chapter 2: Responses to Recommendations (Budget section)* for more details about future institutional fundraising priorities.

Chapter 5: Institutional Assessment

Since the College's 2012 Self-Study and two Monitoring Reports (2014, 2015) documenting the institution's increasing compliance with Middle States Standards 7, 12, and 14, the campus continues to refine and systematize its college-wide Institutional Assessment System (IAS). Through concerted effort and ongoing dialogue across campus and within various divisions and oversight committees, detailed below, the campus community has made great strides in building and fostering a sustainable, robust culture of assessment.

ORGANIZATIONAL ASSESSMENT STRUCTURES

The OAA coordinates and/or remains informed of all aspects of the College's IAS. Its role is to centralize various initiatives and ongoing practices to maintain appropriate communication and to assure that assessment informs decision making across academic and administrative divisions. The OAA is at the center of the College's efforts to implement and maintain a robust culture of assessment.

The OAA is supported in its role by several standing committees, each related to a key institutional area/priority and featuring broad representation of campus constituencies. These committees gather and review information, provide commentary, and make recommendations to the related offices/officers, as well as to the President's Cabinet.

The College also utilizes work groups or other ad hoc groups to study and make recommendations on specific issues of strategic importance to the College. These groups are composed of faculty and administrative (including the director of assessment) representation. Recent examples include: (1) the Senate Ad Hoc Committee on Assessment, charged with clarifying the College Senate's role in campus-wide assessment and with revising the ISLOs; (2) the Strategic Planning Committee (SP 2017–2022); and (3) the Operational Plan Subcommittee for the Strategic Plan, charged with reviewing the specific metrics of the institutional plan and recommending efficient institutional assessment procedures to the Strategic Planning Committee. [See Appendix 1.2, which is a separate file containing all Strategic Plan documents: (1) 2015–2017 Strategic Plan Progress Report to President's Cabinet; (2) Building a Better Brockport: The College's Strategic Plan, 2017–2022; and (3) Building a Better Brockport: Operational Plan to Accompany the Strategic Plan 2017–2022.]

INSTITUTIONAL STUDENT LEARNING OUTCOMES

Brockport's ISLOs are reviewed and/or revised each time the College mission statement and Strategic Plan are reviewed and/or revised. The ISLOs that were aligned with the 2011–2016 SP were adopted in Fall 2015 (see Appendix 5.1). They were substantially revised in Spring 2017 to better represent the College's new mission statement and the four values of the 2017–2022 SP: Community, Engagement, Excellence, and Transformation. A process for campus-wide approval of the new ISLOs will occur in Fall 2017 with an anticipated implementation date of Spring 2018.

The proposed ISLOs align with the AAC&U Liberal Education and America's Promise (LEAP) framework; the 2017–2022 SP and the General Education Program (GEP) SLOs. They are not limited to students in programs and services, but also apply to the broader community served by the College.

Brockport's proposed ISLOs demonstrate commitment to the College mission: The College at Brockport is an inclusive learning community that inspires excellence through growth, engagement, and transformation. They also reflect the Brockport Promise: The College at Brockport promises to engage our students each day in cultivating their capacity for intellectual, physical, and creative accomplishment.

The College at Brockport fosters a diverse educational community and learning environment that supports student success in the areas of core competencies to assure an informed and ethical citizenry.

Proposed Institutional Student Learning Outcomes

ISLO I. Written and Oral Communication

Brockport graduates will be able to express ideas in a coherent, logical, and compelling way, both orally and in writing.

ISLO II. Quantitative Reasoning

Brockport graduates will be able to analyze, interpret, and communicate quantitative information in a variety of formats and solve relevant quantitative problems using appropriate methods.

ISLO III. Intercultural Competence

Brockport graduates will be able to demonstrate an understanding of multiple world views and experiences, and relationships between diversity, inequality, and social, economic and political power, both within the United States and globally.

ISLO IV. Critical Thinking and Information Literacy

Brockport graduates will be able to identify issues clearly, synthesize and contextualize relevant sources to accomplish a specific purpose, and make connections across experiences and disciplinary perspectives to create well-reasoned and imaginative approaches to issues, problems, and challenges.

ISLO V. Civic Engagement

Brockport graduates will be able to demonstrate an understanding of the importance of civic engagement and civic responsibility through knowledge gained in their learning experiences.

ACADEMIC AFFAIRS ASSESSMENT

Institutional Student Learning Outcomes Assessment

Currently, the College assesses the existing ISLOs within the frameworks of national measures such as the Collegiate Learning Assessment (CLA) and NSSE; the GEP; and the Periodic Program Review (PPR). Based on two institutional-level assessments—the CLA and Brockport's Senior Writing Assessment—and on data collected from areas of the GEP (Humanities, Perspectives on Gender, and Diversity), the College identified two areas of student learning in need of improvement from an institutional standpoint: critical thinking and written communication.

CRITICAL THINKING

The CLA is designed to measure critical thinking. The most recent CLA results categorize seniors' mastery level as "proficient." Seniors ranked in the 67th percentile on total CLA+ score, while freshmen were in the 72nd percentile. Seniors' actual CLA+ score was just above the CLA's calculation of an expected score (1159 vs. 1154). Examining scores on the performance tasks provides more specific information. Seniors scored relatively well on "writing mechanics" (on a scale of 1–6 with 6 being the highest score, 67 percent scored 4–6) but less so on "analysis and problem solving" (40 percent scoring same), indicating a potential area to address (see Appendix 5.2 for CLA report).

Critical thinking recommendations:

1. Review the sampling strategy and revise if necessary. For this sample, the Vice Provost of Academic Affairs and staff identified a cross section of freshmen cohorts from Honors, the EOP, and Academic Planning Seminar sections targeted by major to take the CLA. Seniors were identified from the original pool of students who had previously taken the assessment as freshmen. (Ongoing.)
2. Encourage all faculty to create assignments that develop students' critical thinking skills: analyzing documents, developing and presenting an argument, and writing effectively. Encourage and support faculty through CELT workshops, Teaching and Learning Day sessions, departmental workshops, and/or some kind of reward system or incentives for developing creative critical thinking assignments. (Accomplished.)
3. Encourage departments to offer a junior- or senior-level writing class in the major to ensure that students develop the writing and critical thinking habits characteristic of their discipline. This recommendation addresses the development of students' writing and critical thinking skills from an institutional perspective rather than as the sole responsibility of the GEP. (Accomplished within 22 departments for writing and 14 departments for critical thinking.)
4. Make the CLA report accessible to stakeholders via the General Education Assessment webpage and have the GEAC present the results to the College Senate. (Web posting accomplished; presentation on CLA was given at CELT in Fall 2015.)
5. The GEAC should explore other options for assessing critical thinking, keeping in mind the focus of the assessment, the clarity of the results, and the cost (\$5,000). (Ongoing.)

WRITTEN COMMUNICATION

During the Fall 2014 semester, the General Education Innovation Team gathered a random sample of 100 student papers from 10 randomly selected Contemporary Issues courses. An interdisciplinary team of 12 readers participated in a norming session, and each paper was scored by three readers using a rubric. Student performance data were combined with institutional data on students to identify patterns. Overall, most student papers scored between "meets expectations" or "approaches expectations" in terms of overall performance, as well as within each of five criteria: (1) context and purpose for writing; (2) content development; (3) genre and disciplinary conventions; (4) sources and evidence; and (5) syntax and mechanics (see Appendix 5.3 for the Senior Writing Assessment).

Brockport's recommendations for written communication:

1. Articulate the skills and levels of achievement for writing that are expected of students throughout the relevant part of the general education curriculum. To facilitate this, the College Senate General Education Committee will develop specific outcomes for written communication to attach to knowledge area and contemporary issues courses during the 2015–2016 academic year. (Work Group on General Education Delivery is putting forward proposals for new writing SLOs in the knowledge areas to the College Senate. Approval anticipated in 2017–2018.)
2. Anticipate the needs of students admitted with lower GPAs (particularly transfers). The College will pilot a program to offer writing-intensive courses for first-semester transfer students with transfer GPAs in the lowest quartile. The vice provost will oversee a committee that will: (1) identify a pool of majors for the pilot project; (2) select appropriate courses; and (3) provide necessary faculty development with a goal of launching the pilot in the 2016 fall semester. Reaching out to the sending institutions to potentially extend this developmental model may also prove useful. (Reconsidered and recommendation changed. Recommended action not financially or logistically feasible within the current GEP structure. This could potentially be addressed through the revision of the GEP course requirements for transfer students, who are now required to meet the general education Diversity (D) or Other World Civilization (O) requirement. Both D and O courses are typically writing intensive courses. This new requirement for transfer students will go into effect Fall 2017. Also, a proposal currently before the College Senate seeks to require transfer students with a GPA of 2.5 or below to take the College's Academic Planning Seminar. If the proposal is approved, 8–10 sections of the seminar will be dedicated solely to transfer students. This will be supported by a grant, but once data is collected to determine the impact of the change, permanent funding will be sought.)
3. Provide instructors across the curriculum with training on the roles of different general education courses in teaching written communication and on the features of assignments that address the different skill areas. (Ongoing. See Appendix 5.4 for CELT writing and critical thinking workshops.)

The PPR curriculum-mapping process is another method of integrating ISLO assessment into the IAS. The curriculum map requires major programs to align, as applicable, their program SLOs with both general education and Institutional SLOs (see *Assessment in the Major* section in this chapter for more details). This process, upon full implementation, will allow the College to measure continued student development and mastery of general education outcomes at a senior level. Because the curriculum mapping process was implemented recently as part of the new PPR process, the College has not yet conducted a data analysis to compare data collected within general education courses to data collected within programs for aligned outcomes. This analysis will be conducted by the GEAC and select departmental assessment coordinators and is expected to occur over the next two academic years.

General Education Program Assessment

The GEAC oversees the assessment processes for the GEP, which include: (1) forming faculty teams and training them to plan and conduct assessments; (2) providing guidelines for the collection and reporting of assessment data; (3) reviewing and providing feedback on assessment reports and closing-the-loop plans in collaboration with the College Senate General Education Committee; (4) communicating results to internal and external stakeholders; and (5) ensuring that results are used to make improvements and administrative

decisions about the GEP in collaboration with the College Senate General Education Committee. In May 2015, the General Education Program Assessment Plan was approved by the Provost, and the GEAC began its implementation.

After completing one cycle, the GEAC conducted an assessing-the-assessment process, in conjunction with Faculty Team Leaders, and identified several areas for improvement, such as: (1) a need for increased training to ensure cohesive approaches based on common understandings of the SLOs (especially for Humanities, Perspectives on Gender, and Diversity); (2) more clarity in the data analysis and closing-the-loop report-writing process; and (3) a better flow of information about the results to stakeholders. These conclusions were derived from feedback from Faculty Team Leaders who were asked to assess the process at the end of the first cycle. Their comments were collated and reviewed by the GEAC and substantiated through analysis of the assessment measures and rubrics. The GEAC determined that many of these weaknesses could be resolved with some modifications to the faculty team process and to the reporting process at the end of each cycle.

INITIAL GENERAL EDUCATION PROGRAM ASSESSMENT PLAN (2015)

In the first cycle of the General Education Program Assessment Plan, three faculty members familiar with the SLOs to be assessed were appointed to: (1) review the SLOs; (2) create rubrics; (3) identify several instructors teaching relevant GEP courses to implement the assessments; (4) aggregate and analyze the data at the end of the process; and (5) write closing-the-loop reports. Faculty teams in this model were operating separately from faculty conducting the assessments. For SLOs subject to very little interpretation, such as those for Oral Communication, this plan worked well at the initial stage of the assessment process. However, for SLOs open to a broad range of interpretation, such as those for the Humanities, Perspectives on Gender, and Diversity, the separation of faculty teams in charge of developing rubrics from faculty conducting the assessments proved ineffective, mainly because these groups did not adequately come together to discuss the process, their interpretations of the SLOs, the assessment measures, or the appropriateness of the rubrics. Without common understandings and common assessment measures, validity of the assessments was reduced, rubrics were not especially useful, and drawing conclusions on how to make improvements proved difficult.

The separation between faculty teams charged with analyzing the assessment results and faculty conducting the assessments also proved to be ineffective for all SLOs when it came time to develop closing-the-loop actions. This planning necessitates dialogue and discussion from those invested in the process to make meaningful, appropriate decisions. During the first cycle, the faculty conducting the assessments provided data but did not have the opportunity to engage in any meaningful evaluation of the process or the results. Faculty teams operating independently to analyze data also lacked appropriate context to determine meaningful closing-the-loop actions. Moreover, the closing-the-loop plans, once submitted, were not shared with the faculty who conducted assessments or with many other internal stakeholders, such as the College Senate General Education Committee, thereby undermining meaningful engagement with both the process and the purpose of assessment altogether. Since the College's aim is to move away from a culture of compliance to a culture of meaningful assessment, the GEAC determined that the original approach to the faculty team process was inimical to the institution's goals.

REVISED GENERAL EDUCATION PROGRAM ASSESSMENT PLAN (2017)

As a result of the assessing-the-assessment process, the General Education Program Assessment Plan was revised with substantial modifications to the faculty team process, and an improved system was developed

to ensure appropriate communication to various stakeholders (see Appendix 2.2 for the Institutional Assessment Plan).

The new plan effectively addresses each area identified for improvement in the assessing-the-assessment process, as well as the Middle States Team recommendation to fully implement the General Education Assessment Program Plan (2015) through the creation of a simpler and more cohesive process supported by increased training and better communication of results. This will ensure that results are used both to improve teaching/learning and to inform planning/budgeting decisions.

In addition to the revised faculty team process, the GEAC also developed a brochure to serve as an easy reference guide for the GEP SLOs and the assessment plan. The brochure was designed to facilitate campus-wide knowledge of the GEP for faculty, staff, and students and was distributed to each department/division in March 2017 (see Appendix 5.5).

A final measure that accompanies the changes above is the course recertification process implemented by the College Senate General Education Committee. This process was designed to ensure that courses offered in the GEP align with the SLOs mapped to them and that all syllabi for the program include the SLOs. The recertification process happens over a six-year cycle. To date, knowledge area general education courses containing SLOs for Diversity and both Diversity and Perspectives on Gender have undergone the recertification process, which yielded the following results: thirty-four courses were recertified; the SLO for Diversity was removed from three courses; and one course was withdrawn from the GEP. Math and all Knowledge Area general education courses with SLOs for Perspectives on Gender, Other World Civilizations, and both combined are currently undergoing recertification (2016–2017).

TEACHING AND LEARNING IMPROVEMENTS WITHIN THE GENERAL EDUCATION PROGRAM BASED ON ASSESSMENT

See Appendix 5.6 for summary general education assessment reports, funded projects, and other supporting material.

1. Basic (Written) Communication (three cycles of assessment): Student performance for all three SLOs in this area improved as evidenced by higher numbers of students exceeding and meeting benchmarks. Teaching improvements included clear communication of SLOs, increased attention to weaknesses that were discovered because of assessment (such as refutation of sources), improved assignments, and faculty development to strengthen consistency across sections.
2. Modern Languages and Cultures (three cycles of assessment): More students exceeded or met benchmarks for culture and speaking SLOs because of more consistent expectations communicated via rubrics and improved assignment design. Substantial revisions to pedagogy and the summative assessment process for reading, writing, and listening SLOs will be implemented in the 2017–2018 academic year to address lower-than-expected levels of performance in these areas.
3. Oral Communication (two cycles of assessment): More students met and exceeded performance standards, and no student in 2016 fell into the “does not meet” standards category. This can be explained by the incorporation of new peer-evaluation guidelines for oral presentations into the learning experience and the inclusion of this skill in the evaluation criteria. From 2015 to 2016, the instructors increased the number of practice opportunities for students to learn oral communication skills. In 2016, faculty also benefited from advanced planning by: (1) helping

students work more effectively with the rubric; and (2) building the SLOs more effectively into their courses.

4. Humanities (two cycles of assessment): Faculty learned that there are clear and noteworthy deficits in writing. Faculty teams determined that the following actions will be implemented to achieve more consistency in the assessments and evaluation criteria to produce higher levels of student learning: (1) more time will be spent explaining and illustrating what is required for a good essay; (2) students will be shown examples of excellent essays and be asked to work more extensively with class readings for better mastery of the material; (3) faculty will revisit the writing rubric to see if it is too rigorous since it allows students to make only very minor errors in organization, argumentation of ideas, appropriate language and syntax, and quotations and referencing; and (4) faculty will discuss how to interpret and implement the SLOs and the rubric according to the respective disciplines involved in the assessment process.

Assessment in the Major

PERIODIC PROGRAM REVIEW (PPR)

Academic programs at the College are assessed according to the PPR process, which is governed by both SUNY policies and Middle States Accreditation Standards. The OAA, supported by the Academic Program Review Committee (APRC), is responsible for maintaining current guidelines that are compliant with the standards of the aforementioned bodies and for establishing a calendar through which each major program is scheduled for review on a five-year cycle (see Appendix 2.2 for the Institutional Assessment Plan).

The PPR process begins with an orientation meeting between the scheduled departments and the director of assessment the semester before the review is to begin. During this meeting, faculty are acquainted with the new process (revised in 2014–2015 and implemented in 2015–2016) and informed about the timeline. Programs then work to compile a self-study report based on the guidelines, which include a substantial assessment component. The self-study report must also address curriculum coherence, faculty, students, and graduation and retention data. Additionally, the culminating report must also include program strengths, challenges, and recommendations for the future.

To ensure alignment between major program SLOs and general education and Institutional SLOs, departments are now required to construct a curriculum map that plots intersections between these dimensions. This represents a substantial change from the previous PPR format; therefore, departments have access to individualized support for this process via the OAA or CELT Assessment Fellow who are members of both the GEAC and APRC. The explicit alignment required by the curriculum map clearly identifies areas within programs where students are expected to demonstrate mastery of general education and Institutional SLOs and allows the College to measure students' progress at various points within the curriculum (see Appendix 5.7 for Chemistry/Biochemistry 2016–2017 example). As discussed above, this process is relatively new, and the College anticipates data collection over the next two years, when 8–10 departments have gone through a review using the new guidelines.

The curriculum mapping process achieves multiple goals, primary among which is the scaffolding of SLOs within major programs and the ability to clearly identify assessment data collection points in senior-level learning experiences. Brockport has struggled to differentiate between (formative) course assessment and

(summative) program assessment adequately, and the new PPR format was designed to clearly demarcate the two practices. The curriculum map is an essential tool for this distinction.

Through the PPR process, programs are also required to demonstrate how they reflect and support the College's mission, SP, and ISLOs, thereby creating relevant connections to the institutional framework and, through assessment, providing evidence of how they contribute to its effectiveness.

For each program area assessed, two external reviewers from peer institutions visit the College to examine the self-study report and independently review academic programs. The reviewers' program report is issued to the department/program within several weeks of their visit and is circulated to the assessment coordinator, director of assessment, school dean, vice provost, and provost.

After receiving the external reviewers' report, and in consultation with the school dean, the department/program prepares a draft Joint Action Plan which addresses actions for improvements based on assessment results and the reviewers' recommendations.

The College's 53 professionally accredited programs (Appendix 5.8), whose PPR format corresponds to the dictates of their accrediting bodies and Middle States, are also required to submit a Joint Action Plan. These accredited programs are assessed by their professional associations on a regular schedule and respond to recommendations accordingly. Since the 2012 Middle States Self-Study, eight programs have undergone accreditation reviews and were successful in renewing their accreditations.

The APRC convenes regularly throughout the academic year to adjust the guidelines based on feedback from departments who have completed the review. The APRC also designs and updates forms, such as the curriculum map and assessment report forms, to facilitate effective and consistent program assessment practices across campus. Additionally, the APRC offers assessment training at events such as Teaching and Learning Day or workshops for CELT.

ANNUAL PROGRAM ASSESSMENT PROCESS (COURSE ASSESSMENT)

Departments maintain a three-year assessment cycle during which they are required to assess each program SLO. Both three-year plans and annual (fall and spring) assessment reports are submitted to the deans, who evaluate the results and provide feedback.

Every year, the dean for each school holds an assessment forum, during which departments report on and discuss their assessment projects and results. The forums have proven to be an effective way to cultivate a culture of assessment within schools because they promote discussion and analysis and aid in the identification of common areas of concern. For example, during both the 2015 and 2016 annual Assessment Symposiums of the School of Science and Mathematics, participants realized that a lack of mathematical preparation was interfering with student success in most programs within the school.

Over the past year, the APRC engaged in an assessing-the-assessment process for the forums and determined that the forum presentations were overly data-driven and focused on courses instead of on programs and closing-the-loop actions. The School of The Arts, Humanities and Social Sciences piloted an adapted format to facilitate more meaningful discussion and exchange of ideas so that participants would learn more about strengths and weaknesses on a broad level within the school, a change that was welcomed by all involved. These results will be shared and discussed with other schools, which may want to adopt a similar format (see Appendix 5.9 for recent PPR course assessment examples).

TEACHING/LEARNING IMPROVEMENTS AS A RESULT OF COURSE ASSESSMENT AND PPR

1. Mathematics (2013–2014) Course Assessment: During Fall 2013, the Department of Mathematics found that a significant shortfall existed for a particular SLO across all sections of one of its core courses (Discrete Mathematics, MTH 281). Student performance was far below the stated benchmark for success. After discussion within the department during Spring 2014, it was proposed to employ a student tutor dedicated specifically to this course. The pilot project was approved for closing-the-loop funds and was implemented in Spring 2015. Immediate reassessment of the relevant SLO in this course showed unmistakable improvement (see Appendix 5.10). In 2016–2017, the tutoring program continues, funded by the school and department. Subsequent assessment shows sustained improvement in student performance.
2. Visual Studies Workshop (VSW) Graduate Program (2015–2016) Course Assessment: VSW used results from a two-year cycle of assessments of two program SLOs related to students' abilities to articulate and communicate informed positions on the nature of art and visual culture to determine that, in addition to increasing class time on practicing lectures and rehearsing oral presentations, students could benefit from a rehearsal environment in which they could record themselves in order to study their performance and make necessary adjustments. Presentations could also be recorded for VSW's Vimeo channel and for documentation purposes.

VSW requested and was awarded \$4,000 in closing-the-loop funding for equipment for the establishment of a seminar room and oral presentation space for graduate students. VSW determined a space where professional level projection and audio could be installed, as well as digital video recording. Students may now reserve the rehearsal space to practice their presentations, record themselves in the process, and play back the recordings to analyze their performance and make improvements accordingly. Future assessments will determine the impact of this added rehearsal space.

3. Biology (2016–2017) Course Assessment: During the Spring 2015 semester, biology students (Biology 422 Human Physiology) failed to meet the SLO “analyze and interpret scientific data, using relevant computer skills.” In response, the professor created a new module to teach mathematical calculations required for scientific data analysis, in addition to data plotting and statistical analysis. The professor repeated the assessment in Spring 2016 after teaching the new module. Students were then tested on two laboratory assignments, and the results were significantly improved for both assignments (84.5 percent and 80.5 percent exceeded expectations respectively, see Appendix 5.11).
4. Honors College (2015–2016) PPR: Based on an analysis of data that included student satisfaction surveys and a SWOT (Strengths, Weaknesses, Opportunities, Threats) session, along with feedback generated in the external evaluators' site visit meetings with students, the Honors College created a plan for continuous improvement that focuses on strengthening community connectedness and increasing student participation in Honors College–sponsored activities and events. During the 2016–2017 academic year, the faculty directors of the Honors College restructured the Honors Advisory Council to include a subcommittee on program events and activities. Beginning in the Fall 2017 semester, this subcommittee, which consists of both faculty and students, will coordinate Honors events and activities each year. As part of the review of the program's learning outcomes, the directors are also considering the addition of community engagement “credits” or hours as a

requirement in support of a programmatic outcome that focuses on students' involvement in extra- and co-curricular activities and leadership roles.

Another aspect of the plan involves improving faculty preparation to mentor students on their Honors senior thesis. In response to an assessment of a sample of Honors theses, individual consultations with faculty who have worked with Honors students on developing their theses, and faculty feedback generated during the external evaluators' site visit, the Honors College has begun to take steps toward improving faculty members' knowledge about the expectations for the Honors thesis. The directors now hold Honors thesis orientation meetings with faculty each semester. In the Spring 2017 semester, they also held a well-attended brownbag session, sponsored by CELT, which focused on the Honors thesis and other program requirements.

5. African and African-American Studies (AAS, 2015–2016) PPR: The PPR review revealed the need to re-examine the curriculum and designate additional general education requirements to the courses. Additionally, through completion of the first cycle (from 2012–2016) of assessment of all departmental SLOs, the department determined that it needed to revise the sequencing of the courses in the major programs so that advanced courses build more logically on introductory courses.

The Department of African and African-American Studies requested and was granted \$2,500 in closing-the-loop funds to support the efforts of the department's assessment coordinator to address the need for tiering their courses more appropriately for their majors and for general education purposes. A data-informed recommendation to update their curriculum in a way that will benefit students in the long term will be produced. To achieve this, the assessment coordinator will: (1) review departmental assessment data from 2012 to the present; (2) review general education assessment data, considering the role of AAS courses; (3) review PPR data and recommendations; (4) create recommendations regarding the sequencing and scheduling of core courses and the nature, number, and sequencing of general education courses. A preliminary report was presented at the end of the Fall 2016 semester, and a complete report will be presented at the end of the Spring 2017 semester.

6. Communication (2015–2016) PPR: External reviewers expressed concern about the structure and content of the curriculum (see Appendix 5.12). With very few lower-level courses and few prerequisites, there seems to be a lot of breadth at the upper level, and less depth. They suggested that the communication studies curriculum be examined, revised, and scaffolded where necessary to continue to meet program outcomes and ensure students' deep learning, applying the NCA (National Communication Association, 2015) material to help in this process. They also recommended consideration of an advisory board of current students and alumni to inform the revision process.

The Communication Studies faculty are reviewing the program learning outcomes and curriculum, giving special attention to how courses are tiered. Faculty will use NCA's LOCs (Learning Outcomes in Communication) to pinpoint skills and aptitudes that students within the department and across campus need for success in their professional and civil lives. With those identified, faculty will shift resources accordingly and request additional resources (e.g., faculty lines) to better serve students' needs.

7. Journalism and Broadcasting (2015–2016) PPR (see Appendix 5.13): External reviewers suggested that the program strongly consider developing a capstone course or experience.

The Journalism and Broadcasting faculty began discussing a capstone course during Fall 2016. The goal is to finalize the creation of the course during the Spring 2017 semester when a faculty member returns from sabbatical leave. If CMC 496, Contemporary Media Issues, becomes a capstone course as part of the Joint Action Plan, then faculty would use elements contained within this course to conduct senior-level assessment (see Appendix 5.14 Joint Action Plan).

The external reviewers also recommended: (1) hiring a replacement public relations faculty member as soon as possible; and (2) growing the public relations track over time since it is a rapidly growing field.

Journalism and Broadcasting faculty have seen growth in their public relations concentration and recognize the tremendous potential for additional growth. The department chair submitted a position request form in May 2016 to replace the public relations faculty member who left at the end of the 2014–2015 academic year, and it was approved. The department is conducting a search during the 2016–2017 academic year with an anticipated start date of Fall 2017. Once the new faculty member is in place, the department will consider the optimal way to capitalize on the opportunity to grow enrollment by enhancing Public Relations offerings.

ADMINISTRATIVE ASSESSMENT

Assessment of administrative units is both annual and periodic (five-year cycles). Administrative units produce annual assessment reports that document Key Performance Indicators (KPIs), examples of closing the loop, and connections between unit goals and the SP. These reports are presented to the appropriate personnel in the organizational chart and ultimately to the Cabinet member of the division in which the unit is located. The reports inform decisions related to allocations of resources within each division.

Administrative units also undergo a comprehensive quality and improvement assessment process entitled Periodic Administrative Unit Assessment (PAUA), the purpose of which is continuous assessment of administrative and educational support units. This process enables administrative units to assess the effectiveness of their operations on a five-year schedule. Since academic year 2015–2016, 17 administrative units have completed their assessments and 20 units are scheduled for future review.

Unit Assessment/Self-Study

PAUA is a candid assessment process which includes: (1) documentation of the unit's mission statement and its link to the College Mission and the SP; (2) unit goals and measurable outcomes; and (3) strengths and weaknesses. Selected goals and desired outcomes are assessed using a variety of tools and/or existing metrics (including direct and indirect measures), and an analysis of assessment results is included.

Three electronic templates detail the information that units need to complete for the unit assessment:

1. Administrative Unit Assessment: This template guides the unit through the narrative portion of the process (unit profile, audit of resources, and administrative assessment summary).

2. Administrative Assessment Documentation: This template is used to guide the unit with articulation and documentation [identification of the goal and outcomes for assessment; demonstration of alignment to the College Mission and SP with the selected goal(s); data sources; method(s) of data collection; assessment results; and dissemination of results and key finding(s)] of the assessment process for each goal assessed.
3. Closing-the-Loop Documentation: This template is designed to document the unit's action plans based on assessment data, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, and additional key findings. This document is kept on file in the OAA as well as in the respective administrative unit office, and it provides for updates each semester regarding the status of the action plans.

Results of the PAUA are presented in a preliminary report that is reviewed by the unit's administrative team and OAA staff no later than the end of April. Upon approval, a final report is made available to the relevant Cabinet member. The division vice president (or their designee), unit administrative team, and director of assessment will receive the final report with the agreed-upon recommendations by the end of September. Unit assessment/self-study information, as well as annual reporting processes, are presented to senior-level leadership to inform departmental, divisional, and institutional decisions to achieve goals and outcomes. This is an accountability measure to ensure that units are making sufficient progress toward goals that are aligned with divisional and institutional goals and outcomes. The OAA will follow up with the unit each semester to ensure the action plans are implemented.

IMPROVEMENTS AT THE ADMINISTRATIVE LEVEL AS A RESULT OF ASSESSMENT

The OAA conducted a survey as part of an assessing-the-assessment of PAUA, and 73 percent of units surveyed agreed that the review assisted in unit improvement.

Examples of improvements include:

1. Campus Recreation (see Appendix 5.15): Assessment has led to the following improvements:
 - a. A more diverse student workforce has been employed.
 - b. Based on assessment and student feedback, Campus Recreation has implemented more efficient processes in drills, evaluations, and official training.
2. Student Learning Center: The Administrative Unit Review process yielded the following:
 - a. The Student Learning Center (SLC) developed the articulation of a five-year action plan that examines and revises the SLC mission.
 - b. The flow of information was improved from SLC to internal stakeholders, including students and faculty.
 - c. A succession plan was developed; issues related to quality of place will continue to be addressed as the College constructs the new Academic Success Center.
3. Office for Students with Disabilities (see Appendix 5.16): The PAUA process resulted in the following activities:
 - a. Several grants were written to obtain an assistive technology specialist on campus to satisfy students' interest in expanding assistive technology opportunities.
 - b. Smart Pens (computer in a pen) were purchased to provide additional equipment for students.

- c. Student feedback regarding assistive technology indicated that this technology enhances their academic abilities, specifically their note-taking skills.
- 4. Office of Student Accounts and Accounting (OSAA) (see Appendix 5.17): Administrative assessment led to improvements in the following:
 - a. Procedural gaps relating to lack of existing procedural documentation were identified.
 - b. The initiation of a procedural documentation project resulted in several training sessions and a quarterly procedural documentation schedule.
 - c. Cross-training for all OSAA staff was deemed necessary to implement the procedural documentation schedule.
 - d. To date, 65 procedural documents have been created, which will yield valuable information for staff to execute the processes required to provide Brockport students with OSAA services.
- 5. Career Services: The PAUA process provided an opportunity for the Career Services staff to accomplish the following:
 - a. Baseline data was established for critical department activities (e.g., office traffic and the Professional Clothes Closet).
 - b. Career Services began tracking student employment traffic. In 2016–2017, more than 1,200 students visited the department, and paperwork was processed for 2,000 students.
 - c. Review of the Career Services information management system, Eagle Connect. The percentage of students who uploaded their résumés was 13.2 percent. As a result of this assessment, Career Services staff ascertained that student usage was not easily identifiable in the system. Therefore, staff began developing plans to improve methods of identifying student usage, including the testing of student workers with a different vendor that is popular with students at competing colleges.

INSTITUTIONAL ASSESSMENT AND RESOURCE ALLOCATION

As institutional assessment at Brockport becomes increasingly systematized, the use of assessment data plays a primary role in programmatic changes, planning, and resource allocation.

From 2012–2016, funding was granted to 14 academic departments and to the MetroCenter to support the improvement of teaching, learning, and institutional effectiveness based on assessment data. Over the past year, three main bodies, supported by other standing committees or task forces, have been particularly involved in overseeing the integration of assessment into decision making and budgeting practices: the Presidential Task Force on Budget and Planning (2015–2016); the BRC; and the Strategic Planning Committee. For detailed explanations of budgeting processes and their relationship to institutional planning and assessment, see *Chapter 4: Enrollment and Finance* and *Chapter 6: Institutional Planning and Budgeting*.

The Strategic Planning Committee was established to develop and monitor the strategic planning process for the institution. The work that has been accomplished by the entire campus community toward building and sustaining a culture of assessment since the 2012 Self-Study is evidenced in both the charge to the committee and the draft of the 2017–2022 SP.

Regarding resource allocation and institutional assessment, for example, the 2017–2022 SP states the following:

To ensure the fiscal sustainability of our College and advance the priorities of ***Building a Better Brockport***, we will revise our resource allocation methodologies and budget processes, moving away from incremental, annual budgeting to a gainsharing principle that rewards initiative. A multi-year undertaking involving extensive consultation with the campus community will result in guidance regarding the appropriate allocation of revenues, the assignment of set costs, and the incentivization of divisional priorities in alignment with the College’s strategic goals. This budget model will be refined, as appropriate, using assessment data and results.

Concerning the implementation of the 2017–2022 SP itself, the charge calls for, “at a minimum, a regularized annual cycle of implementation and assessment” of the SP. Moreover, the SP and the Operational Plan include assessment components in its Measures of Success for each goal, and assessment is infused throughout the plan, thereby moving assessment to the center of Brockport’s culture for the future.

ASSESSMENT PROGRESS

At the time of the 2012 Self-Study and a visit to the campus, the Middle States Team ascertained that there was insufficient evidence to find that The College at Brockport met Standards 7 (Institutional Assessment) and 14 (Assessment of Student Learning). Since that time, the College has made remarkable strides in developing and fully establishing a student learning outcomes assessment system at course, program, general education, and unit assessment at the administrative level. Progress was documented in two Monitoring Reports addressing these Standards, and Middle States commended Brockport’s progress in their follow-up visit report in October 2015. This Periodic Review Report shows further advancements in all areas of the IAS. As the 2017–2022 SP is primed to demonstrate—even while the College still has progress to make—Brockport has shifted from an institution where assessment efforts were uneven and the results underutilized to an institution where assessment is built in to every level of campus performance. The College plans to continually improve upon this foundation as the campus works to fulfill its mission and vision for a better Brockport.

Chapter 6: Institutional Planning and Budgeting

Institutional planning and budgeting at the College go hand-in-hand. Since the 2012 Self-Study, the College has worked to strengthen institutional planning, making it a natural and continuous part of campus decision making. Campus goals and priorities drive the decisions that merge the two together. Assessment activities take place as goals are pursued, and budgets may be adjusted. Similarly, funding sources must be identified as capital and local projects are planned. Efficient planning is key. The budget for these decisions must not only meet the goals of the plan, but must also ensure future financial sustainability and stability. If this is not the case, plans must be reevaluated, and adjustments must be made. The College's approach to the planning–resource allocation–assessment cycle will strengthen during the implementation of the 2017–2022 SP.

INSTITUTIONAL PLANNING

The College's long-term planning process involves a series of institutional plans that address future needs in academics, facilities, enrollment management, and housing. Each plan gathers input from constituencies across campus to develop a framework for future decision making.

A prime example is the FaMP (see Appendix 6.1). Completed in 2011, this plan lays the framework for campus-wide infrastructure and facility improvements. The development of this plan took two years and involved many parties, including six different consulting teams, a campus steering committee (composed of staff and faculty with a broad range of skills in facilities planning and operations), and a broader campus advisory committee (representing a cross-section of campus constituencies). In addition, at various stages throughout the process, input was sought from the campus community (faculty, staff, and students). These parties examined, assessed, and integrated academic needs, facility conditions, potential project costs, campus traffic flow, and aesthetics. The resulting plan covers a 10-year period from 2013–2023, providing campus leadership with a basis for making sound future decisions. Similar processes have resulted in a Residence Hall Master Plan (2014) and an Enrollment Management Master Plan (FY 2007–2008).

Outside of these formal plans, the President's Cabinet determines most of the big-picture planning and leads decision making for the campus. This leadership board includes all vice presidents (Administration and Finance, EMSA, Academic Affairs, and Advancement), the chief communications officer, and the campus president. The campus-wide BRC acts as an advisory board to the Cabinet. Established in September 1997, the BRC is charged with making recommendations about budgets for major financial areas (e.g., staffing levels, operating expenses, and new initiatives), as well as recommendations on major maintenance and capital projects, and other institution-wide budget drivers. BRC makes budget recommendations to the president and her Cabinet; however, final budget and resource decisions are made by the president. The 1997 charge to the BRC established the limits of the Committee's authority: "The Committee must understand clearly that it is only making a recommendation about the annual budget to the President, and not the final decision. The President may amend or reject the recommendation of the Committee without consulting the Committee again." (Budget and Resource Committee appointment letter from President Yu, September 5, 1997. See Appendix 6.2).

As a basis for their recommendations, the BRC collects and reviews information from campus constituents throughout the fiscal year. Part of this process is hearing presentations on fees from broad-

based fee areas (Intercollegiate Athletics, College Technology Council, Student Health Services, Parking and Transportation Services, Campus Recreation) and other fee areas (Brockport Student Government, BASC, and Dormitory Income Fund Reimbursable Housing), and from school deans and Cabinet members. Presenters for these different areas share budget highlights for the year in review, critical needs, new-year priorities (including how assessment activities influenced their decisions), use of resources (faculty/staff full-time equivalents, priority needs funds, rollovers, etc.), and any other relevant information. From the information that is gathered, BRC puts forth its recommendations to the Cabinet for fee increases and funding initiatives, ensuring that the College's Budget Principles and Guidelines are followed in their decision making (see Appendix 6.3).

Senior-level leadership is strengthening existing practices and implementing new ones to become a fiscally responsible and sustainable campus with a balanced budget that allows for innovation. Beginning July 2017, the College will put into practice a new Planning, Assessment, and Budget System that provides the framework for setting priorities, planning programs, and allocating resources. The System integrates long-range strategic planning priorities; annual operational plans and budgets; budget adjustments, facilities management and development; and institutional assessment into a single coherent process. The System ensures participation by administrators, faculty, staff, and students in all steps in the process of developing and implementing plans to advance the 2017–2022 SP from departments/units through the president.

The JPB is a presidential advisory committee representing the college community and serving as the steering committee for institutional planning and budgeting (see Appendix 6.4). The committee ensures that campus-wide and unit-level planning and budgeting are interlinked, driven by assessment, and advance the priorities set forth in the 2017–2022 SP. The committee is charged with making recommendations to the president regarding all planning and budgeting issues (including, but not limited to, involvement in campus mission and strategic planning; new programs, units, and initiatives; enrollment management [undergraduate, graduate, and international]; shifts in resources and/or responsibilities from one division or unit to another; input on budget reductions and/or the allocation of new resources; and capital planning and priorities.) Assessment protocols will evolve, as necessary, to ensure the success of assessing the 2017–2022 SP.

In addition to the planning practices listed above, Administration and Finance and EMSA have ongoing internal practices that correlate with institutional planning. Budget monitoring, weekly enrollment monitoring, and residence hall utilization tracking are some examples. A divisional project is also underway which will have a great impact on institutional planning: The divisions of Academic Affairs and Administration and Finance, in consultation with the EAB, are implementing the Academic Performance Solutions system to track enrollment patterns and make course scheduling more efficient. In addition to this, the College will be receiving data analysis from EAB that will touch on finances and other areas of importance within Academic Affairs. This will be discussed further below.

BUDGET DEVELOPMENT PROCESS

State Level

The College at Brockport is not an independent financial entity, but rather a campus of the State University of New York (SUNY), funded by the authority of the State Legislature. Budgets for SUNY

begin with the governor. Once the governor proposes the executive budget, negotiations between the governor and the legislature proceed until a final agreement is reached. Throughout this process, key factors such as contractual salary raises, anticipated energy cost increases, and other inflationary projections may result in budget adjustments. After the state budget is officially passed, SUNY System Administration will provide a financial model and allocate funds to Brockport based on a formula that includes tuition revenue.

The state fiscal year runs from April 1 to March 31, whereas the SUNY fiscal year runs from July 1 to June 30. Budgeting for state funds and capital operations begins in late summer/early fall and continues through the following early spring. Delayed passing of a state budget presents a major obstacle to campus financial planning, hindering both institutional planning and resource allocation, and potentially requiring adjustments to the campus budget. Another challenge is that, being a state agency and a campus of SUNY, financial practices are regulated by State and SUNY policies and procedures, which can be major factors when making campus decisions.

Budgeting for DIFR operations begins during the spring months, with operations and capital plans due in June. Room rates are established on campus during this time for the next academic year. In accordance with good business practices, which include development of a self-sustaining budget, planned revenues should exceed planned expenditures. IFR and SUTRA operate similarly and should be self-sustaining. SUNY does not ask for specific budgets for these two funds, but instead bases annual allocations on historical trends.

Throughout the year, SUNY requests information to help with system budget planning. This information includes campus revenue and disbursement projections. These projections ensure that the College is either meeting targets (in the case of revenues) or not exceeding available funds (in terms of expenditures). These submissions are reviewed and monitored by SUNY analysts. If issues are identified, the College must justify why or must take corrective actions.

Campus Level

At Brockport, many elements play a role in creating the annual budget. The campus follows an incremental budgeting model each year in which divisions on campus are given the same base budget for operations (state budgets). This base budget is then adjusted by any permanent or temporary funding changes. These funding changes are decided at either a divisional level (internal shifts in resources) or at the President's Cabinet level (centrally held funds).

Campus salary pools for faculty and staff are centrally held and monitored. Savings goals are set for each by the monitoring body (either the President's Cabinet or the provost). Salary pool savings are essential and are achieved by leaving positions vacant for a period of time. The College has recently instituted a quarterly review process for most staff positions to assist with this. Any position being requested must be submitted on a Position Request Form in accordance with dates agreed upon by College leadership (shown in Table 6.1 below), with some exceptions made to the timetable for unexpected and strategically important vacancies. The President's Cabinet reviews all requests and considers many variables when making the decision to approve the fill or not. Items considered include: Is the position needed? Is the position the best use of the available line? Is it the right time to fill it? Have the appropriate resources been allocated to fund the line? Having this system of checks and balances ensures that positions are being filled in a strategic manner and creates a level of awareness on campus allowing for better financial planning.

Table 6.1: Dates for submitting position requests.

Position requests are reviewed quarterly by President's Cabinet. For timely consideration, all requests must be submitted to all levels of supervisory review by the deadline dates listed below:

Due Dates:*	January Review	April Review	July Review	October Review
<i>*If the due date falls on a holiday or weekend, the deadline will be the next workday.</i>				
Supervisor submit to Department Head/Chair by:	December 1	March 1	June 1	September 1
Dean/AVP submit to Vice President/Provost by:	December 9	March 9	June 9	September 9
Vice President/Provost submit to Human Resources by:	December 17	March 17	June 17	September 17
Human Resources submit to President's Cabinet by:	January 2	April 1	July 1	October 1

The campus budget process is ongoing. Planning for the next fiscal year starts at the beginning of the calendar year, when fee-based budgets are presented to the BRC. In June/July, the SUNY Form 1 process begins, requesting individual account allocations from SUNY. The Brockport Budget Office provides each area's leadership with worksheets to assist in this process. State accounts must balance to a provided state target (based on the campus's incremental budget model and the provided SUNY System Administration financial plan). DIFR, IFR and SUTRA account allocations are established based on expected revenues and expenses and must be self-sustaining. Throughout the year, budgets are continually monitored by the campus Budget Office, ensuring that departments are being fiscally responsible.

The campus strictly monitors and controls accounting practices and cash handling to ensure compliance with SUNY, as well as with Brockport policies/procedures. As mentioned in the above paragraph, the Budget Office monitors account balances monthly to ensure that fiscal responsibility is being practiced. The College's Internal Control team performs periodic reviews of cash-collection areas to ensure compliance. Along with these internal reviews, SUNY System Administration performs periodic evaluations and audits of certain areas and campus accounts (i.e., overall fund balances). SUNY submits its initial findings to Brockport, and Brockport is required to respond or take corrective action. The Office of the New York State Comptroller also performs periodic audits and functions as an additional check to ensure compliance with state and SUNY regulations.

The College has used a five-year financial model since 1998–1999 as an adequate and appropriate mechanism to project both short- and long-term revenues and expenses for the campus. This model uses several independent variables and assumptions to project revenues and expenses from an “all funds” perspective, and is then used to make funding decisions on campus. Prior to the implementation of this model, many decisions concerning resource allocation and the establishment of student fees did not consider college-wide needs and goals. The five-year model has been effective in correcting this and allows campus leadership to identify financial issues before they occur, a proactive rather than reactive approach.

An example of this proactive approach is the 2015–2016 creation of the Presidential Task Force on Budget and Planning. The Task Force was created in response to the College's structural financial deficit, with a goal of identifying ways to reverse the declines in campus reserves and to make recommendations for increasing them. This Task Force was successful, and its recommendations have been incorporated into the most recent campus Financial Model (discussed below). As a working document, further changes may be made throughout the fiscal year as new issues or initiatives are identified. All changes will be made with the underlying goals of boosting reserves, operating more efficiently, and aligning with the 2017–2022 SP.

The Research Foundation, BASC, and the Brockport Foundation also contribute funds and services to the campus. These organizations have ties to the College either through contractual agreements or through SUNY Board of Trustees policies, but each maintains a separate budget.

LINKS BETWEEN INSTITUTIONAL PLANNING AND BUDGETING

Funding for SUNY schools has become increasingly more challenging. This is partially due to: (1) SUNY, state, and federal unfunded mandates; and (2) a decline in state support for campuses. These challenges have directly affected the College. The increase in the number of mandated policies (many unfunded) created a need for additional financial resources and forced the campus to make operational changes, mainly shifts in resources and added workloads for current staff. Other mandates revolved around increased accreditation requirements. This affected multiple campus departments and, again, resulted in the need for additional resources. Cuts in state support created a reliance on campus reserves, which is not sustainable. Despite these challenges, the College strives to provide academic quality at an exceptionally low cost. To do so, the College continues to assess current practices and find ways to operate more efficiently.

Funding from the State University Construction Fund (SUCF) is separate from state funding for operations. Under the policy direction of SUNY, SUCF is responsible for the physical condition and modernization of the facility assets of all SUNY colleges and universities, including the College. SUCF works with branches of state legislative and executive government to advance capital plans, obtain funding, and manage capital projects across the SUNY system. Capital funding is important to the Brockport campus because it allows for facility upkeep and modernization without utilizing operational dollars.

Starting in 1998, New York State funded three five-year, capital-planning programs for SUNY. This provided Brockport with significant and predictable funding (c.a. \$15 million per year) which addressed critical maintenance and program-enhancement needs. During this period, the state provided funding for “Strategic Initiatives” which enabled construction of nearly 200,000 square feet of new space: the Special Events Recreation Center (2012) and the Liberal Arts Building (2015). During this period (1998 to 2013), New York State via the SUCF invested over \$350 million in Brockport’s facilities.

From 2013–2014 through 2016–2017, state support of capital funding to SUNY was greatly reduced and lacked predictability. During this period, the College’s annual capital appropriation was \$0 to \$6 million per year. This lack of predictability limited the College in its ability to plan and address critical capital needs.

Through focused advocacy efforts on the part of SUNY and its campuses, the state funded a new five-year capital program for SUNY at levels seen in prior five-year plans. This provides the College with \$80 to \$100 million in capital funds over the next five years (2017–2018 through 2021–2022).

Despite these recent challenges: (1) many of the facilities at Brockport are in good condition, with new roofs, renovated interiors/exterior, and other necessary infrastructure improvements; and (2) several new buildings have been added in recent years. These improvements were possible due to effective decision making, initiative shifts, and resource adjustments.

One strategy for balancing these reduced funds with campus needs was the implementation of multi-phased projects to stay within the constrained budgets. This is being tested presently, as the campus is in the first phase of a multi-phase project to upgrade the underground utilities infrastructure and renovate the

landscape and hardscape of the north side of campus. Another strategy is to utilize grants; historically, the College has been successful in receiving grants to supplement available funding and to complete projects. The campus is also relying more on the Campus-Wide Facilities and Planning Committee (CWFP). This group meets on a regular basis to: (1) discuss potential construction projects, alterations requests, space allocations, and updates on current SUCF projects; and (2) make recommendations on future projects and changes to current projects to work within the constraints of available resources. New methods will be explored until capital funding is restored to its prior state.

In recent years, SUCF commissioned a comprehensive facilities master planning effort at each of the state-operated campuses within the SUNY System. The College complied with this request and completed the FaMP in 2011. This plan defines the programmatic, maintenance, and facility needs of the campus and will be used to inform SUNY capital requests, allowing all parties involved to understand the long-term vision and direction of the institution. Due to the age of this document, it was recently recommended by CWFP that a small group from the Facilities and Planning Committee reconvene to review the plan and determine the best way to move forward. The campus also maintains a master plan for Residential Life (2014) and the Tuttle Athletic Complex (2010), which will aid in identifying a road map for the future.

Most recently, two new buildings were added to the Brockport campus: The Liberal Arts Building (2014) and the Special Events Recreation Center (SERC, 2012). Unfortunately, while funds were provided from SUCF for construction, no new money was designated from the state for operational expenses. As a result, the College annually allocates funds from reserves to support these new facilities. In the case of SERC, overheads generated from the collection of revenues also help to support the cost. These overheads come from revenues associated with the Student Recreation fee (approved by SUNY in the spring of 2012) and event revenue.

Institutional planning and budgeting relationships can also be observed in HR. Many HR policies were updated, and staff was hired. New funding sources were identified for campus-wide expenses historically covered by HR, including background checks, recruitment advertising, and staff onboarding. These found monies are funding staff development and additional services provided by HR. Updates in technology and changes in processes continue as HR, in conjunction with campus leadership, continues to make improvements to efficiency.

In October 2013, the College, along with the other SUNY campuses, began to explore options for an “e-procurement” system. Through this consortium, SUNY schools will buy goods as a group to receive quantity discounts and higher quality products. This effort will have an initial cost, but in the end, will result in operational savings for all campuses. For example, less time will be spent on routine transactions, which will allow more time for higher-level activities. This new “e-procurement” system was recently launched among several Western New York campuses in a building/testing phase. Once this phase is complete, the system will be available to the remaining SUNY campuses. This is a significant accomplishment, and Brockport has been instrumental in making this shared-services effort a success.

The Presidential Task Force on Budget and Planning is a prime example of the relationship between institutional planning and budgeting processes at Brockport. With a goal of identifying and securing \$3 million in the budget (through revenue growth opportunities and expenditure reductions), this task force convened regularly throughout 2015–2016. An Evaluation and Analysis Team assisted the task force by collecting data, proposing strategies, and evaluating potential benefits and risks. This assistance enabled the task force to make educated decisions, which were ultimately endorsed by the BRC. However, the BRC (1)

unanimously voted to challenge the task force to exceed the initial target of \$3 million; and (2) determined that evaluating operations for efficiency and creating revenue-generating structures should be an ongoing process, not limited to this project.

In addition to building a financially sustainable model, President Macpherson sought to change the campus budget climate. She committed to a model wherein the College would not only augment its reserves but also create a fund for initiatives, called “Fund the Future.” The BRC endorsed this model and the effort has moved forward, specifically through funds called IFCN and IF² described below.

STRATEGIC GOALS FOR ALIGNMENT

The College at Brockport has planned its way out of a financial crisis. From 2016 onward, barring major decreases in income, the College’s financial destiny is secure. Campus leadership has the tools to plan and invest confidently for the future of this academic institution.

Two factors account for this new financial security:

1. After absorbing \$9 million of net cuts in NYS/SUNY budget allocations over the past 10 years, the Presidential Task Force on Budget and Planning, between October 2015 and February 2016, achieved \$3 million of annual permanent expenditure reductions from the NYS/SUNY portion of total operating expenditures.
2. From Fall 2015 to Fall 2016, the Office of Admissions reversed a multi-year decline in total student enrollment, bringing the campus back to enrollment numbers not seen since 2011–2012. This, in turn, increased revenue by several million dollars.

In June 2015, Brockport started with a \$2.5 million central-reserve balance and a projected near-negative balance in June 2016; instead, the actual reserve balance in June 2016 was \$5.5 million. Conservative budget model projections show a growing central reserve for each of the next five years. Brockport’s leadership can now invest in the future and catch up on deferred, but necessary, spending.

Several President’s Cabinet–coordinated activities or studies are underway, and the College’s 2017–2022 SP is complete. Resulting findings and recommendations will be resourced, as funding permits, if they align with the SP.

Examples of these activities/studies include:

1. Division of Academic Affairs Strategic Activities
 - a. Academic Master Plan (program review rubric being piloted in 2016–2017)
 - b. International Education (report received in fall 2016; new director will arrive in July 2017 and will be tasked with creating a strategic plan and budget plan within one year)
 - c. Graduate Programs (report expected in spring 2017)
 - d. Information Technology (report expected in spring 2017)
 - e. Faculty Roles, Rewards, and Responsibilities (report expected in spring 2017)
 - f. Administrative Structure (finalized new structure in January 2017; to begin in fall 2017)

- g. General Education Delivery (report expected in spring 2017)
- h. Proposed New Academic Programs
 - 1) Master's in Business Administration (MBA)
 - 2) Nurse Practitioner Doctorate (DNP)
 - 3) Increase on-line degree programs, especially graduate
- 2. Division of Administration and Finance Strategic Activities
 - a. Strategic Investment Funds (funding available for selected projects starting in fall 2017)

In its inaugural cycle (2016–2017 for 2017–2018 funding), over 64 proposals from across the College were submitted for the two Investment Funds described below. Each was reviewed in detail by the BRC. The voting members of the BRC individually scored each proposal using a scoring rubric aligned with the College's 2017-2022 SP. Proposals were ranked by average score and discussed by the BRC in detail. The results of the BRC analysis were then forwarded to the President's Cabinet for final review and funding. A total of 36 proposals were funded, either fully or partially, for a total of \$736,390.

 - 1) Investment Fund for the Future (IF²) – The IF² is intended to provide one-time seed funds to jump-start projects of impact that advance the priorities of the College's 2017–2022 SP.
 - 2) Investment Fund for Core Needs (IFCN) – The IFCN is intended to provide one-time funds to support pressing unbudgeted or under-supported academic, operational, and administrative needs, as well as initiatives that will build long-term capacity, such as staff development, investment in infrastructure, and risk-management initiatives.
 - b. An Institutional Risk Management and Compliance Coordinating Committee has been established to ensure a campus-wide focus on the management of risk.
 - c. Address Faculty and Professional Staff Salary Inequities (new hires, compression, inversion)
 - 1) Explore the utility of a multivariate model created by an economist at SUNY Cortland (factors include years of service, productivity, educational level, etc.).
 - 2) Use CUPA (Colleges and Universities Professional Association) data to determine median national salaries by discipline for new hires and current faculty members by rank and years of experience.
 - 3) Use data from Bureau of Labor Statistics to determine median national salaries by discipline for new hires and current professional staff members by rank and years of experience.
 - 4) Over a period of years, rectify inequities in faculty and professional staff salaries.

Appendices

Chapter 1

- 1.1: MSCHE Institutional Profile 2016-17
- 1.2: 2015-2017 Strategic Plan Progress Report to President's Cabinet – IEAC
 - Building a Better Brockport: The College's Strategic Plan, 2017-22
 - Building a Better Brockport: Operational Plan to accompany the Strategic Plan 2017-2022

Chapter 2

- 2.1: Institutional Assessment System Flowchart
- 2.2: Institutional Assessment Plan
- 2.3: EMSA Briefing Book
- 2.4: Department of Chemistry and Biochemistry PPR Self Study
- 2.5: Graduate School Strategic Consultation Report
- 2.6: EMSA Leadership Development Program
- 2.7: SUNY Investment and Performance Fund Proposals
- 2.8: Consolidated Funding Application Process for REOC - \$720,000 Award

Chapter 3

- 3.1: Strategic Plan for Equity, Diversity, and Inclusion
- 3.2: Bias Reporting Compliance Procedure and Form
- 3.3: 2016 IPEDS Data Feedback Report
- 3.4: Education Trust Report - The Pell Partnership: Ensuring a Shared Responsibility for Low-Income Student Success
- 3.5: Transfer-Year Experience Office Brochure
- 3.6: Student Opinion Survey 2015
- 3.7: Changes in State Support and Net State Support 2007-08 through 2016-17 (Financial Plan)
- 3.8: Presidential Task Force on Budget and Planning - Members, Charge, and Timeline
- 3.9: Fund the Future Budget Management Strategies

Chapter 4

- 4.1: IPEDS Finance Overview 2013-14, 2014-15, 2015-16
- 4.2: Five Years of Revenue and Expenditures "Working Pro Forma (2014-15 to 2020-21)"

Chapter 5

- 5.1: Institutional Student Learning Outcomes (ISLOs) 2015 Brochure
- 5.2: Collegiate Learning Assessment (CLA+) Action Plan Critical Thinking Report
- 5.3: Senior Writing Assessment
- 5.4: CELT Workshops on Writing and Critical Thinking
- 5.5: General Education Assessment Committee Brochure
- 5.6: Summary General Education Assessment Reports
- 5.7: Chemistry/Biochemistry PPR
- 5.8: Accredited Programs
- 5.9: Program Course Assessment Examples
- 5.10: Math Annual Program Assessment (Course Assessment)

- 5.11: Biology Assessment Report
- 5.12: External Evaluators Report for the Periodic Program Review of the Department of Communication (inc. Journalism and Broadcasting and Communication Studies)
- 5.13: PPR for Journalism and Broadcasting
- 5.14: Joint Action Plan: Communication Studies, Journalism and Broadcasting, MA in Communication
- 5.15: PAUA Campus Recreation
- 5.16: PAUA Office for Students with Disabilities
- 5.17: PAUA Office of Students Accounts and Accounting

Chapter 6

- 6.2: Budget & Resource Committee Appointment Letter
- 6.3: Budget Principles and Guidelines
- 6.4: The Planning, Assessment, and Budget System