

The College at Brockport
The Progress Report on the Strategic Plan 2011-16

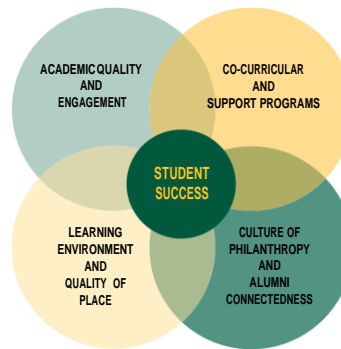
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Strategic Plan 2011-2016



In an effort to maintain focus on the strategic goals and priorities of The College at Brockport, the Institutional Effectiveness & Accountability Committee (IEAC) and its subcommittees have prepared *The Progress Report on the Strategic Plan 2011-16* to present to President's Cabinet.

The following items are presented for each goal: (1) summary of evidence related to progress; (2) a closing statement suggesting the level of progress that has been made to achieve the goal; and (3) comments from the IEAC. The evidence to support the statement was collected by the members of the IEAC and its subcommittees and can be reviewed upon request by contacting Lin Becker or Debbie Lamphron on the 6th floor of Allen Administration Building. A summary of this Progress Report was presented to College Senate on November 11, 2013.

ACADEMIC QUALITY AND ENGAGEMENT - *Provide a transformational learning environment, including a culture of student engagement.*

1. Active student engagement in learning both in and out of the classroom.

1.1 Increase service learning within the curriculum.

- Provost's Office submitted a proposal for \$40,000, in part to fund faculty and K-12 representatives to attend the Council for the Accreditation of Educator Preparation (CAEP) conference (focusing on clinical partnerships) and the National Association for Professional Development Schools (NAPDS) conference on professional development school partnerships in spring 2014.
- The *Institute for Engaged Learning* (IEL) awarded grants of up to \$500 each to support faculty proposals for integrating service learning activities into their classes. The IEL awarded five grants for the spring semester and five grants for the fall semester of 2013. Similar grants will be awarded for spring semester of 2014. The competitive proposals are reviewed by a panel of faculty for connection of activity to course learning outcomes, impact on community, and inclusion of reflective components. In fall of 2013 the IEL revised the application form and rubric for the service-learning awards.
- The *Institute for Engaged Learning*, as part of its efforts to identify high impact practices on campus, is inventorying courses at the College that regularly employ a service learning component.

Goal is a work in progress. Future assessments will show whether these actions have increased student service learning.

IEAC Comments:

There is a need to identify a home for the coordination of service learning on campus. Currently the Institute for Engaged Learning (IEL) provides information about service learning on campus and is working to inventory courses; however, it has not been given the staff nor the resources to provide leadership to creating a program for service learning. Currently no one or no department has been assigned the task of growing service learning on campus, nor has it been identified as a priority within Academic Affairs or the individual schools. To achieve this goal, staff and financial resources need to be reallocated to these efforts. The inventory being conducted by the IEL will provide a benchmark for the current state of service learning on campus.

1.2 Grow and sustain Living/Learning Communities

- Number of students in Living Learning Communities (LLC) has grown from 73 first-year students in two communities in 2008 to 500 first-year students in 13 communities and 150 returning and transfer students in 11 communities for the Fall 2013 semester.
- Residential Life/Learning Communities (RLLC) demonstrated its on-going commitment to the LLC program by re-allocating human and financial resources beginning for Fall 2010 by assigning a full-time live-on staff member to manage the program.
- Before Fall 2012, data on LLC students was kept outside *Banner*, the student information system. Beginning in Fall 2012, students who participate in the LLC program were coded in *Banner*, to more formally track GPAs, campus involvement, retention data, and graduation rates for participants. Furthermore, a population file was created for the 2014 NSSE administration which will allow for comparison of LLC participants to those who do not, or have not, participated in an LLC.
- A faculty advisory board was established in the 2011-12 academic year to support the increase of faculty involvement, review student learning outcomes, and to recommend new LLCs.
- Student learning outcomes assessment has been incorporated and results are reported in the RLLC annual reports. Increasing faculty involvement and analyzing the assessment data related to the program are the current priorities for the program.

Goal accomplished and efforts to grow and sustain continue.

IEAC Comments:

Although the growth of the LLC Program has been significant and efforts have been made for sustaining it, it is important to articulate the criteria to measure its success. The LLC Advisory Board can take on the task of determining this criteria.

2. Rigorous curricular programs.

2.1 Implement a cohesive and intentional general education program.

- Gen Ed AAC&U group: Provost's Office funded a team attending the AAC&U Conference in Boston & Summer Institute on General Education and Assessment.
- Representatives from this team presented some project ideas at the Academic Affairs Leadership Team (AALT) retreat in the summer 2013.
- Interim Provost has charged the team with completing two projects: "Learning to Write/Writing to Learn" on using AAC&U VALUE rubrics to improve student learning in the General Education Program and "Back to Basics: Essential Learning Outcomes at Brockport" addressing campus conversations about essential elements of General Education.

- Mechanism in place for Gen Ed Committee of College Senate reviews the application for new courses. Committee makes sure general education course student learning outcomes match course content. One example of a course innovation occurred in fall 2012 a team of faculty members from the School of Science and Mathematics developed and taught a new, large group, natural science course, GEP 115: Science and Society, as an interdisciplinary offering for non-science majors. This course required students to form groups of four and complete a group project.

Goal is a work in progress. Reports on future possibilities expected to inform the new Provost.

IEAC Comments:

This goal needs to be revised to provide measurable and definable outcomes. As it is written, it is nearly impossible to create an action plan to operationalize this goal. The IEAC assumes that the work of the AAC&U study group is a direct action to support achievement of this goal. However, it is unclear if the goal is suggesting a fine-tuning of the general education program or a full-scale revision. Academic Affairs needs to take leadership in revising this goal. With the approval and guidance of Academic Affairs, it seems to make sense to utilize the AAC&U study group to create an action plan to advance a revised goal.

2.2 Increase programmatic accreditation where available

- The most recent accreditations are as follows:
 - KSSPE is seeking CAAHEP (Commission on Accreditation of Allied Health Education Programs) for its exercise science program. The self-study was submitted last academic year and the site visit occurred in October 2013.
 - The Department of Computer Science sought and received accreditation for its Computer Information Systems (CIS) major from the Accreditation Board for Engineering and Technology (ABET).

Goal is a work in progress. College continues to seek and add accreditations where available.

IEAC Comments:

As noted, the College continues to seek and add accreditations where available. It is an institutional expectation to seek accreditation where available. To that end, this expectation needs to be clearly communicated to departments. Accredited programs need to be of greater emphasis in marketing materials, including an easily accessible list of accredited programs.

Furthermore, dollars and resources need to be identified and made sustainable to fund the growing need to pay annual dues and accreditation related expenses, as well to support faculty efforts.

3. Active faculty/staff engagement in student learning and development both inside and outside of the classroom.

3.1 Increase student involvement in faculty scholarship

- In 2012-13, of the 132 journal articles published by faculty, 10 (7.6%) were co-authored with students. 2011-12 of the 176 journal articles, 19 (10.8%) were co-authored with students.
- Scholars Day presentations by students sponsored by faculty have increased dramatically, from zero in 1984, to 560 in 2012, to 843 in 2013. One measure of quality is a new faculty-reviewed on-line journal of student presentations.
- Faculty-student collaborative work in the School of Health & Human Performance produced seven presentations at professional conferences (six at the state level or higher), two journal articles, and one grant application.
- Many undergraduate and graduate students in the School of Science and Mathematics worked alongside faculty on research projects. Most such students also attended at least one local, regional, or national conference and presented their research results, 116 in all. Chemistry & Biochemistry and Physics have their own summer research scholarships for undergraduate students. Students teamed up with faculty in these and other departments and applied for the *Brockport Foundation Undergraduate Summer Research Internship*. No fewer than 17 students from five departments received this Internship last year. Also, as many as 100 students completed Independent Study projects with faculty supervision. Most were research projects.
- Annually the Ronald E. McNair Program, a TRiO Grant that has been at Brockport since 1989, facilitates research collaboration between faculty and 40 student scholars. In 2013, 17 of these McNair Scholars presented research at the McNair Summer Research Conference sponsored by the University at Buffalo.

Student involvement in faculty scholarship is active and will continue to be a priority.

IEAC Comments:

Leadership for accomplishment of this goal needs to be provided by Graduate Education & Scholarship.

Key Performance Indicators (KPI) and benchmarks need to be established for faculty-sponsored student scholarship and student-faculty joint scholarship. This would include assessment objectives for both undergraduate and graduate efforts. Additionally, systems need to be established to measure the quality of the experience.

Furthermore, there is a lack of faculty incentives and resources for consumables (supplies and materials) to support student involvement in faculty research projects. As an institutional priority, funds need to be diverted to support this effort.

The financial investment in undergraduate research has grown since 2010 and the data can be found in the documents of the IEAC Administrative Assessment sub-committee.

3.2 Incorporate high impact educational practices into the curriculum

- A team of faculty and administrators attended the AAC&U Institute on High Impact Practices and Student Success in Madison, WI. This group reported to the AALT on the work done at the Institute and on plans for the 2013-2014 AY. The team developed a three-step communication plan:
 - Identify and highlight courses where the 10 HIPs, as identified by AAC&U, are already being used on campus. An early review of course titles indicates that they are already found throughout the curriculum;
 - Communicate the value of high impact practices as a teaching strategy (as opposed to a curricular change) to the college faculty;
 - Encourage strategic incentives for expanding HIPs on campus.
- A recent survey by this group revealed more than 200 classes that employ HIPs judged simply by title (1st yr. experience, capstones, study abroad, writing intensive classes). A more rigorous inventory is currently underway.
- A group is investigating, the “Hip Hoc Committee” through the *Institute for Engaged Learning*, to continue this work in the 2013-2014 AY. Specifically, this group will, based on strategies the original HIPs Team proposed, examine a full range of ideas about faculty-student engagement through HIPs at the College. The charge can be found in documents of the IEAC.
- The *Institute for Engaged Learning* administers awards and scholarships to support faculty service-learning activities, internships, undergraduate research.
- Funded a shared program coordinator position that is assigned to the IEL (50% IEL and 50% diversity).
- During the 2012-13 academic year, the IEL established an award for faculty, nominated by students, who are regularly engaged with their students’ scholarship.
- Examples of HIPs in current courses are included in the documents of the IEAC.

The goal is a work in progress. Utilizations of HIPs is robust at the College and further study on HIPs continues.

IEAC Comments:

The Hip-Hoc Committee is working on an inventory of HIPs at the College and will be providing recommendations to the incoming provost on how to achieve this goal more fully. Concerns related to increased work load and incentives exist. The Committee is aware of these and will continue to assess as part of its work during the academic year. As an institutional priority, there will need to be consideration given to financial and human resource allocation to this initiative.

CO-CURRICULAR PROGRAMMING AND SUPPORT SERVICES - *Implement a cohesive student development program and a cohesive academic support structure.*

4. Enrichment programs and services that are designed to promote student development, engagement in learning, engagement with the institution, and augment the educational enterprise.

4.1 Implement engagement practices into all four years of the student leadership program.

- The evidence clearly shows a growth in numbers of student, faculty and staff involved in the program. Data is available in the documents of the IEAC.
- In summer 2012, resources were re-allocated within the Division of Enrollment Management & Student Affairs (EMSA) to support the student *Leadership Development Program* (LDP).
- Engaged learning is described using AAC&U's High Impact Educational Practices (HIPs) framework and the learning behaviors that can be achieved when HIPs are implemented successfully. Implementation of engagement practices is evidenced in the following components of the program.
 - Year 1/Green Certificate – faculty and staff mentoring relationships are required for each student to complete the certificate. The mentors assess student learning through monthly discussions with students and by providing feedback to the student using a developmental rubric based on individual values as described in *The Social Change Model of Leadership (SCML)*.
 - Year 2/Gold Certificate – small groups of students work with a faculty or staff advisor to address an issue or a situation that could be improved on our campus or in the community. The students present their work in a joint session at Scholars Day hosted by the LDP. The advisors assess student learning with students and by providing feedback to the student using a developmental rubric based on group values as described in *the SCML*.
 - Year 3/Presidential Certificate – students enroll in an academic course entitled *Contemporary Issues in Leadership* and an internship experience that incorporates career and academic goals related to citizenship and leadership development in

- the context of *the SCML*. Student learning is assessed and grades are assigned using a developmental rubric based on societal values as described in *the SCML*.
- Year 4/Capstone Certificate – students synthesize their learning by coordinating the annual Student Leadership Conference. They identify the keynote speaker, work with Alumni Relations to identify workshop presenters and manage the selection process based on established criteria. They also meet monthly with a college administrator to discuss contemporary issues in leadership. The final component of the experience is working together to implement positive social change on the campus or in the community through a group project.

Goal is accomplished.

IEAC Comments:

Comprehensive documentation is available on the LDP website and within the LDP annual reports.

4.2 Complete the Academic Success Center.

- The development of an Academic Success Center has been envisioned as a step forward in student services at the College by providing “one-stop shopping” for academic tutorial services, competency testing, services for students with disabilities, student retention services, and possibly others.
- The original plan to include this project in the renovation of the Drake Library has been deferred due to budgetary issues. Other options for funding and locations are being explored and may allow for this project to be realized within the timeframe of the current strategic plan.

Goal is a work in progress.

IEAC Comments:

Although funding priorities have been required to change based on reduction in state funding for capital projects, the importance of this project is paramount. Alternative locations, as well as funding sources, are being discussed to house the Academic Success Center.

4.3 Complete the full-scale launch of the Institute for Engaged Learning.

- The *Institute for Engaged Learning* has cross-divisional support that will eventually allow The College at Brockport to be characterized by its students’ engagement.

- The Steering Committee for the *Institute for Engaged Learning*, viewing student engagement holistically, includes faculty and staff from multiple departments in Academic Affairs, Advancement, and Enrollment Management and Student Affairs.
- The *Institute for Engaged Learning* is cultivating interest in the engagement agenda as it supports ongoing programs of internships, study abroad, and faculty/student scholarship and has begun an initiative to explore and encourage curricular and co-curricular high impact practices such as service learning.
- The Brockport Foundation has increased funding for summer undergraduate research fellowships and other high impact practices in 2013.
- The IEL is working with Brockport's Office of Diversity in administering LAUNCH, a program aimed at replicating specific high impact practices of the Educational Opportunities Program, Delta College and McNair, to support regular-admit, first-year students from traditionally underrepresented populations.

Goal Accomplished: the Institute has been launched.

IEAC Comments:

Although there has been a launch of the IEL, there needs to be a new goal created to further refine its role at the College. This goal should be informed by the work of the subcommittees of IEL related to curricular and co-curricular high impact practices and NSSE data. An assessment of human and financial resources is also necessary as "engagement" and HIPs have been identified as an institutional priority as identified throughout this strategic plan.

4.4 Increase diversity across all populations of the campus.

- **Undergraduate Enrollment:** Diversity within the undergraduate student body has been steadily on the rise and currently stands at 14.3% minority students. Undergraduate Admissions focused recruitment efforts in downstate markets, thereby increasing both the geographic and ethnic diversity of the incoming classes.
- **Graduate Enrollment:** Diversity within the graduate student body has fluctuated slightly between 11-12% between 2010 and 2013 and currently stands at 11.1%.
- An ethnic category that has experienced a decrease in the overall enrollment is **Asian students**. Beginning in July 2013, temporary resources have been allocated at the undergraduate level in an attempt to see that number rebound. An alumna was hired and works in New York City targeting high schools with a large population of Asian students. Consideration needs to be given to determine the feasibility of making this funding permanent.
- The College is **retaining first year students of color** at a comparable rate to majority students. In fact, black first year students have a higher retention rate than white first year students: 84.3% and 81%, respectively.

- The **retention rate for Hispanic students** has experienced a significant decline – from 92.7% in 2010 to 77.6% most recently. At the same time, we are enrolling more first year Hispanic students. Targeted and intentional efforts to support and retain Hispanic students are recommended next steps for the institution.
- The most recent statistics regarding the **retention rate of transfer students** indicates that Asian and American Indian transfer students are leaving the College at a higher rate than their counterparts. While the numbers are not high, the retention rate still indicates concern (e.g., in 2012, only nine Asian transfer students were retained, for a 53.6% retention rate). Unlike entering freshmen who are black, transfer students who are black historically have not been retained as high as white transfer students at the College.
- International Education/Student Exchange Programs have pursued an aggressive program aimed at establishing new program alliances with international universities and developing a network of recruiting agents, especially in China and Korea.
- International undergraduate students on campus have rebounded from a low of 25 in 2011 to 50 in 2013.
- The College, in collaboration with BASC, established a relationship to host an English Language Services (ELS) Center on campus. Beginning in the Spring 2013, ELS welcomed students studying English at ELS bringing diverse cultural influences to the College and creating a pipeline for international student enrollment at the College and within SUNY.
- According to the workforce data, **diversity among faculty and staff** has remained constant at approximately 12%. Human Resources continues to encourage under-represented populations to seek employment at the College, by advertising in several journals and publications whose primary audiences are people of color. A representative from Affirmative Action often meets with committees and committee chairs to review the expectations of identifying diversity sources and outreach at the onset of the search. Additionally, the office maintains a contact list for diversity organizations such as Historically Black Colleges and Universities to email Brockport job announcements.
- In an effort to diversify employment applications, EMSA coordinates a summer graduate internship program targeted toward traditionally underrepresented out-of-state students. Since Summer 2009, EMSA has hosted 25 students with 80% identifying as non-white.

Goal is a work in progress.

IEAC Comments:

Student Diversity

The Enrollment Management Committee (EMC) needs to provide leadership to articulating the diversity goals and benchmarks for both undergraduate and graduate student populations. The evidence suggests increased investment in downstate markets has resulted in a more diverse first-year class. However, there is little evidence to support activities dedicated to retention efforts for diverse students that do not have access to EOP. (Note – EOP data provides a clear picture of success, especially with its first to second year retention rates.) The EMC will be providing a report to the IEAC in the spring and diversity goals and an assessment of retention and

graduation rates should be included. Moreover, an assessment of international enrollment compared to investment is necessary. It has been suggested that it will take 3-5 years to realize the results of these investments.

Faculty & Staff Diversity

There seems to be very little reported data on the retention of diverse faculty and staff. Furthermore, there does not seem to be any assessment of financial investments related to diversifying our faculty and staff. HR needs to create systems of reporting and assessing recruitment and retention efforts related to diversifying the faculty and staff population. The climate survey should inform the creation of goals and priorities related to initiatives related to creating an inclusive environment; however key performance indicators and benchmarks must complement this information.

4.5 Expand Health and Wellness Programming to encompass a broader range of issues and programs.

- In the past three years, health and wellness programming has expanded to include prevention programs for relationship violence, sexual violence and stalking.
- Led by Prevention & Outreach Services (POS) as part of the Hazen Center for Integrated Care (student health, counseling, and health education), the College has added one full-time staff member, bringing the department to 3.0 FTE and identified funds to expand programming.
- Results from the Core Institute Survey on alcohol and other drugs provides data that shows significant increases in student awareness and knowledge related to high-risk drinking, sexual assault, and gender harassment/violence between 2008 and 2013.
- The number of students involved in peer education efforts is near 20% compared to the national average of 4%.
- New programs and services since 2011 provided by POS include EagleCHECK bystander intervention program; the Select Respect Center, a physical space in the Seymour Union dedicated to education and prevention efforts related to relationship violence, sexual violence, and stalking prevention; expanded human and financial resources to support the Women's Center; and increases in peer-led initiatives.
- In addition to increases in student participation and event attendance, POS has received numerous regional and national awards for its innovative programs that collectively are reducing students' binge-drinking rates and increasing awareness of the public health issues related to intimate partner violence and alcohol and other drug use.
- Funding for these efforts is currently provided by student health fees. To sustain and continually assess and improve health programming, additional revenue streams must be identified. It is the intent to fund this programming through revenues generated by third-party insurance billing. An effort to process third-party billing began in 2010. This is a new process for New York State and several barriers to implementation have

occurred. It is the hope that the process will begin in 2014 and funds will be generated to sustain these efforts.

Goal is a work in progress.

IEAC Comments:

Programming and participation shows growth and improvement; however the benchmark to create a broader range of issues of programs was not clearly identified. The IEAC utilized the variety of programs from 2010 as its general benchmark to suggest that the goal is moving in a positive direction.

LEARNING ENVIRONMENT AND QUALITY OF PLACE - *Ensure the development of our physical assets, and implement an effective and efficient operational and policy environment.*

5. High quality facilities that our students live and learn in.

5.1 Implement the Facilities Master Plan

- The College Facilities Master Plan (FaMP) was completed and accepted in April 2011. Since that time the college has structurally improved the process and systems by which we make decisions of a capital nature. The college has re-engineered the College Wide Facility Planning Committee with members across the campus community. Its charge is to represent the campus community in offering the Office of Facilities and Planning, and the President's Cabinet with broad-based views and advice on major decisions regarding campus facilities. Since the plan was accepted, phase I of the master plan has been implemented.
 - Projects completed and in progress:
 - Special Events Recreation Center (2012)
 - Smith Hall (2012)
 - Liberal Arts Building (2014)
 - Utilities upgrades and landscaping improvements have occurred on the east side of campus (summer 2012 & 2013)
 - Eunice Kennedy Shriver Stadium improvements (2013)
 - Tuttle Improvements (2011 - 2014)
 - Classroom upgrades (2011-13)
 - Lathrop Hall construction begins in January 2014
- As part of the implementation of the Facilities Master Plan we have developed new tools and processes to ensure that goals are measurable and that the data is informative and supportive of ongoing improvements within the Facilities and Planning Department. The

development of Key Performance Indicators is part of the College strategy. As part of a new system, all buildings are in the process of being assessed. They are inspected and scored based on the Association of Facilities Officers KPI called FCI or Facilities Condition Indexing system. Conditions of 65 separate building components build a condition picture of each building that is part of a visualization tool that also is capable of reporting in various formats and as an export to Microsoft Excel. An example of a report from that system is found in Appendix C. Data that is exported is used in a prioritizing tool using various criteria that supports the mission, the strategic plan as well as other critical aspects of the Master Plan. The ongoing use of FCI will provide clear indicators of our progress.

Goal is a work in progress: Phase I of the Facilities Master Plan is complete and implementation of Phase II has begun.

IEAC Comments:

Although progress on implementing the Facilities Master Plan has been evidenced, regular updates to the campus community should be implemented.

One area that does need to be addressed is to define the processes that will be used to integrate StartUp NY initiatives into the Facilities Master Plan.

5.2 Promote best practice in sustainability

- In the period from Fall 2008 to Fall 2012, the College has been subjected to \$19.6M in reductions of State Support funding. While funding has been provided for some contractual salary increases and inflation totaling \$10.5M, the net reduction in State Support since academic year 2008-09 is \$9.1M. With the implementation of state approved tuition increases, campus revenues have increased \$13.4M during the same time period. Over the course of six academic years, the state operating budget has increased \$4.4M, or 7.34%. Given the modest increase of state financial resources, the support of on-going operations, contractual obligations, SUNY, New York State and Federal mandates, and strategic investments has required vigilant consideration and stewardship.
- The Division of Administration has outlined five initiatives to address financial sustainability.
 1. Promote effective use, development, and maximization of campus resources.
 - NelNet online deposit project to accept online for admissions and housing in progress.
 - Participating in regional and SUNY-wide discussions related to eProcurement.

2. Improve and develop campus compliance requirements and areas of risk management.
 - SUNY required to have 20% of discretionary spending with Women/Minority Business vendors. Brockport achieved 37.57% for April 1, 2012-March 31, 2013 (State of New York fiscal year).
 - Project Sunlight launched to document vendor appearances with decision makers or those who advise decision makers.
 - Implementation of recommendations made by the Payment Card Industry-Data Security Standard (PCI-DSS) review that was finalized in May 2013.
3. Develop human capital on an enterprise-wide basis by recruiting qualified workforce in timely manner.
 - No progress to report in this area.
4. Develop human capital on an enterprise-wide basis by consolidating, centralizing, and simplifying search procedures to provide best practices including consistent programs and methods.
 - No progress to report in this area.
5. Improve and enhance environmental, health and safety training programs.
 - Realized the goal of increasing employee participation in training by 5% for 2012-2013.
 - Working on developing and assessing learning outcomes related to the trainings provided.
- Environmental sustainability has also been a priority and since the inception of the strategic plan, the College has seen considerable accomplishments:
 - A campus sustainability policy was adopted by President Halstead.
 - National recognition for sustainability initiatives including AASHE STARS Silver Rating and inclusion in the Princeton Review Guide to green campuses.
 - Campus commitment to green building as demonstrated by USGBC LEED silver and gold buildings, including Thompson and MacVicar residence hall renovations and the SERC.
 - Progressive transportation alternatives such as bike borrowing, Hertz connects and shuttle service serving the varied needs of the campus community.
 - A Living Learning Community dedicated to sustainability was created – The Green House.
 - Responding to requests from New York State Power Authority to curtail energy.
 - Installation of solar panels on Tuttle.

Goal is a work in progress.

IEAC Comments:

The IEAC divided the goal into two components – financial sustainability and environmental sustainability.

Financial Sustainability: Identifiable progress toward financial sustainability has not been documented. There seems to be little progress made on operationalizing objectives with the exception of the identification of the five initiatives outlined here. For example, the initiatives related to HR goals (3 & 4) seem important. More specificity is needed to operationalize these goals and create key performance indicators. The following are examples of questions that should be addressed in an operating plan:

Is this a process improvement exercise to improve efficiencies?

Is this an effort to diversify our staff?

Is this an effort to consolidate functions when separations occur?

How are 3 & 4 related?

Environmental Sustainability: Efforts seem to be substantial, but key performance indicators need to be developed to communicate and measure these initiatives. Additionally, several questions need answered. Has there been a financial investment in these efforts? Is there a need for financial resources to be dedicated to these initiatives? It seems like leadership for articulating KPIs and the financial assessment would come from Environmental Health and Safety.

6. High quality facilities that support co-curricular programming.

6.1 Create the capacity to further develop residential life facilities.

- In May 2013, a process to create a residential life master plan began with building condition assessments, followed by student focus groups, a student survey, visioning sessions, and analysis of student markets, peer institutions and finances.
- The residential life master plan will result in a roadmap for the modernization of the current facilities and/or new facilities in the context of maintaining affordability for students and families. The plan will include recommendations to modernize residence hall rooms, common areas, bathrooms, exterior/landscaping, dining services, laundry, and mail facilities to improve the overall system accessibility.
- The master plan must be self-sustaining and provide a framework for the next 15 years. Financial stability within the residence life system is imperative as the master plan is implemented as no state appropriations will be used to achieve this priority. Funding to pay for the master plan study comes from revenues generated by Residential Life/Learning Communities (RLLC).
- The process will conclude in Spring 2014 when a final recommendation will be delivered to the RLLC master plan steering committee and the campus wide facilities and planning committee.
- The current 10-year financial plan for RLLC, otherwise known as the DIFR budget, which will be updated in the spring 2014 based on the completed master plan, provides a clear picture of where the funds to pay for the master plan project were identified and how different financial bonding scenarios will be used to fund capital renovation of residence halls and will be paid off using revenues generated by room and board fees.

Goal is a work in progress.

IEAC Comments:

The goal is in progress with a report expected in February 2014.

7. Engagement of the campus in the community.

7.1 Increase partnerships with K-12 schools.

- College's 3-1-3 Program continues to recruit approximately 60 high school students/year to take two courses/semester at the College.
- KSSPE has relationships with True North Academy (a charter school) and Flower City School (RCSD) in which children come to campus for physical activity programs.
- KSSPE hosts children with disabilities from area schools to participate in the Swim 'n Gym program on Friday mornings (a "lab" for PEP 445). These activities also could be viewed as service-learning activities.
- The College hosts America Reads tutors within the Brockport Central School District.
- Through assessment of community service experiences, Community Development has identified the mentoring of youth as the most popular volunteer activity for students.

Goal is a work in progress. Existing K-12 programs are stable; not much evidence of increases at this time.

IEAC Comments:

As is evidenced by this non-inclusive list of the initiatives related to K-12 partnerships, this goal lacks vision and clarity. An individual must be identified to provide leadership to a group of faculty, staff, students, and community members to articulate the vision and create a plan to operationalize this goal by creating priorities and defining partnerships, key performance indicators, and benchmarks. It is recommended that the Dean of the School for Education & Human Services take the lead.

7.2 Increase partnerships with regional businesses.

With Career Services in transition, we have looked to other units/departments on campus to help realize this goal.

- Outreach between the Founding Dean of the School of Business Administration and Economics (SOBAE) with the Rochester business community. This effort has:
 - Introduced Dean Daniel Petree to the Rochester business community.
 - More closely aligned the SOBAE with the Rochester business community.
 - Identified and recruited prospects for the Dean's Advisory Board.
 - Solicited gifts (Regular Investors in Business at Brockport, or RIB²) from alumni and others.
 - Dean Petree also established the Center for Student Success within the SOBAE. The Center focuses its efforts on securing internships and job opportunities for students.
 - Built relationship with the Small Business Development Center (SBDC) – through a network of 24 regional centers.
- The StartUP-NY Program is in its infancy stage.
- A new Career Services Director started on August 1, 2013. Jill Wesley has been charged with creating a program that meets the needs of the students of 2025 and beyond. More information will follow as Wesley and her team create a vision for the program and its future.

Goal is a work in progress.

IEAC Comments:

As is evidenced by this non-inclusive list of the initiatives related to partnerships with regional businesses, there is no vision for this goal. An individual must be identified to provide leadership to a group of faculty, staff, students, and community members to articulate the vision and create a plan to operationalize this goal by creating priorities and defining partnerships, key performance indicators, and benchmarks. It is recommended that the Dean of the School for Business & Economics take the lead with involvement by the Director for Career Services and representatives from Finance & Administration and Advancement.

7.3 Increase campus participation in the community

- Building community relationships and engaging in civic and student leadership is done through a variety of units and academic departments on campus.
- Community Development has provided leadership with student participation in the community. In 2011, a coordinator for community services and outreach was added to Community Development (CD) to give attention to these efforts. CD collects data on community service participation by students and has provided the following summary.
 - More than 80% of incoming first-year freshman participate in at least one community service project.
 - Brockport has more than 1,700 students participating in community service each year.

- Brockport students perform more than 6,000 hours of community service each year.
- The most popular volunteer activity among Brockport students is mentoring youth.
- The College has partnerships with more than 100 organizations in Brockport, Rochester and surrounding communities.
- Most recent Saturday of Service had the highest student participation rate to date of 82%.
- Faculty annual reports include community participation, however, there is not a system to report that participation collectively. No system exists to document and report community participation by staff and administration.
- The College has yet to develop systems for tracking and measuring the impacts of service learning courses.

Goal is a work in progress.

IEAC Comments:

As is evidenced by this non-inclusive list of the initiatives related to campus participation in the community, there is no vision for this goal. The College has supported the creation of systems to increase student involvement in the community through community service programs; however, there has been no action related to promote or incentivize faculty and staff involvement in community. An individual must be identified to provide leadership to a group of faculty, staff, students, and community members to articulate the vision and create a plan to operationalize this goal by creating priorities and defining partnerships, key performance indicators, and benchmarks. It is unclear who should take the lead but individuals from Community Development, Academic Affairs and Human Resources should play a significant role. For example, *Activity Insight* tracks faculty involvement but only if it is connected with the academic department. There are no systems to track staff involvement although it is listed on the performance program.

A CULTURE OF PHILANTHROPY AND CONNECTEDNESS – *Cultivate community engagement in the life of the college.*

8. Graduates remain engaged in the life of the campus.

8.1 Increase outreach to alumni locally and across the country through a variety of activities.

- Hired a director dedicated full-time to alumni relations in Summer 2012.
- The primary focus of this effort is the Greater Rochester area where more than 30,000 alumni reside.

- The past history of programs and events in regional areas was sporadic and did not necessarily fit into an overall plan. The strategy to target the regional areas will focus on a two-tier approach. Tier 1 regional areas will receive more attention and resources; the critical mass is higher in those areas with regard to general population and prospects. The Tier 2 areas will involve self-selected volunteers and good prospects for engagement opportunities.
- Throughout the 2012-13 year the advancement team hosted 21 regional events as part of the Campaign launch and Graduates Of the Last Decade (GOLD) launch, including all Tier 1 and a few potential Tier 2 areas. These events provided a great opportunity to identify volunteers and champions to help build the regional effort.
- Staff efforts will continue to focus on the larger Tier 1 areas (Rochester, Syracuse, Buffalo, NYC, Albany, Boston, and DC) to implement a structured volunteer presence and chapter committees for programs, fundraising, and engagement, while also developing processes and procedures for volunteer management in the smaller Tier 2 areas such as Atlanta, Charlotte, portions of Florida areas, California, and others.

Goal is a work in progress.

IEAC Comments:

The goal is a work in progress that has created multiple collaborative efforts across the Divisions. There has been significant progress in reference to the work of alumni relations in the past 18 months.

9. Investment by stakeholders in the institution as a quality place.

9.1 Launch and complete the \$25M comprehensive campaign

- In July 2010, the Brockport Foundation began the “leadership phase” or “silent phase” of the largest Comprehensive Campaign in Brockport’s history. The anticipated goal was \$25 million.
 - The leadership phase consists of major gift solicitations (\$25,000 and above) of board leadership, alumni, emeriti, friends and others who have been historically strong donors and/or participated in the Feasibility Study that preceded the Campaign.
- On April 26, 2013, at the completion of the leadership phase, a total of \$16.2 million had been raised, significantly more than the minimum of \$12.5 million (and recommended \$15 million) that was needed to move the Campaign forward to the public phase.

- As of December 13, 2013, the following results have placed the Campaign ahead of its goal of \$25 million by June 30, 2016:

Constituency	Bequests	Pledges	Gifts	Total
Alumni	\$4,704,677	\$1,069,311	\$2,351,813	\$8,125,802
Emeriti/Retirees	\$3,615,000	\$65,306	\$691,850	\$4,372,156
Faculty/Staff	\$441,000	\$137,375	\$304,446	\$882,821
Parents			\$115,560	\$115,560
Students			\$303,615	\$303,615
Friends	\$789,836	\$263,026	\$373,151	\$1,426,014
Foundations		\$99,000	\$533,076	\$632,076
Corporations		\$60,500	\$1,777,283	\$1,837,783
Other			\$400,100	\$400,100
Totals	\$9,550,513	\$1,694,519	\$6,850,894	\$18,095,926

Goal is a work in progress.

IEAC Comments:

Significant progress has been made toward raising the \$25 million campaign goal.

GLOBAL MEASURABLE OUTCOMES related to the overarching goal of becoming a nationally recognized comprehensive master's institution focused on student success.

- **NSSE will be administered in Spring 2014. Data and analysis to follow at that time.**

- **Retention Rates**

RETENTION RATES							
	entering year	2007	2008	2009	2010	2011	2012
First-time, full-time students							
	1-year retention rate				84%	81%	81%
PREDICTED	IPEDS 1-year retention rate				72%	*	*
GOAL	1-year retention rate				84%	85%	87%
	SUNY comprehensive 1-year retention rate				81%	81%	*
	Working peers 1-year retention rate				83%	*	*
	Aspirant peers 1-year rate				87%	*	*
	2-year retention rate		78%	77%	77%	*	*
	3-year retention rate	70%	70%	71%	*	*	*
Transfer students							
	1-year retention rate				80%	79%	76%
GOAL	1-year retention rate				80%	81%	83%
	SUNY comprehensive 1-year retention rate				80%	78%	*
*not yet available							

IEAC Comments:

It is evident that the College has exceeded the predicted rates; however the goals for the retention rates outlined in the strategic plan are unrealistic. The retention goals for the remainder of the Strategic Plan 2011-16 should be revised by the Enrollment Management Committee and informed by current data and reviewed by the IEAC. Furthermore, a review of the aspirant peers needs to be conducted by Institutional Research and Planning and IEAC. It is important to be more specific as the peers are identified to articulate what variables are aspirational by The College at Brockport.

- **Graduation Rates**

GRADUATION RATES							
	entering year	2005	2006	2007	2008	2009	2010
First-time, full-time students							
	Brockport 6-year graduation rate	66%	67%	66%			
PREDICTED	IPEDS 6-year graduation rate	43%	*	*			
GOAL	Brockport 6-year graduation rate	66%	68%	71%			
	SUNY Comprehensive graduation rate	60%	59%	*			
	Working peers graduation rate	66%	*	*			
	Aspirant peers graduation rate	76%	*	*			
Transfer students							
	Brockport 3-year graduation rates				58%	56%	54%
GOAL	Brockport 3-year graduation rates				58%	60%	61%
	SUNY Comprehensive graduation rate				52%	51%	*
*not yet available							

IEAC Comments:

It is evident that the College has exceeded the predicted rates; however the goals for the graduation rates outlined in the strategic plan are unrealistic. The graduation rate goals for the remainder of the Strategic Plan 2011-16 should be revised by the Enrollment Management Committee and informed by current data and reviewed by the IEAC. Furthermore, a review of the aspirant peers needs to be conducted by Institutional Research and Planning and IEAC. It is important to be more specific as the peers are identified to articulate what variables are aspirational by The College at Brockport.

- **A description of the policy and process environment that efficiently and effectively supports the mission of the College is developed and implemented.**

IEAC Comments:

The IEAC needs clarification of the meaning of this goal and is unable to evaluate it in reference to Learning Environment & Quality of Place. With clarification, the IEAC is happy to comment.

- **The *US News & World Report* rankings demonstrate gains.**

The College at Brockport jumped 14 places, from 68 to 54, in the most recent US News & World Report rankings of Best Regional Universities-North. This is the highest ranking ever achieved by the College. Brockport also was ranked No. 11 among public universities in the northern region. Two important criteria in which the College saw year-over-year improvement was in “Graduation Rates” (from 64% in 2012 to 67% in 2013) and “Freshmen in Top 25% of High School Class” (43% to 48%).

It’s important to note that the individual categories as well as the weight each category is given can change from year to year. For example, an area that helped the College this year was in the graduation rates, which now includes actual rates versus predicted rates.

Year	2011	2012	2013
Ranking	57	68	54

IEAC Comments:

The IEAC does not feel that the US News & World Report rankings represent how the College should measure its success. As noted above the variables change on a regular basis and multiple components on the rankings are out of the control of the College. The rankings have value but should not be included as a measure of success in implementing the Strategic Plan 2011-16.

Are there other measures that articulate national recognition? This question needs to be explored in the context of how the institution is marketed, and not just to perspective families.

- **Reputation as a “best practice” institution by comparable institutions.**

IEAC Comments:

This global measurable outcome is also related to the marketing of the institution. How is “best practice” defined in the context of the strategic plan? One suggestion is to provide a definition of best practice with each goal. Another idea is to define “best practice” for each Division to promote multiple best practices. Therefore this would not be a global measurable outcome...it would be an outcome for each Division.

However, we need to be cautious that our work is not driven by the recognition of “best practice” The IEAC suggests that dollars be invested in programs that promote student success (based in evidence). “Best practice” should be perceived as the “icing on the cake.”

There has been recent discussion on creating the self-fulfilling prophecy: The Engaged SUNY. The IEAC suggests that this is an initiative that aligns with the Strategic Plan 2011-16 and deserves human resource and financial investment. However, as articulated in multiple comments provided by the IEAC, there needs to be an individual identified to take leadership for this initiative to operationalize it. How do we tell the Brockport story? How do we market The College at Brockport? And finally how do we measure when we achieve success?

Furthermore, are there additional NSSE measures beyond those that are articulated in the Strategic Plan that we should be analyzing and comparing longitudinally and with others? How do we lessen the gap between those who are engaged and those who are not engaged? Can we improve on some of the NSSE measures? This seems to be an important discussion to add to the agenda for the IEAC and the President's Cabinet.