

Division of Academic Affairs - Academic Quality and Engagement [I\_AQE]

College Priority	Division Priority	GOAL	STRATEGIES	TIMELINE	ASSESSMENT PLANS
Rigorous curricular programs I_AQE.2	1. Offer high quality, rigorous academic programs [ AA.01 ]	a) Maintain continuous curricular development and improvement [ AA.01_SG.01 ]	1) Continue periodic program review of all academic programs.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Review progress update on Joint Action Plan as part of the departmental annual report with feedback from the dean.
			2) Conduct periodic program review of general education focused on intentionality and integration of the content.  Ask external reviewers to specifically address the impact of requiring the following would have on the goal of improving student performance on learning outcomes for writing, communication and critical thinking in the General Education Curriculum: <ul style="list-style-type: none"><li>➤ A capstone experience for all students</li><li>➤ More full-time faculty engaged in the general education curriculum</li><li>➤ A general education first-year seminar requirement</li></ul>	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/>	Monitor Joint Action Plan and report progress to College
			3) Promote opportunities for interdisciplinary teaching.  Provide support through CELT  Provide resources for course development	2013-14 <input type="checkbox"/>	Measures increases in number of courses; monitor assessment results on student learning outcomes

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			<p>4) Where pedagogically appropriate, enhance the use of technology in teaching to improve student learning.</p> <p>Prepare a faculty guide for the use of technology as an enhancement to teaching</p>	<p>2013-14 <input type="checkbox"/></p>	<p>Follow the use of technology in teaching longitudinally and assess its impact on learning</p>
		<p>b) Examine the impact of the curriculum on students' progress toward their degrees. [ AA.01_SG.02]</p>	<p>1) Offer more bottle neck/high need courses during special sessions to reduce time to degree at the undergraduate level.</p> <p>Create a list of bottle neck/high need courses</p> <p>Develop course offering plans by major program that include Special Sessions</p> <p>Develop a staffing strategy to support offering high need courses in special sessions</p> <p>Implement a demand model for establishing Special Sessions offerings</p>	<p>2011-12 <input type="checkbox"/></p> <p>2013-14 <input type="checkbox"/></p>	<p>Follow student progress to degree longitudinally</p>
			<p>2) Examine the curriculum for efficiency at all levels – general education, major, credit hours/course</p>	<p>2011-12 <input type="checkbox"/></p> <p>2013-14 <input type="checkbox"/></p>	<p>A common operational definition of “efficient curriculum” is derived</p> <p>Responsibilities for creating these efficiencies is assigned at the appropriate level</p> <p>Efficiency becomes part of the departmental annual report</p>

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			3) Develop calendar year program options  Develop course offering plans by major program that include Special Sessions  Develop a staffing strategy to support offering high need courses in special sessions	2013-14 <input type="checkbox"/>	Follow student progress longitudinally
		c) Maintain and pursue programmatic accreditation where appropriate. <b>[ AA.01_SG.03]</b>	1) Provide the resources necessary to earn and support accreditation.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Existing programmatic accreditations are maintained  Additional accreditations in professional programs are examined
		d) Infuse diversity/inclusion across the curriculum <b>[ AA.01_SG.04]</b>	1) Examine the General Education curriculum and all major degree programs for the extent to which diverse perspectives are included.  Consider a focus on diversity in the curriculum as part of the periodic program review process.  Provide support for faculty through CELT  Consider having diverse perspectives as a required component of any new courses developed.	2015-16 <input type="checkbox"/>	Monitor progress, review course assessments and student learning outcomes related to diversity/inclusion

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		e) Develop the Library's role as a vibrant center for scholarly communication and research [ AA.01_SG.05]	1) Focus on stewardship of locally created information	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Establish Brockport digital repository. Quantity and quality of content. # of times content is accessed by public.
			2) Develop a local, digital teaching, learning, scholarship repository	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Establish Brockport repository utilizing Digital Commons or a similar system. Assess Quantity and quality of content, # of times content is accessed by public.
			3) Continue to build upon information literacy successes	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Increase # of FTF sessions and implement online information literacy sessions for distance learners
			4) Pursue thoughtful and innovative collection development strategies	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Collaborate with other libraries to leverage purchasing power and improve quality of collections
Active faculty/staff engagement in student learning and development both inside and outside of the classroom I_AQE.3i AND .3ii	2. Encourage active faculty/staff – student engagement in student development. [AA.03]	a) Improve academic advisement. [ AA.03_SG.01 ]	1) Conduct a comprehensive review of the College's undergraduate advisement system.	2011-12 <input type="checkbox"/>	Make changes as appropriate based on the review.

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		b) Close the gap in retention rates for underrepresented students. [ AA.03_SG.02 ]	1) Expand advisement and support programs for students in underrepresented groups.  Create a task force to identify barriers to success and develop a plan to reduce the barriers.  Provide resources to support the plan.	2015-16 <input type="checkbox"/>	Monitor student satisfaction results from NSSE and focus groups
		c) Improve degree completion rates for graduate students through enhanced advisement. [ AA.03_SG.03 ]	1) Improve degree completion rates for graduate students through enhanced advisement.  Create an advisors handbook tailored to graduate students  Consider centralizing graduate student services into a one stop location	2013-14 <input type="checkbox"/>	Monitor degree completion rates longitudinally  Track student satisfaction with advisement as reflected on the GSSE
		d) Improve the graduate student experience. [ AA.03_SG.04 ]	1) Examine the needs and expectations for graduate student engagement.  Conduct a survey to collect baseline data	2011-12 <input type="checkbox"/>	Review survey results and monitor progress on recommendations for change
			2) Clarify the expectations for GA/TA	2011-12 <input type="checkbox"/>	Review recommendations from GA/TA/GDF Task Force and implement  Funded students will complete an annual performance review
		e) Improve information services to graduate populations [ AA.03_SG.05 ]	1) Continue to build robust library information services appropriate for graduate level research and study.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Administer Merged Information Services Organization (MISO) survey to graduate students
			2) Increase support for GA/TA	2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor changes and assess impact

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	3. Provide a robust faculty and staff development program [AA.04]	a) Support high levels of disciplinary competence and institutional engagement. [AA.04_SG.01]	1) Expand professional development programming through CELT  Continue to administer the Faculty Survey on Student Engagement  Provide ongoing and enhanced funding to support faculty participation in regional, national and international conferences	2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor employee satisfaction longitudinally.
			2) Provide ongoing and expanded support for sabbatical like opportunities for professional development.	2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor impact on scholarly productivity.
			3) Provide ongoing funding to support Learning Communities for faculty and staff.	2015-16 <input type="checkbox"/>	Review annual reports and assess the impact of participation in a learning community on teaching and scholarship.
		b) Maintain and enhance leadership development opportunities for faculty and staff [AA.04_SG.02]	1) Support attendance at regional and national leadership development programs  Explore creation of an internal leadership development program for faculty and staff interested in administration  Improve succession planning opportunities for faculty and staff leadership positions	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor impact by faculty participation and satisfaction  Track number of faculty moving into administrative positions

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Rigorous curricular programs I_AQE.2	4. Strengthen graduate education [AA.05]	a) Enhance the reputation and visibility of the College within the region for providing high quality graduate education [AA.05_SG.01]	1) Examine the administrative structure that supports graduate education at the College.	2011-12 <input type="checkbox"/>	Review the reports and recommendations generated over the past two years and implement the structure that best supports the goals.
			2) Feature graduate education prominently in College publications and marketing materials.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Review materials annually, make recommendations for change
		b) Strengthen graduate program enrollment. [AA.05_SG.02]	1) Operate graduate programs at capacity  Increase opportunity for advanced study at the College using the following strategies. Develop a multi-year marketing plan  Continue to develop combined degree programs  Continue to develop certificates of advanced study  Revitalize the Master of Liberal Studies Program	2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor enrollment as a function of capacity, follow enrollment in new programs; monitor admissions statistics monthly.

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	5. Strengthen faculty scholarship [AA.06]	Increase faculty publications and creative works [AA.06_SG.01]	1) Increase external funding that supports faculty scholarship  Increase faculty presentations in national and international conferences  Reduce barriers to interdisciplinary research & scholarship  Support efforts in the scholarship of diversity.  Support efforts in the scholarship of teaching  Add resources to the pre-award office	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Track submissions and awards longitudinally
Rigorous curricular programs I_AQE.2	6. Manage Enrollment at the Programmatic Level [AA.07]	Maintain balanced enrollment in academic programs to ensure the integrity of the College's mission to provide a strong liberal arts curriculum with an appropriate array of professional programs. [AA.07_SG.01]	1) Identify an appropriate capacity for each academic major and operate them at capacity.  Promote targeted recruitment with community college partners  Leverage scholarships to target enrollment  Work in collaboration with EMSA to develop a comprehensive marketing plan	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor enrollment patterns by program longitudinally



**Division of Academic Affairs - Co-Curricular Programs & Support [II\_CCSP]**

College Priority	DIVISION PRIORITY	GOAL	STRATEGIES	TIMELINE	ASSESSMENT PLAN
Enrichment programs and services that are designed to promote: student development; engagement in learning; engagement with the institution II_CCSP.4.i II_CCSP.4.ii II_CCSP.4.iii	1)Improve the student experience [AA.08]	Improve faculty-staff and student engagement [AA.08_SG.01]	1) Encourage participation in academically enriching experiences outside of the classroom.  Maintain the APS requirement for 5 campus activities  Strengthen participation in Scholars Day and the Diversity Conference  Maintain the faculty in residence program  Encourage student participation in speaker series, performing arts programs, athletic programs and cultural performances  Fully launch the Institute for Engaged Learning  Increase faculty involvement in Living Learning Communities	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor student satisfaction results on the NSSE and SOS  Review results of focus groups  Track utilization rates for the IEL
			2)Explore appropriate co-curricular programming for non-traditional and graduate students.		Track results from GSSE longitudinally

# Academic Affairs - Learning Environment & Quality of Place [III\_LEQP]

COLLEGE PRIORITY	DIVISION PRIORITY	GOAL	STRATEGIES	TIMELINE	ASSESSMENT PLAN
Engagement of the campus in the community III_LEQP.7	1) Maintain a vibrant and engaged community [AA.09]	Improve the engagement of faculty and staff with the College, its students, alumni and other stakeholders [AA.09_SG.01]	Align the reward structure with the goal	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor climate survey results and focus group results
Engagement of the campus in the community III_LEQP.7	2) Improve diversity and inclusion throughout the division [AA.10]	a) Increase the number of faculty and staff from diverse ethnic backgrounds [AA.10_SG.01]	Review hiring practices	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Report on search candidates to the Provost as part of the Unit annual reports
		b) Seek representational diversity in the student body – ethnic, geographic and international [AA.10_SG.02]	Target recruitment in areas with a diverse population	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor admissions statistics
High quality facilities that our students live and learn in III_LEQP.5	3) Provide high quality learning spaces [AA.11]	Improve the overall condition of classrooms [AA.11_SG.01]	1) Work in collaboration across divisions to upgrade furniture, classrooms and technology  Improve accessibility to classrooms	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Report on classroom status in annual report to Provost
			2) Increase the number of informal collision/collaboration spaces across the campus.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Increase the number of informal collision/collaboration spaces

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			3) Collaborate with the Office of Facilities and Planning to redevelop Drake's physical space.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Emergence of Drake as first rate learning environment with multi-faceted student services
Engagement of the campus in the community III_LEQP.7	4) Improve the Campus Climate [AA.12]	Provide a welcoming and inclusive environment for all students, faculty and staff [AA.12_SG.01]	1) Conduct a campus climate study	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Review results, develop recommendations for improvement
			2) Increase participation in the diversity conference	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor statistics longitudinally
			3) Create opportunity to celebrate a broad spectrum of cultural events	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Monitor

Division of Academic Affairs - Alumni Connectedness and a Culture of Philanthropy [IV\_CPAC]

COLLEGE PRIORITY	DIVISION PRIORITY	GOAL	STRATEGIES	TIMELINE	ASSESSMENT PLAN
Graduates remain engaged in the life of the campus IV_CPAC.8	1)Enhance alumni engagement [AA.13]	Improve alumni participation within the Division [AA.13_SG.01]	1) Strengthen the interaction of faculty and staff with alumni at major events	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Establish baseline data and monitor growth.
			2) Engage alumni on school advisory boards	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Deans will report on this in their annual reports
			3) Encourage the cultivation of alumni connectedness and giving with current students.	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Deans will report on this in their annual reports
Investment by stakeholders in the institution as a quality place IV_CPAC.9	2)Enhance friend and fund raising [AA.14]	Increase giving [AA.14_SG.01]	1) Strengthen the liaison partnership with Advancement	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Continue to provide professional development and skill building opportunities
			2) Provide incentives linked to performance	2011-12 <input type="checkbox"/> 2013-14 <input type="checkbox"/> 2015-16 <input type="checkbox"/>	Make this a factor when considering the awarding of discretionary salary increases for members of Provost’s Cabinet.