

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

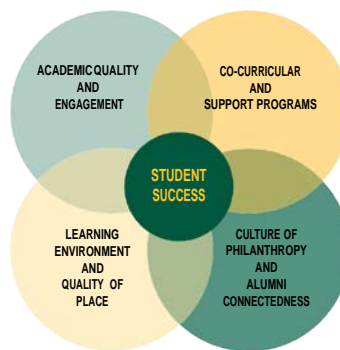
Prepared by

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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. A summary of this Progress Report will be presented to College Senate in February 2015.

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.

The SUNY Administrative Institutional Research office has recently revised their official data submission requirements to collect information on service learning and other high impact practices in one of our data submissions. At this time, reporting this type of data is optional, and much work needs to be done at the campus level because we do not now have a systematic way of gathering this information since it has to be section specific. Research, Analysis and Planning is working on this reporting in the spring, but we do not have a definite date when it will be ready.

- A Service-Learning Task Force charged by the *Institute for Engaged Learning* (IEL) was established and provided a report to the new Provost in July 2014.
- In consultation with the Provost, the IEL will determine a plan of action to move this initiative forward.
- In 2013-14, 42 faculty used service learning in 109 courses, up from 86 courses taught by 42 faculty in 2012-13. These courses enrolled 1,520 students, up from 1,316 students in 2012-13.
- The IEL continues to award grants of up to \$500 each to support faculty proposals for integrating service learning activities into their classes for each semester. 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.

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

IEAC Comments:

Metrics need to be developed to chart growth of service learning. A systematic procedure for collecting data on these metrics should be designed and implemented. There needs to be better communication to faculty/staff on the importance of service learning and to students on the opportunities. This responsibility may need to be more clearly articulated to the IEL. With the exception of the grants, there has not been an investment of resources (ie, time or money) into this goal.

1.2 Grow and sustain Living/Learning Communities

- 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. This board continues to meet quarterly to review the program's progress and implementation. Increasing faculty involvement and analyzing the assessment data related to the program are the current priorities for the program.
- The LLC Advisory Board is determining measures of success and collecting data relevant to those measures. LLC students that have participated since 2008 have successfully been coded in Banner for upcoming analysis. This will allow for more accessible assessment data to inform decisions and give perspective on how the LLC may have positively affected the students' Brockport experience, retention, etc. These measures will be determined by June 2015.
- Number of students in Living Learning Communities (LLC) has grown from 73 first year students in two communities in 2008 to 535 students in 15 first year communities in 2014. The number of students participating in the returning/transfer LLCs has decreased from 150 in Fall 2013 to 135 in Fall 2014 with 10 communities in Mortimer Hall. Increasing returning/transfer student population is a goal for 2015-2016.
- 47 Faculty Members and 43 Staff Members were involved in the LLCs for 2013-14.
- A partnership with Alumni Relations and Career Services has been established to deliver a "Careers in..." programming series related to the LLC themes. In 2013-2014 23 Alumni participated. (Careers in Dance, Careers in Health Care and Careers in Math & Science). Three more panels are scheduled for Fall 2014; plans are in place to sustain this partnership.

Goal accomplished and efforts to grow and sustain continue.

2. Rigorous curricular programs.

2.1 ~~Implement a cohesive and intentional general education program.~~

REVISED Fall 2014 to read: Enhance the General Education Program through a planned series of actions that increase the cohesiveness and intentionality of the curriculum.

Provost's General Education Team 2013-14

Back to Basics Working Group (13 Members from 8 Academic Departments and 5 Support Units)

- Drafted language to communicate institutional learning outcomes.
- Mapped institutional learning outcomes onto HIPs and Brockport signature programs.

- Reviewed existing assessment of learning in GEP and made recommendations; partially addressing IEAC comment on previous progress report.

Learning to Write, Writing to Learn Project (8 Faculty from 7 Academic Departments)

- Explored and field-tested the Written Communication Association of American Colleges & Universities (AACU) VALUE Rubric.
- Developed resources to aid faculty adoption of the rubric.
- CELT brought Peggy Maki to deliver two keynotes on assessment as scholarship of learning for Teaching and Learning Day (~75 participants).
- Held two norming workshops for faculty with Peggy Maki as part of her program for Teaching and Learning Day (~25 participants).
- Developed advice for assignment instructions based on using the rubric.
- Created Writing and Learning in the Disciplines FLC for 2014-15.
- Generated Senior Writing Assessment Plan Fall 2014.

Delivered Annual Report to Provost Mary Ellen Zuckerman and her team June, 2014

General Education Innovation Team 2014-15 established

- Given a new name to clarify role from other GEP-related bodies on campus.
- Will conduct focus groups and campus conversations on Essential Learning at Brockport to modify as appropriate and move towards official adoption.
- Is exploring the use of Integrative Learning AACU VALUE Rubric.
- Will organize Brockport Summer Institute on Integrative Learning for June 2015 with goal of driving innovative curriculum development.

Goal accomplishment is a work in progress.

IEAC Comments:

As progress continues, the NSSE data provides some information related to the College General Education Program efforts (see page 32).

~~2.2: Increase programmatic accreditation where available.~~

REVISED Fall 2014 to read: Maintain programmatic accreditation and seek new national accreditations as opportunities become available.

The College at Brockport currently has 14 academic programs accredited. They are listed here by program and accrediting body.

- **Athletic Training: CAATE** (Commission on Accreditation of Athletic Training Education)
- **Business Administration and Economics: AACSB** (Association to Advance Collegiate Schools of Business)
- **Chemistry: ACS** (American Chemical Society)*
- **Computer Science: ABET** (Accreditation Board for Engineering and Technology)
- **Counselor Education: CACREP** (Council for the Accreditation of Counseling and Related Educational Programs)
- **Dance: NASD** (National Association of Schools of Dance)
- **Exercise Science:** Commission on Accreditation of Allied Health Education Programs
- **Health:** National Association of Alcohol and Drug Abuse Counselors
- **Nursing: CCNE** (Commission on Collegiate Nursing Education)
- **Public Administration: NASPAA** (National Association of Schools of Public Affairs and Administration)
- **Recreation and Leisure: COAPRT** (Council on Accreditation of Parks, Recreation, Tourism and Related Professions)
- **Social Work: CSWE** (Council on Social Work Education)
- **Teacher Education (All Programs): CAEP** (Council for the Accreditation of Educator Preparation) (formerly NCATE)
- **Theatre: NAST** (National Association of Schools of Theatre)

*The Department of Chemistry has two separate chemistry majors listed in the Undergraduate Catalog. Students interested in pursuing the ACS-certified Chemistry Major must so indicate upon declaring their major.

** The American Chemical Society (ACS), through its Committee on Professional Training, establishes a professional standard for the undergraduate curriculum in chemistry, evaluates undergraduate programs, approves those departments which meet its standards, and certifies students who complete an approved major program in an approved chemistry department. The Committee on Professional Training added the Brockport Chemistry Department to its list of approved departments in April, 1972. The Department of Chemistry has two separate chemistry majors listed in the Undergraduate Catalog. Students interested in pursuing the ACS-certified Chemistry Major must so indicate upon declaring their major.

*** The two academic programs – a major in computer science (CSC) in the advanced computing (AC) track and a major in computer information systems (CIS) – in the Department of Computer Science are accredited by the Computing Accreditation Commission (CAC) of the Accrediting Board for Engineering and Technology (ABET). Our Computer Information Systems program is the only one of its kind among the SUNY comprehensive institutions with this accreditation.

Staff and resources continue to be committed to maintain accreditation or seek accreditations as they become available.

IEAC Comments:

Increased funding to support program accreditations is needed. Accreditation support includes dues, fees, funding for external reviewers and their visits to campus.

Identify a unit to maintain a list of program accreditations and work with Academic Affairs to prioritize new opportunities.

The Criminal Justice department is also currently looking into accreditation for its program.

At this time, we do not know what other programs might be available for accreditation. Finding this out would require surveying chairs and/or deans for this information or a thorough web search for the remainder of our programs. Department chairs and/or deans should be asked to actively seek out this information perhaps through a thorough web search for the rest of our programs. These results should be reported to the Provost for action.

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 2013-14, several programs and initiatives grew or were maintained to promote student involvement in faculty scholarship.

- 21 students participated in the 2014 Summer Undergraduate Research Program with 20 faculty members.
- In the School of Science and Mathematics, faculty supervised 110 independent studies courses during the academic year; and 23 students worked on research projects during summer with 17 receiving support through the Institute for Engaged Learning (IEL).
- In the School of Health and Human Performance, as many as 34 students worked on research projects under faculty supervision, leading to 6 professional presentations.
- In 2013-14, 9% of the journal articles that faculty/staff published were co-authored by students, a slight increase over the 7.6% reported last year. Students also collaborated in 17% of the presentations done by our faculty/staff, up from 14% last year.
- Scholars Day presentations by students sponsored by faculty have increased dramatically with 305 presentations/poster sessions/performance by 730 presenters (710 students and 20 faculty/staff) with an additional 85 faculty/staff chairing sessions in 2014.

Goal accomplishment is a work in progress.

IEAC Comments:

As was suggested in comments from President's Cabinet and the previous Strategic Plan Progress Report, for growth in this area, attention must be given to faculty reward systems, which can range from extra service awards to providing funds for supplies and equipment.

3.2 Incorporate high impact educational practices into the curriculum

- The “Hip Hoc Committee” through the *Institute for Engaged Learning*, presented a report to the Provost in July 2014 which included multiple recommendations to continue to advance the incorporation of high impact educational practices into the curriculum.
- Highlights from the report:
 - The committee was asked to engage in discussions about how to best educate faculty on High Impact Educational Practices (HIPs), and also how to best collect the faculty voice as it pertains to the existing HIPs and possible implementation of new HIPs in disciplines across the campus. A total of 474 courses were identified as utilizing high impact practices. The HIPs used most often in Brockport courses are writing-intensive experiences, undergraduate research, collaborative assignments and projects, and diversity/global learning.
 - The HIP Hoc Committee members visited departments to discuss HIPs and found faculty to be positive to incorporation of HIPs with a cautious eye to ensuring faculty's freedom to choose their own pedagogical approaches.
 - There is a need to create more cohesive structures and systems to incorporate internships, service and community-based learning and capstone experiences across campus.
 - There is a concern that there are not additional resources or reward systems in place to make HIPs a priority.
 - In addition to the data contained in the HIP Hoc committee report, RAP has done other analyses related to HIPs in response to SUNY's recent requests for data on “applied learning” experiences. These data may overlap with some of the analysis in the HIP Hoc report, but we provide them here as a starting point from which to compare future progress. These data come from an analysis of course data in the SUNY OBIEE data warehouse:
 - In 2012-13, 797 students (unique count) participated in internships compared to 760 in 2013-14.
 - In 2012-13, 390 students (unique count) took research/independent study courses compared to 385 in 2013-14.

Accomplishing this goal is a work in progress. Utilization of HIPs is robust at the College and further study on HIPs and their implementation continues with the work of the Hip Hoc Committee of the Institute for Engaged Learning.

IEAC Comments:

The data from the 2014 administration of the NSSE at Brockport should be reviewed longitudinally and compared to student retention and persistence data at the macro and micro levels. Some data is presented later in the report but still requires analysis in the context of HIPs at Brockport (see page 30).

Continued specific programming in CELT to support faculty efforts to include HIPs in their instruction is recommended.

A systematic plan for monitoring progress in incorporating HIPs into our curriculum still needs to be developed (e.g., what represents “progress?” More students, courses, faculty involved? All of these?). The SUNY IR work mentioned in the “IEAC comments” for Goal 1.1 is also relevant here. We will be in a better position to report on at least some HIPs if this reporting project is successful. A specific date for when this will be implemented has yet to be identified. However, it must be noted that what SUNY requires is not exhaustive of all possible HIPs the College may want to track.

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.

- Over 300 students participate in the certificate programs and over 100 faculty and staff volunteer their time.
- As noted in the 2013 Strategic Plan Progress Report this goal has been accomplished. This year the student Leadership Development Program (LDP) was recognized nationally by NASPA: Student Affairs Administrators in Higher Education with the Bronze Excellence Award for outstanding contributions to the field. This year the LDP was selected after receiving the top honor in the category of Student Union, Greek Life and Leadership. Also the LDP was recognized with a SUNY Outstanding Program award and the program has been featured in multiple presentations and publications.

Goal accomplished.

4.2 Complete the Academic Success Center.

- The Academic Success Center will provide support to The College at Brockport's faculty-led academic advising system by bringing together a comprehensive and integrated set of student academic support programs in an efficient, "state of the art" physical environment.
- The Academic Success Center will integrate the strategies, processes, and procedures essential to the support of student success in learning.
- The Academic Success Center will not be created simply by moving existing units to a new single location but rather by bringing functions of a number of currently separate units into a new, integrated approach to student services.
- The Academic Success Center will provide the services and functions listed below:
 - Academic Advising for undeclared students and for students in transition.
 - Academic Tutoring and Learning Support.
 - Support for Students with Disabilities.
 - Retention Programs.
 - First Year Experience.
 - Second Year Experience.
 - Transfer Year Experience.
 - Summer Orientation.
 - Satisfactory Academic Progress/Financial Aid
 - Career Counseling
 - Recovery services for students on academic probation and dismissal status (not appeals).
 - Veteran's services.
 - IT support (computer labs/resources) as needed for specialized testing and technological assistance for students with disabilities.

Prior Committee Work in Support of the Academic Success Center Concept and Vision.

- Several committees/task forces since 2001 provided the guidance to develop the functions to be included in the Academic Success Center.
 - Task Force on Academic Advising 2001
 - Foundations of Excellence First Year Experience Report 2003
 - Foundations of Excellence Transfer Year Experience Report 2010
 - Academic Advising & Mentoring Task Force 2012
 - Advising, Mentoring, & Engagement Road Map Committee 2012
 - Stieglitz Snyder Architects Program Study 2012
 - Drake Redesign Planning Group 2012
 - Academic Success Center Project Team 2013
 - Veterans Services Study Team 2014

- Expected opening of the Academic Success Center is January 2017.

Goal accomplishment is a work in progress.

IEAC Comments:

Substantial progress has been made on the concept and potential location for development of the ASC. We recommend an energetic move into the design phase of the project in Spring 2015.

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

- The *Institute for Engaged Learning* continues to have cross-divisional support cultivating interest in the engagement agenda as it supports ongoing programs of internships, study abroad, and faculty/student scholarship. It has also begun an initiative to explore and encourage curricular and co-curricular high impact practices such as service learning. Several task forces were developed with reports provided to the Provost and Vice President for Enrollment Management & Student Affairs.
 - Hip Hoc Committee
 - Task Force on Service Learning
 - Internship Task Force
- The Brockport Foundation continues to cultivate funding for summer undergraduate research fellowships and internships with \$80,000 currently available to students.
- The IEL & the Office of Diversity continues to administer LAUNCH, a program aimed at replicating specific high impact practices of the Educational Opportunity Program, Delta College and McNair, to support regular-admit, first-year students from traditionally underrepresented populations.
 - Served 21 students in 2013-14 and 47 students are involved in the program for 2014-15.

Goal accomplished. The Institute for Engaged Learning was launched and continues to advance the efforts to integrate High Impact Academic & Co-curricular Practices (HIPS & CHIPS).

4.4 Increase diversity across all populations of the campus.

Overall Enrollment

Undergraduate: Diversity within the undergraduate student body has been steadily on the rise, and when defined by race and ethnicity, stands at 18% minority students as of fall 1014. Undergraduate Admissions focused recruitment efforts in downstate markets, thereby increasing both the geographic and ethnic diversity of the incoming classes.

Graduate: Diversity within the graduate student body has seen an increase from 13% in fall 2013 to 17% as of fall 2014.

There has been a decrease in overall enrollment of Asian students. Beginning in July 2013, temporary resources have been allocated at the undergraduate level in an attempt to see that number rebound. For first-year students, there was an increase of just over 1% for fall 2014.

Retention

The College is retaining students of color continuing from first to second year at a comparable rate to majority students, except for students who identify as being of two or more races (66.7%) and nonresident aliens (50%). 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 cohort to 77.6% for the 2012 cohort. A similar trend is evident for second to third year retention (58.8%). At the same time, we are enrolling more first-year Hispanic students. Targeted and intentional efforts to support and retain Hispanic students are needed.

The 2012 cohort statistics regarding the retention rate of transfer students indicates that American Indian, Asian, students who identify as having two or more races, and nonresident alien transfer students are leaving the College at a higher rate than their counterparts. Second to third year retention among all demographic groups except nonresident alien is below 55%. 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.

Graduation

The four and six year graduation rates for the 2009/2007 cohort, respectively, are as follows: Asian-33.3%/ 78.8%; Black-21.4%/50%; Hispanic-14.3%/66.7%; White 46.7% /67.7%. The two and three year graduation rates for the 2011/2010 cohort, respectively, are as follows: Asian-50%/66.7%; Black-25.4%/42%; Hispanic-10.8%/51.6.7%; White 30.3%/58.3%. It is clear that much work is needed to improve graduation rates among all demographic groups, particularly underrepresented groups. Goals and strategies to bridge the achievement gap are necessary.

International Students

International undergraduate students on campus have rebounded from a low of 30 students in 2011 to 112 as of fall 2014, representing 1% of the undergraduate student population.

- 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.
- 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 for building international student enrollment at the College and within SUNY.

Staff & Faculty

According to the workforce data, diversity among faculty and staff has remained constant at approximately 14-15% among underrepresented faculty and 9% among underrepresented staff. Human Resources continues to encourage underrepresented 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.

Academic Affairs

- Deans participated in the Compact on Faculty Diversity where they interacted with diverse candidates who could become candidates for jobs at Brockport, and this resulted in 40 contacts with underrepresented candidates.

EMSA

- 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 ongoing, given its potential to help the division build a pool of prospective candidates for staff positions.

Noteworthy Accomplishments in the area of Diversity & Inclusion

- Completed the Campus Climate Survey.
- In Fall 2013, the 13th Annual Diversity Conference had over 1,300 attendees; the largest number in the history of the conference.
- Awarded 10 Promoting Excellence in Diversity Grants to support a variety of programs across campus.
- The LAUNCH Program – a new student mentoring program supported for two consecutive years by a SUNY grant to support underrepresented ethnic minority students that are not involved in another program. Current implementation includes an analysis of its effectiveness and sustainability.

Goal accomplishment is a work in progress.

IEAC Comments:

Substantial and important progress has been made on this goal. Specific efforts to address retention problems of specific groups should be developed. An effort should be made to make the College's accomplishments in promoting diversity better known to the campus community. There should be an assessment of the resources (ie, time and energy) used to advance these efforts and if there is a need for additional investment.

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

Health and Wellness programming at the College is led through the work of the Hazen Center for Integrated Care. As noted in last year's report, the efforts have expanded greatly since 2010. With the downward trend in student fees, resources have declined. However, the staff makes every effort to provide programming that is contemporary and has been found to be the most effective based on student learning outcomes assessment and number of students reached. Programming for this past year has expanded to include dialogue and activities related to opiates and young adults, educational programming to meet the federal compliance requirements for both Title IX and the Violence Against Women Act, and increased efforts with bar owners in the Brockport community. The following are highlights:

- "Opiates and Young Adults: Implications for College Campuses" symposium was developed and hosted at Brockport, bringing over 150 attendees from all over the state, with differing work responsibilities.
- Select Respect Symposium in April 2014 provided a forum for students, faculty, and area colleges to address sexual assault and interpersonal violence.
- Orientation programming includes College Life Live, a peer led theatre and debrief from Prevention and Outreach staff focused on mental health, healthy relationships, safe partying; topic areas that college students will likely face during their time on campus.
- Developed marketing tools (posters, letters, cups, napkins) to distribute to area bars during known high-risk drinking weekends, encouraging bar owners to provide free non-alcoholic drinks, and remind students of safe partying tips.

Goal accomplishment is a work in progress.

IEAC Comments:

What are the important metrics that the College should follow to determine the success of our efforts? Have these been identified? What are the results of analysis?

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 re-engineered the College Wide Facility Planning Committee with members from across a broad spectrum of the College community. The members of this committee are charged to represent the campus community by recommending to the Office of Facilities and Planning, and to the President's Cabinet broad-based views and advice on major decisions regarding campus facilities. Dating from initial acceptance of the facilities master plan, initial phases of this plan have been implemented.

Projects completed and/or in progress:

- Liberal Arts Building construction (2014)
- Tuttle Complex Exterior Improvements (2011 - 2014)
- Classroom upgrades (2011-14)
- Lathrop Hall construction for Nursing Department and University Police Department began in January 2014 (scheduled completion Summer 2015)
- Rehabilitation of Allen Exterior Plaza Deck began in May 2014 (beneficial use December 2014, completion Spring 2015)
- Renovation plus ADA Enhancements of North Entrance of Pedestrian Overpass RR Bridge began in May 2014 (beneficial use December 2014, completion Spring 2015)
- Investigation and Design for North Campus Utilities Infrastructure and Landscaping Improvements (study started July 2014, design start February 2015)
- Replacement and Upgrade of Mechanical and Electrical Equipment at Tuttle Complex (construction start Spring 2015)

As part of the implementation of the Facilities Master Plan we developed tools and processes to ensure that goals are measurable and that the data is informative and supportive of ongoing improvements within the Office of Facilities and Planning. The development of Key Performance Indicators (KPI) is part of the College strategy. As part of this new system, 90% of our buildings have been assessed, with all assessments scheduled to be completed Fall 2014. Buildings are inspected and scored based on the Association of Facilities Officers Facilities Condition Indexing (FCI) system. Conditions of 65 separate building components build a condition picture of each building that is part of a visualization tool that reports in various formats and exports to Microsoft Excel. Data that is exported is used in a prioritizing tool using various criteria that support 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.

A reassessment of the 2011 Facilities Master Plan was started by the Campus-Wide Facility Planning Committee in Fall 2014 to evaluate where revisions to some of the suggested projects of the Master Plan may be warranted in light of capital spending constraints imposed by SUCF. While the major priorities of the Master Plan will likely not change, the scope of work of several projects may be scaled back and sequencing of projects may shift due to these financial constraints.

Goal accomplishment is a work in progress. Initial phase of the Facilities Master Plan is complete and implementation of subsequent phases continues.

IEAC Comments:

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

Has the Master Plan been formally updated to take into consideration the many changes in planning and implementation since the plan was written? If not, an update should be considered.

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

5.2 Promote best practice in sustainability

From fall 2008 to fall 2013, the College has been subjected to \$19.6M in State Support funding reductions. At the same time, funding has been provided for some contractual salary increases and inflation totaling \$10.5M, the net reduction to State Support since academic year 2008-09 totals \$9.1M (33.91% decrease). During this time the implementation of state approved tuition increases as well as increases from NYSUNY2020 legislation, campus revenues have increased \$13.4M (40.87% increase). The financial plan, State Support plus Tuition Revenues, during this time period had a net increase of \$4.4M (7.34% increase). Given the modest increase of state financial resources, the support of on-going operations, contractual obligations, SUNY, New York State and Federal mandates along with strategic investments required vigilant consideration and stewardship.

1. Promote effective use, development and maximization of campus resources

- **e-Procurement/Shared Services with Western New York Campuses**, since October 2013, Procurement and Payment Services has been participating in a business case project to develop a successful strategic sourcing program that will leverage savings opportunities and enhance compliance.
 - SUNY collectively needs reliable, granular data to perform critical spending analyses. Capturing reliable spend data, and enabling procurement staff to dedicate more time to higher level activity, will require an investment in e-procurement technology that automates transactional activity (e.g., requisition and purchase order creation, purchase order distribution, invoice payment, solicitation

processes, and contract management) and enables increased standardization across campuses through a variety of electronic systems and tools.

- Its purpose is to make a case for procuring an e-procurement system within the 2014-15 fiscal year, and it is based on a detailed analysis of the following:
 - The current state of SUNY procurement;
 - How e-procurement will serve as the necessary technological framework for future optimization; and
 - The wide-range of benefits to be gained for SUNY and the State of New York, including potential financial savings.
- A conservative analysis of actual 2012-13 procurement expenditures for the nine Western New York campuses and System Administration has revealed that approximately \$76 million of the nearly one billion dollars spent annually by these institutions has the potential for cost savings, if managed through an e-procurement system. When industry standard percentages of savings for public and private entities were applied to this \$76 million in estimated addressable spend, it resulted in estimated potential savings ranging from a low of \$3.8 million to a high of \$11.4 million annually.
- It does not include any potential cost savings that will be achieved from processing efficiency gains, such as automating transactional activities and reducing overall administrative costs.
- **Conference and Events Task Force** was convened to perform a self-assessment of the current conference and events enterprise on campus utilizing elements of the Council for the Advancement of Standards in Higher Education Guidelines. The task force recommended an action plan that will maximize the efficiency and effectiveness of the conference and event enterprise on campus for all stakeholders to address the following five point model: Relationship Management, Resources, Connected Information, Financial Aspects and Continuous Improvement. As result, Outcome EMS (Event Management Software) has been purchased immediately for a Summer 2014 implementation.
- **CMMS: Computerized Maintenance Management System** enhances response times for work affecting the academic mission and critical needs. It allows management to make decisions on the allocation of scarce resources; funding is based on data.
- **New Student Orientation Fee Assessment** was revised to more efficiently and effectively collect the fee to support orientation for new first-year and transfer students. The changes allowed for fee assessment to be automated and assessed each semester.
- **Improved New Transfer Student Academic Advising Systems** by eliminating the SOAR program and implemented the process of transfer articulation review and academic advising to begin at the point of acceptance to the College.

2. Improve and develop campus compliance requirements and areas of risk management

- **Establish Payment Card Industry (PCI) Compliance:** Failure to comply with PCI standards can result in the loss of credit-card processing privileges; banks can revoke the ability for a business to accept credit card payments from customers. Many of our families rely on the use of credit cards in order to pay their student's bill; some have no other means with which to pay the difference between the student's outstanding balance and any financial aid awarded. Ensuring PCI compliance means we are able to better

serve our students/families – and that students can stay in school (if we did not accept credit cards, a large number of our students would be forced to drop out for financial reasons).

- **Minority Women Business Enterprise overall utilization** from April 2013 - March 2014 (state fiscal year) the College had 30% utilization of MWBE vendors. SUNY's goal is to achieve 20% utilization.
- **Title IX & Violence Against Women Act Compliance** responsibilities have grown to a level where there has been a need to reassign a position to take on these efforts. A search will occur in Spring 2015.

3. Develop human capital on an enterprise-wide basis by recruiting qualified workforce in a timely manner.

- No substantive progress has been made 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.

- **Human Resources Delivery Initiative** to improve its core operation began in February of 2013. The initiative will enhance the efficiency and effectiveness of Human Resource practices, processes, systems, structures and services. This review continues into 2014-15. Areas of focus and redesign include: personnel transactions; recruiting, hiring, on-boarding; and performance management.

Goal accomplishment is a work in progress.

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

6.1 Create the capacity to further develop residential life facilities.

The Residential Life/Learning Communities facilities master plan was completed in September 2014. The completed plan was developed and approved by a steering committee consisting of students, faculty, and staff, and by the Campus-wide Facilities and Planning Committee (CFPC). The master plan provides the College with a road map for improving the quality of place of the residence halls over the next 10 years. The first five years of the plan is the critical measures phase and will address \$14,968,000 in capital improvements. Years 6 through 10 are the transitional measures phase and will address another \$12,440,000 in capital improvements. A key component of the plan allows for a decision point at Year 5, to incorporate a possible room rate increase that allows for significant renovations of the high rise buildings. If the proposed room rate increases in Year 5 is not implemented, then the plan can continue with the transitional measures outlined in Years 6-10.

In an effort to provide an affordable, yet high quality living and learning experience, RLLC is faced with deferred maintenance needs in aging buildings. In collaboration with Facilities and Planning, maintenance and renovation needs are being prioritized. All projects are funded through the DIFR Budget.

Goal accomplishment is a work in progress.

7. Engagement of the campus in the community.

7.1 Increase partnerships with K-12 schools.

School of Science and Mathematics

- The School signed a Memorandum of Understanding with the Rochester City School District (RCSD) to provide Professional Development (PD) to about 80 science teachers (grades five through eight) in the RCSD.
- The School of Science and Mathematics sponsored and the School faculty participated in the Midwest Regional Science Olympiad of New York.
- A faculty member in the Department of Psychology is on the Spencerport Central School District Professional Development Committee
- Dr. Maggie Logan and Dawn Lee designed and presented a workshop on Chemical Reactions to roughly 30 students from True North Rochester Prep Charter School middle school.

School of Education and Human Services

- Education and Human Development has established and maintained vibrant and responsive tutoring partnership programs with Advancement via Individual Determination (AVID), FREE Partnerships, and the Brockport Central School District.
- Pursued NYSED's option of a one semester student teaching placement with a number of school partners.
- Sustained and built upon current partnerships through school visits by faculty and field experience office personnel, and by providing professional development opportunities for teachers and administrators.
- Recognized the East Irondequoit Central School District with the third annual School Partnership Award for its ongoing support of teacher education through excellence in mentoring field experience and student teaching candidates.
- Partnerships continue with Urban Choice Charter School, FREE Partnership, AVID and area school districts.
- All teacher candidates have a minimum of one semester-long field placement in a high-need school, many in the RCSD including AVID, and FREE Partnerships.

School of Health and Human Performance

- Many students (~120) in Health Education and especially PE teacher certification teach in schools primarily in the greater Rochester area. Still others (n~300) do pre-student teaching field experiences (~100 hours) around Rochester.
- Faculty in Adapted Physical Education (APE) bring students from area BOCES to campus most Fridays during the year to work with students in PEP 445.
- Graduate students in APE (n~10) do field work (~100 hours) in area schools as part of PES 684.
- Dr. Collier has developed service-learning opportunities for students in PE by developing partnerships with True North Academy and the Flower City School (RCSD)
- The dean's office is working with representatives from RCSD to bring high school students to campus to shadow Brockport students for a day.

College-wide Efforts

- The College's 3-1-3 Program continues to maintain a healthy enrollment of 60-80 high school students annually from Brockport, Spencerport, Kendall, Hilton, and other school districts. Initial contacts have been made with North Star Christian Academy in Rochester and Holley to establish new programs at those schools. There has been growth in the number of 3-1-3 students who matriculate to Brockport. In 2013 there were 60 students and in 2014 there were 78 students.
- The College has established a relationship with PUC Achieve Charter School, a new public charter school in Rochester, NY. In addition to hosting orientation for the inaugural class of 125 5th and 6th graders, the College has also donated food and personal care baskets to PUC Achieve families. A representative from the College has also been elected to its Board of Directors
- Career Services continues to coordinate the America Reads Program with funding from the federal work-study program.

Goal accomplishment is a work in progress. Continued investment of time and resources is necessary.

IEAC Comments:

Are there quantitative metrics needed to assess this goal? If so, what should they be? As noted in the previous progress report, an individual or team of individuals should be identified to advance, track and assess these efforts, including assessment of resources committed to these activities.

7.2 Increase partnerships with regional businesses.

Career Services and the School of Business Administration & Economics provide leadership to the efforts to address this goal.

- In Career Services, the employer relations team has worked to develop and implement highly effective, integrated career and employment services in support of the mission and goals of the College, including actively engaging employers and developing entry level job and internship opportunities with regional employers. The goal is to articulate and promote the unique potential of the College students and facilitate outstanding employer service/experiences that distinguish Brockport in relation to other institutions. We have developed employer target lists that will identify and prioritize employers to engage with in various strategic recruitment activities. These include: Excellus, ESL, Sherwin Williams, Geico, Northwestern Mutual, Wegmans and Precision Optical Transceivers.
- Points of pride include:
 - First employer “meet-up” in summer 2014 to identify opportunities to connect employers with students, including those from the Living-Learning Communities and the Leadership Development Program. This launched the Employer Advisory Board in Fall 2014. Current members include Enterprise, Sherwin Williams, ESL, Wegmans, First Investors, and Buffalo Bills.
 - Hosted Job Fair with 87 organizations (18% increase) of primarily regional employers. Job Fair was attended by more than 420 students (20% increase from previous year).
 - Launched Non-profit Career and Volunteer Fair in conjunction with Community Development. Employer participants primarily located in Rochester and Buffalo. As of 10/29, more than 35 organizations have registered to participate.
 - Contacted 560 employers to reaffirm their relationship with Brockport. (Spring 2014).
 - Conducted more than 30 employer visits in Buffalo and Rochester during the fall 2014 semester.
 - Developed new events connecting employers/alumni with students including Mock Career Fair, Mocktails, Etiquette Dinner, Resumania, Non-Profit Career and Volunteer Fair and Networking events.

- The School of Business Administration & Economics Dean's Advisory Board, Dean's Lecture Series and the Regular Investors in Business at Brockport (RIB²) programs have helped grow Brockport's connections in the region.
- Within the School of Business Administration & Economics, the process of establishing an MBA at Brockport moves forward. Dean Dan Petree and his team have worked with numerous local business leaders (Mark Peterson, Sandy Parker, George Hamlin, Gerry Wenzke, Julie Pettis, among others) to gather intelligence on the program design.

Goal accomplishment is a work in progress and continued investment of time and resources is necessary.

IEAC Comments:

Do we have quantitative metrics to assess this goal? If not, what should they be? As noted in the previous progress report, an individual or team of individuals should be identified to advance, track and assess these efforts, including assessment of resources committed to these activities.

7.3 Increase campus participation in the community

A College-wide commitment to community service is evident through the investment of time and resources that are highlighted in this document for the growth of service learning, connections with the K-12 and business communities and the growth of student internships. SUNY has also asked for an emphasis on these efforts with annual reports highlighting the College's applied learning activities, which include but are not limited to, service learning, internships, and other community related activities.

In Enrollment Management & Student Affairs, Community Development provides leadership to tracking data. Brockport has over 3,240 students participating in community service each year.

- Brockport students performed more than 125,000 hours of community service during the 2013-14 academic year.
- The most popular volunteer activity amongst Brockport students is mentoring youth.
- The College has partnerships with over 200 organizations in Brockport, Rochester and surrounding communities
- Most recent Saturday of Service had the highest student participation rate to date, with 941 students (87%) taking part.
- The myBROCKPORT system has 117 registered student organizations along with various campus departments, committees and groups. Total page views for the year was 874,467.
- Estimated economic impact of volunteers of Community Development sponsored

events = \$2,769,299 in 2013-14.

- Based on self-reported information from the 2013-14 Activity Insight faculty/staff activity recording platform, 177 faculty and/or professional staff in the Academic Affairs division belonged to groups of various kinds and/or participated in activities/events in the community. Some of this participation may have been related to their professional training while other was general civic engagement.

Goal accomplishment is a work in progress. Continued investment of time and resources is necessary.

IEAC Comments:

Are quantitative metrics needed to assess this goal? If so, what should they be? As noted in the previous progress report, an individual or team of individuals should be identified to advance, track and assess these efforts, including assessment of resources committed to these activities.

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.

- Collaborated with Admissions and Development in hosting regional events in the areas with the largest concentration of alumni (Tier I - Buffalo, Rochester, Syracuse, Albany, NYC, and DC), as well as events in Florida and Indianapolis. Developed specific chapter Facebook groups for each Tier 1 area and utilized targeted messaging through groups.
- Planned and implemented 75 programs and communications to connect alumni and students; this was achieved through collaboration with the Student Union & Activities, the Institute for Engaged Learning, Residential Life/Learning Communities, Intercollegiate Athletics, Undergraduate Admissions, Career Services, the schools and academic departments to connect students with alumni for networking, mentoring, and engagement.
- Maintained second year of Graduates of the Last Decade (GOLD) committee and recruited new members, new co-chair; hosted multiple events throughout chapters and in Rochester area. Facebook group grew to 560 users. Worked in conjunction with the Fund for Brockport in messaging and soliciting GOLD alumni. Solicited GOLD members directly resulting in 202 donors giving a total of \$20,800.

- Managed two complete slates of traditional reunion activities in eight months during Homecoming 2013 and Reunion 2014, including two alumni awards cycles and two 50th class reunions in one year. There were 600 registered guests for Homecoming 2013, including promotion for the first ever night football game, There were also 450 registered guests for Reunion 2014, the first spring/summer gathering in more than 10 years.

Goal accomplishment is a work in progress. Continued investment of time and resources is necessary.

IEAC Comments:

Are there opportunities to more actively engage BAWAFAS/Brockport Alumni Who Are Faculty and Staff?

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

9.1 Launch and complete the \$25M comprehensive campaign

- As of November 13, 2014, the Campaign total is at \$22,905,738. It is anticipated that the Campaign celebration will be held in April 2015, and “Pursue Something Greater” will officially close a year earlier (June 30, 2015) than expected.
- The mid-Campaign goal of \$18.75 M was exceeded by over \$3M as of June 30, 2014, which was the mid-point of the Campaign.
- In FY 2013-14, the following Campaign levels were attained:
 - Gifts of \$5,126,632
 - 7,573 total gifts
 - 4.44% alumni participation rate
 - 32% F/S giving rate
 - \$566 average alumni gift/pledge
 - \$677 average overall gift/pledge

Goal accomplishment is near completion.

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

- **NSSE results compared to those goals listed in the SP 2011-16 (pp 21-31).**
 1. NSSE made several revisions to their survey and reporting since our last administration in 2011. Some items were dropped, others added, and some reworded. In part because of these changes, but also for other reasons, NSSE also stopped calculating and reporting "benchmark" scores. Because of these changes that NSSE made, this presentation of NSSE results does not mirror that done for the initial Strategic Plan. We have chosen items similar to those reported initially from our 2011 data, but also included new survey items that tap other emphases in our strategic plan. We have labelled the topical survey areas to indicate which strategic plan goal with which the data is aligned.
 2. Survey items are not "numbered" in the online NSSE survey. We "number" the items here as if they were in case these were being discussed in reference to the actual survey.
 3. All means are rounded to the nearest tenth. Percentages are rounded to nearest whole number.
 4. Our comparison groups are as follows:
 - a. SUNY: Cortland, Empire, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, Potsdam, Purchase
 - b. Carnegie: Public institutions in our Carnegie classification (N=124)
 - c. Aspirant: Through discussions in the IEAC and RAP analyses, we identified a new group of "aspirant peers" that consisted of institutions like us in major respects (e.g., sector, size, etc.) but had higher retention and graduation rates. They are: Ramapo, Rowan, Richard Stockton, Truman State, UNC-Wilmington, U. of Northern Iowa, and Western Washington U.

5. Survey items marked by an asterisk indicate that the 2014 wording (used in this table) is slightly different from the 2011 version. We reviewed these changes carefully, and in our opinion, they are not so different as to make longitudinal comparison impossible. Nonetheless, we do recommend caution.
6. Those items for which "n/a" is listed in cells for Brockport's 2008 and 2011 data are new to the survey.

IEAC Comments:

Analysis of the NSSE data is essential. Multiple areas of the College can play a role in the review and interpretation of the information. Units of Academic Affairs & Enrollment Management & Student Affairs should be charged with these efforts.

**Select NSSE Items for Monitoring Strategic Plan: Brockport Trends—2008-2014 & 2014
Comparison with Selected Internal & External Groups**

1. Please read "Notes" tab before perusing the results.
2. All figures are means on the ordinal scales indicated for each item, unless noted otherwise.

NSSE SURVEY ITEMS		Brockport Trend Results			2014 Brockport Comparison Groups		NSSE 2014 Comparison Groups		
		<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>General Satisfaction – Overall strategic plan goal of increasing student satisfaction</u>									
<i>18. How would you evaluate your entire educational experience at this institution? (1=Poor; 4=Excellent)</i>									
	Freshmen	3.2	3.3	3.1	3.2	3.1	3.2	3.2	3.3
	Seniors	3.1	3.2	3.2	3.2	3.3	3.2	3.2	3.3
<i>19. If you could start over again, would you go to the same institution you are now attending? (1=Definitely no; 4=Definitely yes)</i>									
	Freshmen	3.1	3.3	3.2	3.5	3.2	3.1	3.2	3.3
	Seniors	3.1	3.1	3.1	3.0	3.2	3.2	3.2	3.2
<u>13a-e. Quality of interactions with the following people (1=Poor; 7=Excellent)</u>									
<i>Students</i>									
	Freshmen	n/a	n/a	5.6	5.7	5.5	5.5	5.5	5.7
	Seniors	n/a	n/a	5.7	5.4	5.8	5.7	5.7	5.8
<i>Advisors</i>									
	Freshmen	n/a	n/a	5.2	6.1	4.7	4.9	5	5.1
	Seniors	n/a	n/a	5.3	5.8	5.4	5.2	5.1	5
<i>Faculty</i>									
	Freshmen	5.1	5.3	5.1	5.4	5.1	5.3	5.1	5.4
	Seniors	5.4	5.4	5.7	5.6	6.0	5.5	5.5	5.6

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<u>NSSE SURVEY ITEMS</u>	<u>Brockport Trend Results</u>			<u>2014 Brockport Comparison Groups</u>		<u>NSSE 2014 Comparison Groups</u>		
	<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>13a-e. Quality of interactions cont. (1=Poor, 7=Excellent)</u>								
<i>Student services staff</i>								
Freshmen	n/a	n/a	5.1	4.9	4.8	5	4.8	5
Seniors	n/a	n/a	4.9	5.3	4.9	4.9	4.8	5
<i>Other administrative staff</i>								
Freshmen	n/a	n/a	4.9	4.7	4.4	4.8	4.7	4.9
Seniors	n/a	n/a	4.9	4.7	4.8	4.9	4.8	4.8
<u>Faculty-Student Engagement -- College Priorities emphasizing faculty-student engagement</u>								
<i>During the current school year, about how often have you done the following? (1=Never; 4=Very Often)</i>								
<i>3a. Talked about career plans with a faculty member*</i>								
Freshmen	2.1	2.3	2.4	2.9	2.2	2.2	2.2	2.2
Seniors	2.5	2.4	2.7	2.7	2.9	2.5	2.4	2.5
<i>3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)*</i>								
Freshmen	1.6	1.7	1.8	2.2	1.6	1.8	1.7	1.7
Seniors	1.8	1.9	2.2	2.4	2.5	2.0	1.9	2.0

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	<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>Faculty-Student Engagement, cont.</u>								
<i>3c. Discussed course topics, ideas, or concepts with a faculty member outside of class*</i>								
Freshmen	1.9	1.7	2.1	2.5	1.9	2.0	2.0	2.0
Seniors	2.1	2.1	2.4	2.4	2.6	2.3	2.2	2.3
<i>3d. Discussed your academic performance with a faculty member*</i>								
Freshmen	2.5	2.5	2.3	2.7	2.1	2.2	2.1	2.1
Seniors	2.7	2.8	2.4	2.4	2.7	2.3	2.2	2.3
<i>11e. Worked with a faculty member on a research project* (% done or in progress)</i>								
Freshmen	1%	3%	6%	3%	16%	5%	5%	4%
Seniors	18%	17%	25%	29%	64%	28%	21%	26%
<u>Supportive Campus Environment</u>								
<i>How much does your institution emphasize the following? (1=Very little; 4=Very much)</i>								
<i>Providing support to help students succeed academically</i>								
Freshmen	3.0	3.2	3.1	3.1	3.2	3.1	3.1	3.1
Seniors	3.0	2.9	3.0	3.1	3.1	2.9	2.9	3.0

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<u>NSSE SURVEY ITEMS</u>	Brockport Trend Results			2014 Brockport Comparison Groups		NSSE 2014 Comparison Groups		
	<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>Supportive Campus Environment cont.</u>								
<i>How much does your institution emphasize the following? (1=Very little; 4=Very much)</i>								
<i>Providing opportunities to be involved socially*</i>								
Freshmen	2.5	2.6	3.1	3.1	3.2	3.1	3.0	3.1
Seniors	2.2	2.2	2.9	2.9	3.2	2.9	2.8	3.0
<i>Providing support for your overall well-being</i>								
Freshmen	n/a	n/a	3.1	3.1	3.0	3.0	3.0	3.1
Seniors	n/a	n/a	2.8	2.8	3.1	2.8	2.8	2.9
<i>Attending campus activities and events (e.g., performing arts, athletic events, etc.)</i>								
Freshmen	2.9	3.2	3.0	3.1	3.0	3.0	2.9	3.0
Seniors	2.6	2.5	2.7	2.9	3.0	2.8	2.6	2.7
<u>Involvement in HIPs activities (% saying it is done or in progress) – Goal 3.2</u>								
<i>Participate in an internship, co-op, field experience, student teaching, or clinical placement</i>								
Freshmen	7%	4%	9%	28%	16%	7%	8%	7%
Seniors	56%	55%	59%	87%	73%	54%	48%	58%

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NSSE SURVEY ITEMS	Brockport Trend Results			2014 Brockport Comparison Groups		NSSE 2014 Comparison Groups		
	2008	2011	2014	Delta	Honors	SUNY	Carnegie	Aspirant
<u>Involvement in HIPs activities cont. (% saying it is done or in progress)</u>								
<i>Hold a formal leadership role in a student organization or group</i>								
Freshmen	n/a	n/a	10%	7%	22%	13%	11%	12%
Seniors	n/a	n/a	35%	74%	55%	40%	32%	40%
<i>Participate in a learning community or some other formal program where groups of students take 2 or more classes together</i>								
Freshmen	12%	28%	38%	79%	78%	13%	14%	17%
Seniors	27%	27%	28%	65%	36%	24%	23%	25%
<i>Participate in study abroad</i>								
Freshmen	2%	1%	3%	7%	9%	3%	3%	2%
Seniors	11%	17%	17%	48%	25%	16%	9%	15%
<i>Complete a culminating senior experience</i>								
Freshmen	2%	1%	3%	10%	3%	2%	3%	3%
Seniors	17%	26%	43%	68%	63%	50%	43%	58%
<i>About how many of your courses at this institution have included a community-based project (service-learning)? (% saying "some," "most," or "all")</i>								
Freshmen	n/a	n/a	51%	72%	64%	43%	52%	53%
Seniors	n/a	n/a	64%	55%	70%	54%	63%	64%

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		<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>General Education Gains -- Goal 2.1</u>									
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1=very little; 4=very much)</i>									
<i>Writing clearly and effectively</i>									
	Freshmen	3.0	3.0	2.7	2.7	2.6	2.8	2.9	2.8
	Seniors	3.1	3.0	3.0	3.3	3.3	3.0	3.0	3.1
<i>Speaking clearly and effectively</i>									
	Freshmen	2.8	2.9	2.6	2.8	2.4	2.6	2.7	2.6
	Seniors	3.0	3.0	3.0	3.1	3.0	2.9	2.9	3.0
<i>Thinking critically and analytically</i>									
	Freshmen	3.2	3.3	2.9	3.1	2.9	3.0	3.1	3.1
	Seniors	3.3	3.3	3.2	3.1	3.4	3.3	3.3	3.3
<i>Analyzing numerical and statistical information*</i>									
	Freshmen	2.9	2.9	2.5	2.6	2.6	2.4	2.6	2.6
	Seniors	3.0	3.0	2.7	2.7	2.6	2.6	2.8	2.8
<i>Solving complex real-world problems</i>									
	Freshmen	2.6	2.6	2.5	2.6	2.5	2.5	2.6	2.6
	Seniors	2.7	2.8	2.7	2.8	2.9	2.7	2.8	2.8

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Comparison with Selected Internal & External Groups**

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<u>NSSE SURVEY ITEMS</u>	Brockport Trend Results			2014 Brockport Comparison Groups		NSSE 2014 Comparison Groups		
	<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>Diversity -- General college priority of diversity</u>								
<i>During the current school year, about how often have you had discussions with people from the following groups? (1=Never, 4=Very often)</i>								
<i>People of a race or ethnicity other than your own</i>								
Freshmen	2.5	2.6	2.9	2.9	2.9	3.1	3.1	3.0
Seniors	2.6	2.5	3.0	3.3	3.1	3.0	3.1	2.9
<i>People from an economic background other than your own</i>								
Freshmen	n/a	n/a	3.0	3.0	3.1	3.1	3.0	3.1
Seniors	n/a	n/a	3.1	3.3	3.1	3.1	3.1	3.0
<i>People with religious beliefs other than your own</i>								
Freshmen	n/a	n/a	3.0	3.1	3.2	3.1	3.0	3.1
Seniors	n/a	n/a	3.0	3.2	3.2	3.0	3.0	3.0
<i>People with political views other than your own</i>								
Freshmen	n/a	n/a	3.0	3.2	3.2	3.0	2.9	3.0
Seniors	n/a	n/a	3.1	3.2	3.2	3.0	3.0	3.0

**Select NSSE Items for Monitoring Strategic Plan: Brockport Trends--2008-2014 & 2014
Comparison with Selected Internal & External Groups**

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<u>NSSE SURVEY ITEMS</u>	Brockport Trend Results			2014 Brockport Comparison Groups		NSSE 2014 Comparison Groups			
		<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>Academic Challenge -- College priority of rigorous curricular programs</u>									
<i>During the current school year, how much has your coursework emphasized the following? (1=Very little; 4=Very much)</i>									
<i>Memorizing course material</i>									
Freshmen	2.9	3.0	3.2	3.0	3.1	3.1	3.0	3.0	
Seniors	2.8	2.9	2.9	2.9	2.8	2.8	2.8	2.8	
<i>Applying facts, theories, or methods to practical problems or new situations*</i>									
Freshmen	3.1	3.0	3.0	2.8	3.2	3.0	2.9	3.0	
Seniors	3.2	3.2	3.1	3.1	3.3	3.1	3.1	3.2	
<i>Analyzing an idea, experience, or line of reasoning in depth by examining its parts*</i>									
Freshmen	3.2	3.2	3.0	3.0	3.0	3.0	3.0	3.0	
Seniors	3.2	3.3	3.1	3.2	3.2	3.1	3.1	3.1	
<i>Evaluating a point of view, decision, or information source</i>									
Freshmen	n/a	n/a	3.0	3.1	2.9	2.9	2.9	2.9	
Seniors	n/a	n/a	3.0	3.2	3.2	3.0	3.0	3.0	

**Select NSSE Items for Monitoring Strategic Plan: Brockport Trends--2008-2014 & 2014
Comparison with Selected Internal & External Groups**

1. Please read "Notes" tab before perusing the results.
2. All figures are means on the ordinal scales indicated for each item, unless noted otherwise.

<u>NSSE SURVEY ITEMS</u>	<u>Brockport Trend Results</u>			<u>2014 Brockport Comparison Groups</u>		<u>NSSE 2014 Comparison Groups</u>		
	<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>Academic Challenge cont.</u>								
<i>During the current school year, how much has your coursework emphasized the following? (1=Very little; 4=Very much)</i>								
<i>Forming a new idea or understanding from various pieces of information</i>								
Freshmen	n/a	n/a	2.9	2.9	2.8	2.9	2.9	2.9
Seniors	n/a	n/a	3.0	3.0	3.1	3.0	3.0	3.0
<u>Effective Teaching Practices</u>								
<i>During the current school year, to what extent have your instructors done the following? (1=Very little; 4=Very much)</i>								
<i>Clearly explained course goals and requirements</i>								
Freshmen	n/a	n/a	3.1	3.1	3.2	3.1	3.2	3.2
Seniors	n/a	n/a	3.2	3.2	3.2	3.2	3.2	3.2
<i>Taught course sessions in an organized way</i>								
Freshmen	n/a	n/a	3.0	2.9	3.1	3.1	3.1	3.1
Seniors	n/a	n/a	3.1	2.9	3.1	3.1	3.1	3.2
<i>Used examples/illustrations to explain difficult points</i>								
Freshmen	n/a	n/a	3.0	3.0	3.1	3.1	3.1	3.1
Seniors	n/a	n/a	3.2	3.1	3.2	3.1	3.2	3.2

**Select NSSE Items for Monitoring Strategic Plan: Brockport Trends--2008-2014 & 2014
Comparison with Selected Internal & External Groups**

1. Please read "Notes" tab before perusing the results.
2. All figures are means on the ordinal scales indicated for each item, unless noted otherwise.

<u>NSSE SURVEY ITEMS</u>	Brockport Trend Results			2014 Brockport Comparison Groups		NSSE 2014 Comparison Groups		
	<u>2008</u>	<u>2011</u>	<u>2014</u>	<u>Delta</u>	<u>Honors</u>	<u>SUNY</u>	<u>Carnegie</u>	<u>Aspirant</u>
<u>Effective Teaching Practices cont.</u>								
<i>During the current school year, to what extent have your instructors done the following? (1=Very little; 4=Very much)</i>								
<i>Provided feedback on a draft or work in progress</i>								
Freshmen	n/a	n/a	2.8	2.9	2.6	2.9	2.9	2.9
Seniors	n/a	n/a	2.9	2.8	2.9	2.9	2.8	2.9
<i>Provided prompt and detailed feedback on tests or completed assignments</i>								
Freshmen	n/a	n/a	2.7	2.6	2.6	2.8	2.8	2.8
Seniors	n/a	n/a	2.9	2.7	2.7	2.9	2.9	2.9

- Retention & Graduation Rate goals have been revised for 2014-16.

RETENTION RATES

		Cohort Entering Year							
		2009	2010	2011	2012	2013	2014	2015	2016
First-time, Full-time Students									
1 year retention	Goal		84%	85%	87%	87%	82%	82%	83%
	Actual	85%	84%	81%	81%	82% **			
	Predicted *	80%		76%	81%				
	SUNY Comprehensives Benchmark		81%	81%	81%				
	IPEDS Benchmark		72%	70%	71%				
2 year retention	Goal			80%	80%	82%	73%	73%	74%
	Actual	77%	77%	72%	72%				
3 year retention	Goal			73%	73%	75%	71%	71%	72%
	Actual	71%	71%	67%					
Full-time Transfer Students									
1 year retention	Goal		80%	81%	83%	83%	74%	74%	75%
	Actual	79%	80%	79%	77%	74% **			
	SUNY Comprehensives Benchmark		80%	78%	78%				

Predicted first-year retention rates of first-time, full-time students at The College at Brockport are shown in the table above. When the actual rates exceed the predicted rates, the College is performing above expectations. In most cases, The College at Brockport is performing at or above expectations for first-year retention of first-time, full-time students.

* For narrative related to how the predicted first-year retention rates were determined, see p 38.

** These figures are preliminary.

GRADUATION RATES

		Cohort Entering Year							
		2004	2005	2006	2007	2008	2009	2010	2011
First-time, Full-time Students									
6 year graduation	Goal		66%	68%	71%	71%	66%	66%	62%
	Actual	65%	66%	67%	67%				
	Predicted *	60%	63%	64%	66%				
	SUNY Comprehensives Benchmark		60%	59%	60%				
	IPEDS Benchmark		43%	44%	40%				
Full-time Transfer Students									
3 year graduation	Goal					58%	60%	61%	61%
	Actual					58%	56%	54%	
	SUNY Comprehensives Benchmark					52%	51%	53%	

Predicted six-year graduation rates of first-time, full-time students at The College at Brockport are shown in the table above. When the actual rates exceed the predicted rates, the College is performing above expectations. In all cases, The College at Brockport is performing above expectations for six-year graduation of first-time, full-time students.

* For narrative related to how the predicted six-year graduation rates were determined, see p 38.

**Narrative for
Retention &
Graduation
Rates:**

The Strategic Plan objectives include achieving "better-than-predicted" retention and graduation rates. To estimate these predictions, a predictive model using data extracted from IPEDS on all public Master's institutions was used. First, institutions' retention and graduation rates were regressed on variables such as academic quality, diversity of the student body (e.g., % underrepresented minority, % female, % full-time, % non-resident, etc.), percentage of first-time full-time students receiving various forms of financial aid, size of institution, setting of institution (i.e., "residential character"), and region of institution. Since first-year retention is known to be highly correlated with six-year graduation, this variable was included in the six-year graduation model. Other factors were also considered, but were removed since they were impeding the accuracy of the model predictions (e.g., % under age 25, %receiving federal grant aid, etc.). The first-year retention model explains approximately 68% of the variance, while the six-year graduation model explains approximately 84% of the variance.

Coefficients from this analysis were then entered into the regression formula using Brockport's specific parameters to determine the predicted retention and graduation rates.

This methodology is based on a study done for the College by Eduventures, Inc. in July 2009. Details related to this analysis and the Eduventures, Inc. study are available upon request.

IEAC Comments:

The College continues to exceed predicted retention and graduation rates. The revised goals are more closely aligned with the expectations of the type of student who has chosen to attend 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:

Repeated from 2013 - 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.**

The College at Brockport dropped six places, from 54 to 60, in the most recent US News & World Report rankings of Best Regional Universities-North. Brockport also was ranked No. 15 among public universities in the northern region. Although Brockport's ranking slightly dropped, key indicators such as 6-year graduation and first-year retention rates were higher than predicted. It's important to note that the individual categories as well as the weight each category is given can change from year to year.

Year	2011	2012	2013	2014
Ranking	57	68	54	60

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 prospective families.

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

IEAC Comments:

Repeated from Fall 2013 - 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, the College needs to be cautious that our work is not driven by the declaration of an action as “best practice” The IEAC suggests that dollars be invested in programs that are known to promote student success specifically at Brockport.

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?