Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion

Introduction

The University at Albany has reached a critical inflection point. Our faculty are creating innovative academic programs, expanding our research profile, building strategic partnerships, and developing new ways to attract, retain and educate students. We are also deepening our public engagement. More and more, UAlbany is driving regional economic development and finding new ways to improve the quality of life in New York’s Capital Region, and beyond.

Guided by the Power of SUNY and with the benefit of the SUNY Excels metrics with which we will monitor our progress toward our ambitions, we will continue to advance the largest academic expansion this University has seen since the construction of the Uptown Campus 50 years ago. High-growth, high-demand areas such as the health sciences, cybersecurity, engineering and advanced data analytics, to name a few, are critically important to our success. At the same time, we are working to re-commit to our core disciplines in the arts and humanities as they are the superstructure of a well-functioning, healthy, and progressive public research university.

To reach our aspirational goal of elevating our impact and our prominence, and to move forward in alignment with the Power of SUNY aspirations, we must grow significantly in several ways.

First, as noted above, we will achieve the largest academic expansion this University has seen since the construction of the Uptown Campus 50 years ago with an emphasis on the high-growth, high-demand areas of health sciences and engineering. We are working on a number of strategies to increase retention and reduce time to degree. For example, we have created a deeper, more personalized orientation experience followed by multiple touchpoints to stem the tide of summer melt for our freshman cohorts. We borrowed some of the EOP’s strategies of mentorship and advising in the design of our very successful Living-Learning Communities (L-LC) and this year, for the first time, every new student has a “Success Team” – made up of their faculty advisor, residence hall advisor, EOP, or L-LC advisor.

In public engagement, one of the most important results of UAlbany involvement on the Capital Region Economic Development Council is the relationships we have built with leaders and organizations across the region. Over time, we have helped catalyze a culture shift that is all about thinking and acting as a region. A powerful example is the NYCAP Research Alliance that we have spearheaded with Albany Medical Center, RPI, and the Wadsworth Center...
which brings together our collective and complementary strengths making this region a global hotspot for biomedical research.

The University at Albany has set goals in each SUNY Excel focus area, as detailed below in Section 2 of this report. UAlbany’s priority areas of focus include growing enrollment to 20,000 by 2020, increasing first-year student retention from 80.8 percent to more than 90 percent by 2020, and increasing the six-year graduation rate for first-time students to 73 percent and the four-year graduation rate for transfer students to 71 percent by 2020. Our faculty and administration are implementing strategies to grow SUNY RF sponsored research activity substantially from $90 million currently to $158 million by 2020. Building upon and strengthening our new and existing academic programs is a new initiative, already well underway, to champion SUNY’s applied learning initiative by making applied learning experiences available across the curriculum. Securing additional partners for START-UP NY is another high priority area with implications for influencing the economic vitality of the Capital Region and New York.

THE UNIVERSITY

The University at Albany has a rich history dating back more than 150 years when the New York State Normal School became the first state-chartered public institution of higher education in New York. Since then the University at Albany has responded to the increased needs of students and grown into a major public research university offering an excellent education to just over 17,000 students, with nearly 13,000 undergraduate students and almost 4,500 graduate students each year. As one of the four University Centers within the State University of New York system, UAlbany operates with a $475 million budget, employs more than 1,000 faculty and nearly 3,600 staff. As such, the University at Albany is an economic anchor within a tri-city area with a population approaching 900,000. While the University is proud of its role as an educator and employer, we are equally proud to be a leader and active community partner within our region and the State. Leading the way in new fields of research, in community programs in outreach and in trying to spur economic growth, just to name a few areas.

Academic Programs

With nationally respected programs, top-ranked professors, and a strategic location in New York’s capital the University at Albany offers 118 undergraduate majors and minors and 142 graduate programs in nine schools and colleges: College of Arts and Sciences, School of Business, School of Education, College of Engineering and Applied Sciences, Rockefeller College of Public Affairs & Policy, School of Criminal Justice, School of Social Welfare, School of Public Health, and the new College of Emergency Preparedness, Homeland Security and Cybersecurity

The University’s graduate programs include doctoral degrees in 38 disciplines. Many of these programs are nationally ranked, among them are Clinical Psychology, Criminal Justice, Information Science, Public Administration, and Sociology and Social Welfare. UAlbany has seven graduate programs ranked by U.S. News & World Report (2015) in the nation’s top 25, eleven in the top 50, and seventeen in the top 100.

Research

The University has long sought to distinguish itself through its programs and its research efforts in fulfilling its mission. The University is focused and determined to make the investments needed to advance other disciplines with high growth potential such as computer engineering, programs in emergency preparedness, homeland security and cybersecurity, STEM, and in the humanities and fine arts.

The University at Albany had expenditures of $131 million in externally funded NSF research, scholarship, and creative activities in FY 2013-14. Additionally, the University has received significant federal funds from the U.S. Department of Health and Human Services, the U.S. Agency for International Development, the National Science Foundation, and the U.S. Small Business Administration
A critical component of our success in research has occurred because of the partnerships that are cultivated over time. One example would be the partnership that New York State Department of Health (DOH) has with UAlbany. A Memorandum of Understanding, wherein New York State Department of Health employees from the Wadsworth Center, a research intensive public health laboratory, can obtain support from the University and full time faculty status without compensation supports scientific investigation and research aimed at improving public health through science and the School of Public Health at UAlbany. DOH grants are managed by Health Research, Inc. (HRI), and UAlbany affiliated faculty in the DOH generated $99.5 million in external funds. These research expenditures at the University are largely weighted towards public service sector and workforce development. Significant sums support research in STEM disciplines across the entire University as well as in Public Health, Education, and the Social Sciences.

In general, the University has several areas of research strength, many of them contributing not only to disciplinary knowledge but also to the welfare of the region, the state, and the nation. There are strategic research initiatives within these areas, which include climate and sustainable energy, life sciences, public service and policy, and emerging technologies, as well as business and entrepreneurship, and liberal arts and sciences. Each of these areas has the capability to build new partnerships, leading to collaborative research projects and potential applied learning opportunities for our students. Many of these disciplines involve data analytics, which has become a key focus area of our UA2020 plan.

**Students**

UAlbany has largely drawn its applicants for undergraduate education from New York State, principally from the Lower Hudson Valley, New York City, and Long Island. In 2014, UAlbany received 21,755 applications for admission. Accepted freshmen had a high school GPA of 91 and mid-range SAT of 1090-1240. Currently, 40 percent of UAlbany’s student population is comprised of minority populations, including African American, Asian American, Latino/Hispanic, and Native American students. States contiguous to New York and states in the Northeast are considered a market for recruitment efforts that can broaden the University constituency. About five percent of the undergraduate students are from out-of-state, and another seven percent are international. Under President Jones’ leadership, the University has made it a priority to increase enrollments of both out-of-state and international students for undergraduate admission. The University provides its students with exposure to the global community, which includes attracting students from other countries as well as providing opportunities for international study.

**Section 2: Specific SUNY Excels Priority Areas and Metrics**

The University at Albany will be launching a new strategic planning initiative in fall 2015 that will build on the last plan. The goal of the upcoming plan is to set new direction as well as align with the Power of SUNY and the SUNY Excels Performance Improvement Program.

Our new planning initiative builds upon the foundation of our 2010 strategic plan and on the priorities, identified by President Jones as critical to the future growth of the university. These include

1) Expansion of the University’s portfolio of degree-granting programs;
2) Recruitment of more out-of-state and international students;
3) Broadening UAlbany’s role as a University engaged in the community;
4) Growing our financial resources to fulfill our ambition; and
5) Enhancing the student experience.

Pursuing these goals will result in continuous improvement and excellence in the five areas of Access, Completion, Success, Inquiry, and Engagement, and further our efforts to accomplish Chancellor Zimpher’s pledge to increase the number of SUNY graduates to 150,000 each year by 2020.

While the University at Albany’s SUNY Excels priority areas focus on Access, Completions, and Success, we are also taking important steps, as outlined below, to buttress the SUNY Excels areas of Inquiry and Engagement in notable ways. Each area is addressed below.
ACCESS

Expanding UAlbany’s portfolio of degree programs, along with recruiting more out-of-state and international students ties directly into the SUNY Excels Access area of increasing the size of the student body over the next five years to 20,000 students from its 2014 level of just over 17,000 students. This increase will be an important contributor to SUNY’s overall system-wide goal to increase enrollment by 100,000 students per year. In addition, the vast majority of the nearly 200,000 students the University at Albany serves each year through non-credit instructional activities are New York State residents, firmly entrenching SUNY’s footprint across the Empire state in the non-traditional educational realm.

Table 2.1 – Overview of the UAlbany ACCESS Goals

<table>
<thead>
<tr>
<th>Enrollment 5YR</th>
<th>Increase student enrollment to 20,000 by 2020, up from 17,273 in fall 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL Enrollment Beyond Fall</td>
<td>Increase total non-credit instructional activity/continuing education registrations in 2020-21 by 5,547 over 2013-14 levels to 196,781, which marks an increase of 77,980 seats or 66% since 2009-10.</td>
</tr>
<tr>
<td>Applicant Acceptance</td>
<td>Holding undergraduate acceptances to around 12,600 in fall 2020 from current levels of 12,600 in 2015, while applications increase in each successive year.</td>
</tr>
<tr>
<td>Geographic Diversity 5 Year</td>
<td>Increase undergraduate international student enrollment in fall 2020 by 1,588 above the 788 enrolled in fall 2014 to 2,776, a 201% increase.</td>
</tr>
<tr>
<td></td>
<td>Increase undergraduate domestic out-of-state enrollment in fall 2020 by 93 over the 620 enrolled in fall 2014 to 713, a 15% increase.</td>
</tr>
<tr>
<td></td>
<td>Overall, out-of-state and international student enrollment will increase to 20.3% of the undergraduate student population in fall 2020 from its fall 2014 level of 10.9%, as overall numbers increase from 1,408 to 3,089.</td>
</tr>
<tr>
<td></td>
<td>Campus-wide New York student headcount is projected to increase by 953 students by fall 2020 to 15,827 over fall 2014 levels.</td>
</tr>
<tr>
<td>Student Diversity 5 Year</td>
<td>Maintain, and possibly increase, our minority student populations (currently 40% at the undergraduate level and 17% at the graduate level), and maintain our roughly equal distribution of male and female students.</td>
</tr>
<tr>
<td>Faculty Trends</td>
<td>Since fall 2011, increase full-time faculty numbers by 202 for fall 2020, which includes 187 funded through the NY SUNY2020 program.</td>
</tr>
<tr>
<td>Staff Trends</td>
<td>Since fall 2011, increase full-time staff numbers by 107 for fall 2020, primarily funded through the NY SUNY2020 program.</td>
</tr>
</tbody>
</table>

The SUNY Excels metrics of percentage of the undergraduate student body receiving Pell grants and EOP enrollments are also included under the Access rubric, but are integrally related to the Success rubric. UAlbany’s historical mission as a public research university committed to access is a guiding factor in our student recruitment strategies, as evidenced by over 40 percent of our undergraduate population receiving Pell, and a growing EOP student population. A new Education Trust report1, highlighted in a front page headline by the Albany TimesUnion newspaper on September 30, 2015 publicized what we already knew – namely, that UAlbany’s Pell recipients graduate at slightly higher rates than non-Pell recipients (67.5% vs 66.1%), while nationally the Pell recipient six-year graduation rate is 5.7 percentage points lower than that of non-Pell recipients. UAlbany is among the less than one quarter of four-year colleges across the country reporting no graduation gap at all between Pell grant recipients and non-recipients. The strength of our EOP program, second largest in the SUNY system, is clearly a major factor in these Access and Success achievements. UAlbany enrolled 5.4% of its fall 2014 freshman class through the EOP program, compared to 4.5%, 4.6%, and 3.9% at Binghamton, UBuffalo, and Stony Brook, respectively.

The University’s demographic shifts compare favorably with the demographic shifts that New York State has experienced over the past five years. Our efforts to serve a more diverse population of students in accordance with our mission as a public research university have been realized on the student demographic front. Minority undergraduate student representation has increased from 28% in 2010 to 40% in 2014. Table 2.1.1 below shows the racial/ethnic distribution of the University’s undergraduate student body. The one exception is that the number of African-American students has increased at the University over the past five years rather than declined, contrary to WICHE’s NYS high school graduate projections over this time period.

### Table 2.1.1

<table>
<thead>
<tr>
<th>Racial/Ethnic Category</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>455</td>
<td>483</td>
<td>512</td>
<td>614</td>
<td>764</td>
<td>5.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1,264</td>
<td>1,361</td>
<td>1,508</td>
<td>1,674</td>
<td>1,790</td>
<td>13.8%</td>
</tr>
<tr>
<td>Black or African American, non Hispanic</td>
<td>1,312</td>
<td>1,459</td>
<td>1,650</td>
<td>1,821</td>
<td>1,925</td>
<td>14.9%</td>
</tr>
<tr>
<td>White, non Hispanic</td>
<td>7,647</td>
<td>7,484</td>
<td>7,299</td>
<td>6,787</td>
<td>6,558</td>
<td>50.7%</td>
</tr>
<tr>
<td>American Indian, Alaska Native, non-Hispanic</td>
<td>36</td>
<td>36</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian, non-Hispanic</td>
<td>820</td>
<td>831</td>
<td>882</td>
<td>979</td>
<td>1,061</td>
<td>8.2%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non-Hispanic</td>
<td>13</td>
<td>22</td>
<td>23</td>
<td>19</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>206</td>
<td>254</td>
<td>302</td>
<td>325</td>
<td>343</td>
<td>2.7%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>1,221</td>
<td>869</td>
<td>667</td>
<td>565</td>
<td>446</td>
<td>3.4%</td>
</tr>
<tr>
<td>Total of Unduplicated Headcount Undergraduates</td>
<td>12,971</td>
<td>12,779</td>
<td>12,878</td>
<td>12,819</td>
<td>12,929</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unduplicated Headcount of Minority Students (incl. &quot;two or more&quot;)</td>
<td>5,648</td>
<td>3,963</td>
<td>4,400</td>
<td>4,853</td>
<td>5,161</td>
<td></td>
</tr>
<tr>
<td>Unduplicated Percent Minority</td>
<td>28.1%</td>
<td>31.0%</td>
<td>34.2%</td>
<td>37.9%</td>
<td>39.9%</td>
<td></td>
</tr>
</tbody>
</table>

The University at Albany has a long commitment to valuing diversity. The freshman class of 2014 was comprised of 42% students of color: African American, 12.3%; Asian American/Pacific Islander, 9.9%; Caucasian, 50.4%; Hispanic/Latino, 16.4%; Native American, 0.1%; two or more races 3.1%, and unknown, 1.3%. Looking at our 2010 data, when only minority groups are considered, UAlbany enrolled 35.0% of its freshman class from minority groups. Overall, from 2010 to 2013, the most recent comparable data available, the University at Albany increased its overall undergraduate student body’s minority representation more than the other SUNY university centers, increasing from 27 to 38% minority representation, 11 percentage points, with overall minority student representation standing at 40% in 2014. The other University Centers all experienced growth in their minority student bodies, but their growth was at a lesser percentage than UAlbany’s - Binghamton 27 to 31%, Stony Brook 40 to 43%, and Buffalo 21 to 28%.

In addition to increasing racial/ethnic diversity, the University at Albany also serves a sizable number of first-generation college students (about 43% according to our 2014 NSSE results), and has experienced an increasing percentage of Pell-eligible students over this time period, as noted above. This is further evidence that UAlbany is fulfilling its role as a public research university.

At the graduate level, minority group students constitute 16.9% of the graduate student population in 2014: 5.1% African American, 5.5% Hispanic/Latino, 4.4% Asian American/Pacific Islander, 0.2% Native American, and 1.7% two or more races. In total, minority student representation at the graduate level has increased from 14% in 2010 to almost 17% in 2014. In addition to a general university commitment to underscoring the importance of a diverse graduate student body, the University has helped enhance graduate student diversity by dedicating supplemental tuition assistance and graduate assistantship resources to better recruit minority master’s and doctoral students. We have also established a Louis Stokes Alliance for Minority Participation Bridge to the Doctorate program to expand graduate student diversity in STEM fields and prepare participants to be leaders in science research at the national and international level. This program, supported by a National Science Foundation (NSF) grant, provides highly competitive fellowships to 12 graduate students from underrepresented minority populations each year.
The number of faculty and staff are projected to increase only modestly by 2020, as a good portion of our faculty and staff growth has already been achieved. The University, as documented in SUNY Excels Attachment 2, Table 6, has 24% percent of our full-time faculty from minority populations, versus the doctoral sector average of 19%, and has about the same male to female distribution as the sector average (62-63%). While these diversity figures are respectable, and made possible in part through the SUNY Diversity Faculty Hiring Program under which we leveraged campus resources to hire 39 (29.1%) full-time minority faculty since 2011 and 17 (12.7%) full-time underrepresented minority faculty, our plans going forward are to further diversify the faculty through system-wide and campus-level initiatives.

New Initiatives to Improve Access

Funding of our SUNY Excels Performance Improvement Program grant proposal entitled *Expansion of Educational Opportunity Program (EOP), and Increasing EOP Retention in the Sophomore Year* will allow the University at Albany to expand our highly successful Educational Opportunity Program (EOP) by at least 30%. UAlbany’s EOP students have first-year retention rates that are 12 percentage points higher than the overall first-time freshman cohort, and six-year graduation rates 5 percentage points higher. Through this proposal we seek to not only grow the EOP program, but to improve second to third year EOP retention rates on the way to higher four and six-year graduation rates, thus strengthening our already laudable access accomplishments.

Another SUNY Excels Performance Improvement Program grant proposal, entitled *Increasing Student Enrollment and Minority Representation in the STEM Fields and Licensed Professions* will, if funded, scale up several highly successful program assets (e.g., EOP, Collegiate Science Technology Entry Program (CSTEP), Project Excel, Center for Achievement, Retention and Student Success (CARSS)) to expand access to higher education for economically disadvantaged and/or first generation undergraduate students as well as for students with disabilities.

A third SUNY Excels Performance Improvement Program grant proposal, entitled *SUNY Global College: Multilingual Online Learning* will help UAlbany to access a global audience of students, professionals and those who intend to engage in higher education – which is part of the UAlbany World Within Reach, Open SUNY and SUNY’s global outreach efforts. The obstacles are: English proficiency and distance. This unique proposal for the SUNY Global College will create an online course system in different languages in order to reach a larger student audience that would otherwise be difficult to attract because they lack the requisite English proficiency necessary to take traditional online courses or study in the US.

New Academic Programs in Support of Access

Other NYSUNY 2020 program and our new compact planning initiatives call for the creation of entirely new academic programs. The period since 2011 is one of unprecedented program expansion at the University at Albany, and most of these new program initiatives are just emerging from the NYSED program approval process, thus positioning the University for dramatic enrollment growth over the next five years. The new programs, we believe, will enable the University to attract more, well-prepared students and strengthen our enrollment profile. We have created, or have in the program approval process, new undergraduate majors which are critical to attracting the new student growth that we desire. Of particular note, the University’s application to establish a new computer engineering major was approved in April, 2015 by campus governance and the State University of New York (SUNY) after a two-year planning process which was funded in part with $315,000 in seed funding by New York State High Needs Program. The Computer Engineering program is the most ambitious new programmatic effort the University has undertaken since the establishment of the College of Nanoscale Science and Engineering (CNSE) in 1999. The program curriculum was developed with extensive input from faculty in the participating departments, external consultants, and industry partners along with potential feeder schools, such as nearby Hudson Valley Community College, and was designed with ABET accreditation in mind. Strong demand is expected for this program, as New York’s “Tech Valley” has no public engineering bachelor's degree opportunities. We also expect strong demand for this program by international students.
In January, 2015 New York Governor Andrew Cuomo announced that the University at Albany would house the nation’s first College of Emergency Preparedness, Homeland Security and Cybersecurity at the University at Albany. The first new courses from this college are being offered now and new program offerings will be forthcoming as we begin forming this new college and its requisite academic programming. These new and revised programs are a direct effort to attract and educate students in high-need, high-growth areas in a unique program that will prepare our students for their ultimate career paths.

Expanding the geographic diversity of the UAlbany undergraduate student body beyond New York State will be aided through the creation of new pathway program for international students to support the University’s internationalization strategy. The introduction and development of the pathway program will ensure international students new to the UAlbany campus will receive the support they need to successfully matriculate. These highly qualified international students, on top of new articulation agreements with Chinese universities, already underway, are expected to add up to nearly 800 new international undergraduates to our enrollment base by fall 2020.

Clearly, as described above, the university is focusing its SUNY Excels Access initiatives on growing enrollment and geographic diversity.

It should be noted that the SUNY Global College proposal referenced above reflects one example of a broad commitment on the part of the University at Albany to increasing access to our academic programs through online education. In the last several years we have made significant investments in online learning. Our enhancements include a new organizational infrastructure with a new Associate Provost for Online Learning and the allocation of resources to expand online learning. Funding for new online course and program development have led to substantial increases in access and online enrollments over the last five years, as evidenced in the chart below.

The University at Albany will continue to make investments in online education. We recently allocated $150,000 a year in base funding to support further expansion of online and blended education. Of special interest is our recent prioritization of blended learning to enhance student engagement and retention. This effort will include a new program of faculty development now being designed to explore and enhance student engagement and retention with the help of digital tools.

As evidenced in the previous table, and in the SUNY Excels data tables, the University at Albany’s commitment to Access is both longstanding, and forward looking. We continue to support recruitment and enrollment initiatives developed/promoted by SUNY’s Enrollment Management Division. Increasing undergraduate freshmen applicants to the University is a priority area for the campus, and growing the applicant pool to almost 25,500 will allow the University continue to grow its enrollment while maintaining access and its new freshmen enrollment goals.
COMPLETIONS

The University at Albany is already moving aggressively in the SUNY Excels Completion area. A number of campus and SUNY-wide initiatives contribute to our aggressive Completion goals outlined in Table 2.2 below.

Table 2.2 - Overview of the UAlbany COMPLETION Goals

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>Increase first-year retention from 80.8% (fall 2014) to 88.9% (fall 2018), and then surpass 90% (fall 2020)</td>
</tr>
<tr>
<td>First-Time Grad Rates</td>
<td>Increase six-year graduation rate from 68% to 73% by 2020 (fall 2014 cohort)</td>
</tr>
<tr>
<td>Transfer Grad Rates</td>
<td>Increase four-year graduation rate from 64.6% to 71.0% by 2020 (fall 2016 cohort)</td>
</tr>
<tr>
<td>Time Credits to Degree</td>
<td>Return to under 4.10 years for first-time (native) students by 2020</td>
</tr>
<tr>
<td></td>
<td>Return to under 2.70 years for transfer admits by 2020</td>
</tr>
<tr>
<td>SUNY Educ Outcomes</td>
<td>Grow the campus completion and continuation rate to 90% by 2020</td>
</tr>
<tr>
<td>Degrees Awards Granted</td>
<td>Contribute over 5,000 total degrees to the number of annual SUNY graduates by 2020</td>
</tr>
</tbody>
</table>

Undergraduate student retention is one of the University at Albany’s highest priority areas over the next five years, and our admittedly ambitious, but achievable, target is to increase first-year retention by almost 10 percentage points by 2020. We will achieve these goals through high-touch, high-impact programs such as our first-year writing program (now in its third year), and our Living-Learning Communities (L-LC) serving to personalize the student experience.

The UAlbany Living-Learning Communities (L-LCs), expanded in fall 2015 from fifteen to nineteen worlds of learning, place together in our residence halls students who share common areas of interest. In L-LCs they quickly make new friends and interact with classmates through built-in study groups and a self-generating support network of classmates, upperclassmen, and faculty who help them to adjust to their new college environment. L-LCs allow our students to immerse themselves in their field of choice, exploring potential professions and associated majors from the very start of their academic career.

Our new freshman writing program began in 2013 with 16 full-time lecturers having formal training and expertise in the teaching of college level writing. Led by a full-time director, we built on the success of this initiative in fall 2015 by adding six new full-time writing instructors to the program. This was driven by a desire to decrease writing class size from 25 to 19 students in an effort to further increase opportunities for meaningful faculty-student interaction in critical foundational skill areas (I.E., Writing and Critical Inquiry, Oral Discourse, Information Literacy) and to aid in our retention efforts, as noted in the Success section below.
In addition, this fall we established a Student Success Team by developing a network of advisors and residence hall directors, combined with our cadre of freshman writing and L-LC faculty to not only advise but to build relationships with our new freshmen on an individual basis.

Adding onto these more traditional retention activities is a new initiative now in the implementation stage to utilize state of the art “Big Data” and data science research techniques to develop early warning systems that identify students at-risk of attrition. Most importantly, we and our new consulting partner (EAB company) will design custom intervention strategies that address the underlying obstacles to their persistence at the University. Then, through human intervention via the Student Success Team, we can assist them individually in getting the advisement, counseling, mentoring, or tutoring they need to remain on an academically successful path. These retention initiatives, already in process, comprise the UAlbany Advantage performance improvement program grant application submitted for funding consideration by SUNY. Funding of this proposal will allow us to implement these initiatives even more vigorously and better ensure our success in pursuit of SUNY Excels.

After addressing first-time student retention, our intention is to take on increasing transfer student retention. Our transfer student coordinator, operating under the purview of the Assistant Vice Provost for Student Engagement, the Degree Works implementation, articulation agreements, the SUNY seamless transfer initiative, and our predictive analytics Big Data initiative will all serve to benefit increasing transfer student retention.

Building off of our attention to first-year and new transfer students, our next area of attention in the completion areas is the retention of second and third-year students to comprehensively address graduation rates. This will be accomplished through Degree Works, Open SUNY and the SUNY Seamless Transfer initiative, applying our predictive analytics Big Data interventions to this student population. In addition, the University at Albany’s new efforts to develop and deploy applied learning activities across the curriculum will solidify our efforts in this area. The Albany Advantage PIP grant proposal will be critical to sustaining the gains made in first-year retention to achieve higher completion rates.

UAlbany’s six-year graduation rates for first-time minority and underrepresented minority (URM) students are slightly higher than for the entire cohort (68.2% and 68.9%%, respectively, versus 68.0% for all first-time students). Four-year graduation rates for minority and underrepresented minority (URM) transfer students are only slightly lower than for non-URMs (67.2% and 67.1%%, respectively, versus 67.9% for all transfer students). It is worth noting, once again, UAlbany’s success in graduating Pell students at rates better than non-Pell students, which only about one-quarter of the colleges in the country are able to accomplish – attesting to our, and SUNY’s mission, as a public university.

In the area of SUNY Educational Outcomes, UAlbany was an early adopter of the Student Achievement Measure (SAM), referred to in the SUNY Excels guidance document. The UAlbany SAM metrics, posted on the UA Institutional Research website at http://www.albany.edu/ir/Retention_Graph.htm, show that UAlbany has an 86 percent six-year achievement measure. We fully expect the campus and system-wide initiatives described above to propel our performance to 90 percent by 2020, most notably by increasing the UAlbany and SUNY share of successful completions or continuation of study for our students.

The SUNY Excels Performance Improvement Program grant proposal, entitled The UAlbany Advantage Enhancing the Student Experience, will expose our students to high engagement educational and extracurricular programs throughout their student career, with particular emphasis on their first year at the University at Albany.

By coupling a refocused and intensified traditional faculty and advisor intervention with a cutting edge predictive analytics initiative the UAlbany Advantage will improve student satisfaction with their UAlbany experience and will provide faculty and staff with the tools they need to conduct early outreach and intervention for students in academic distress.

The UAlbany Advantage will also provide increased applied learning opportunities so students will develop career literacy, skills, competencies and a co-curricular record that will help them succeed after graduation.
All of the efforts and SUNY Excels goals cited above should help with time and number of credits to degree, particularly the Degree Works project, SUNY Seamless Transfer, and Open SUNY, and our new Advising Plus initiative. Our predictive analytics initiative will help too, as our new external partner has tools that nicely complement the course/career planning tools in Degree Works. Our next step will be to incorporate up-to-date information in our system about career options that recent graduates have pursued from their disciplinary areas of study.

Finally, the University’s Steps 2.0 Evidence-Based Early Intervention Program for Alcohol, Marijuana and Non-Medical Prescription Drug Use SUNY Excels Performance Improvement Plan grant proposal, if funded, will contribute to student retention and success through graduation by enhancing student behavioral health through early, timely, and responsive interventions for students at high risk for academic failure due to alcohol, marijuana and non-medical prescription drug use.

All of these efforts, combined with our new program offerings noted under the SUNY Excels SUCCESS rubric, move us closer to increasing the number of degrees awarded. Additional students in our existing and newer high demand programs progressing through the educational pipeline at a higher retention rate will lead to efficient degree attainment for our students.

Additionally, UAlbany along with the other University Centers support a collaborative SUNY Excels Performance Improvement Plan grant proposal, submitted by the University at Buffalo entitled Increasing Access, Completion and Seamless Transfer Success through the Development of Common Student Learning Outcomes and Supportive Digital Delivery Modalities for High Demand/High Impact Gateway STEM Courses to help with SUNY Excels completion metrics. This initiative proposes a pioneering partnership dedicated to building common student learning outcomes and assessments focused on high-demand/high-impact gateway undergraduate courses that meet the needs of both native and transfer students first at the University Centers and then across all of SUNY. The intention is to leverage best-practice pedagogy, digitally-enhanced learning technology, and supplemental digital materials while infusing the system with data-driven metrics that facilitate and assess student learning and promote scholarship of teaching and learning across our four campuses and ultimately system-wide.

SUCCESS

Among the campus initiatives and programs that go beyond the basic curriculum to support student future success is a new emphasis on Applied (experiential) Learning. The University at Albany is now positioning itself to be a national leader in applied learning, which not only will provide our students with real world professional and academic experiences, but which will enable them to learn the practical skills needed in the workplace while making the connections that will assist them in securing future employment. In the near future, through SUNY and campus efforts, we hope to link information about our graduates into the National Labor database, which will help us explore the specific interactions and collaborations (e.g. internships in Accounting, community service in Public Administration, undergraduate research in Biology, etc.) that lead to successful longer-term outcomes for our students, and improve the economic vitality of New York State.

A number of UAlbany’s initiatives in the SUCCESS area have already been described above under ACCESS and COMPLETION, such as our new and now expanded degree programs, our first-year writing program, and our Living-Learning Communities. In addition, our Advising Plus program and the Honors College, as well as revamped summer orientation for new first-time and transfer students target the Excels SUCCESS area. All of these initiatives, along with our foray into “Big Data” and predictive analytics as explained in our UAlbany Advantage PIP grant proposal, are intended to increase the success rate of our students.

An area which is useful to our students is Financial Aid Literacy. The University at Albany will decrease its 3-year default rate to 3.9 percent by 2020 through its continuing participation in and promotion of the SUNY Smart Track initiative. The Smart Track financial literacy tool builds a foundation for students’ healthy financial futures. By further ramping up the promotion of courses and seminars on budgeting, credit cards, identity theft and other topics that foster healthy personal financial management, UAlbany will keep its 3-year student default rate in a very healthy
range with the objective of assisting more students to understand their finances and continuing to diminish default rates overall.

Table 2.3 - Overview of the UAlbany SUCCESS Goals

| Financial Aid Literacy | Decrease 3-year default rate to 3.9% in 2020 from 5.9% in 2011 |

**SUNY Student Opinion Survey (SOS)** results are broad barometer metrics with which to gauge student satisfaction and our success, as an institution, in meeting their expectations. While the University at Albany is not asked to project targets or goals for its students’ SUNY SOS ratings, we are pleased to report within the SUNY Excels context the overall results of our spring 2015 SUNY SOS administration.

Overall, UAlbany’s mean ratings across the entire SOS increased between 2012 and 2015, increasing in 53 of 86 items that appeared on both surveys; at the same time, the average rating increased by 0.05 on the 5-point scales. UAlbany held onto or added to nearly all the gains we had seen over prior survey administrations. Figure 1, below, shows improved overall student satisfaction, after a slight dip in 2012 following a multi-year period of state budget cuts from 2008 through 2011. Student satisfaction on the academic experiences survey scale reached a new high in 2015. Student satisfaction on the academic facilities/programs/services items, along with residence halls and dining services, peaked in 2009 and are down only slightly since that time, to around the 3.60 range on the five point SOS scale.

**INQUIRY**

The University at Albany has ambitious goals to increase sponsored research activity, to dramatically increase student hands-on research and entrepreneurship, and faculty contribution to knowledge and cultural development through scholarship and creative works. Table 2.4 below summarizes the SUNY Excel metrics from Attachment 2, Table 17.

Table 2.4 - Overview of the UAlbany INQUIRY Goals

| Research Expenditures: RF Sponsored Activity | Increase from $89.7 million in FY 2014 to $157.8 million by FY 2020 |
| Research Expenditures: Reported to National Science Foundation (NSF HERD Survey) | Increase from $131.0 million in FY 2014 to $232.0 million by FY 2020. This includes HRI awards in addition to SUNY RF awards. |
The University at Albany’s Office of the Vice President for Research, in collaboration with our faculty and our Strategic Plan Implementation Committee, has initiated a number of programs and activities over the past four years to buttress the UAlbany research infrastructure in the face of a very challenging external national funding environment. We fully expect these initiatives to bear the fruit of increased research funding and associated activity in pursuit of our SUNY Excels Inquiry targets.

The most notable initiative we have undertaken over the past four years, made possible by the NY SUNY 2020 program, the SUNY Rational Tuition program, and the SUNY Excellence fee is to increase the number of full-time faculty by 187 from fall 2011 to fall 2018. We have also created a seamless grants administration pipeline within the Division by relocating HR and SFFM/Purchasing from human resources and finance and business respectively, to directly report to the VPR. This restructuring has addressed faculty pre- and post-award issues, and established a new problem-solving process to detect and prevent disruptions in post-award management.

To further strengthen the grant application pipeline, the University will strengthen faculty mentoring around the research enterprise within departmental mentoring programs (for tenured and pre-tenure faculty) and will assess faculty research productivity to determine if additional supports are necessary. Of critical import to incentivizing research activity is leveraging the indirect cost recovery overhead rate returned to units and principal investigators. This will create a flexible incentive account for principal investigators who obtain federal funding to fund postdoctoral associates and graduate students in support.

In addition to continuing to offer grant writing workshops for federal grants, the University has expanded its Business Intelligence (BI) initiative to make grant application data available to deans and department chairs so they know who is submitting grants and who is not. The Deans must help cultivate an environment of research excellence, which would be verified by peer reviewed authentic research that is funded at the national level.

The University’s focus on large federal grant opportunities (major projects) will ameliorate the relatively low funding levels which individual investigator initiated grant applicants are experiencing. UAlbany PIs just won a ~$5 million PIRE NSF grant and submitted a $10 million NIH grant in health disparities as examples of more recent movement in the federal arena. As needed, we will attempt to bridge historically strong PIs or research centers to compete for promising federal funding opportunities which may lead to several million dollars in federal grant funded expenditures per year going forward.

In the area of Scholarship, Inquiry, and Discovery, the UAlbany number of invention disclosures will approximately double by 2020. The projections for new disclosures in FY 2018 and FY 2020 are based on the increase in young faculty who are more likely to disclose inventions, and the fact that the number of disclosures in FY 2015 was 31, demonstrating an upward trend since FY 2012. The projections for patents issued are based on the patent applications currently in the pipeline and the expected length of the process. Projections for licenses and options are based on the expectation that the University will do more licensing of non-patented intellectual property.

The University is now exploring a new relationship with Academic Analytics to better track research, and in particular, inquiry around scholarship and creative works production. Tracking faculty contributions in teaching, research and scholarship, creative works, and service could potentially be used for programmatic decision making at a departmental, campus or system-level.

We have enhanced undergraduate engagement with the research enterprise through undergraduate fellowships and colloquia, and composed a team of faculty and staff from each school to work with the Undergraduate Research Committee on identifying the opportunities available for undergraduate research in each school/college.

In the entrepreneurship area, with direct implications for enhancing the economic climate in New York State, we are very pleased to report that the University at Albany is one of five New York colleges or universities chosen through a competitive grant application process sponsored by the Blackstone Charitable Foundation’s Entrepreneurship Initiative to participate in the Blackstone LaunchPad. The Blackstone LaunchPad will touch 10 percent of each entering student cohort by 2020 across the disciplines to provide aspiring student entrepreneurs with individualized
coaching and support to help them transform their ideas into viable businesses. UAlbany’s participation in the Blackstone LaunchPad will be announced in October 2015.

Funding of our SUNY Excels Performance Improvement Program grant proposal entitled **Developing Cyberinfrastructure to Advance Sensor Research & Development** is part of an integrated strategic plan to promote business and research development, outreach and engagement to all sectors, and increases in innovation and STEM human resources capacity.

Aligned with a 2012 National Science Foundation cyberinfrastructure for science, engineering, and education program, this proposal also aligns with a capital request for high performance computing resource infrastructure jointly submitted by Stony Brook, the University at Buffalo, the University at Albany, and Binghamton University.

The funding will be used to facilitate innovative research, stimulate product development and commercialization, and enhance the curriculum.

**ENGAGEMENT**

Since its founding in 1844 as a school to prepare the state’s teachers, **public engagement** has been part of the University at Albany’s DNA. Through our research, teaching, and service the University is committed to partnering with our communities, local to global, to address complex societal challenges. The University’s Small Business Development Center has served nearly 22,000 businesses over the past quarter century, helping them invest over $346 million in the area’s economy, and creating or saving nearly 11,000 jobs. The University’s Young Entrepreneurs Academy and Small Enterprise Economic Development (SEED) Program are working to increase entrepreneurship from middle school to college and beyond.

UAlbany also engages K-12 education in forceful ways to strengthen their operations and advance educational opportunities for all. Assistance to K-12 students, teachers and families involves dozens of programs — from STEM and college readiness programs to varied supports for high-needs students. UAlbany plays a leadership role in The Albany Promise, a cross-sector cradle-to-career partnership to improve the educational outcomes for students in the City of Albany. Our University in the High Schools program has a long history of providing college-level courses, and currently serves over 8,000 students a year state-wide from approximately 200 high schools in 37 New York counties. Since 2002, UAlbany’s Center for Autism and Related Disabilities has trained over 53,500 people in New York and beyond to improve outcomes for children. The Capital Area School Development Association (CSDA), founded in 1949, serves 110 school districts with professional development programs.

Another important engagement area that the University at Albany enhances is that of government, Not-for-profit, and workforce performance. Since 1976, the Professional Development Program (PDP) has trained hundreds of thousands of public employees in state, county and New York City agencies. The Center for Technology in Government fosters public-sector innovation and enhances public value and good governance. The Center for International Development advances the capacities of developing nations to meet critical governance and policy challenges.

UAlbany’s engagement activities improve health and community well-being. Our Center for Public Health Continuing Education and Center for Global Health help thousands of public health professionals address health challenges locally, statewide and globally. The Center for the Elimination of Minority Health Disparities assists New York’s smaller cities and towns in addressing serious health disparities. The RNA Institute conducts research on human diseases to develop innovative diagnostics and therapeutics. The Cancer Research Center studies the environmental causes of cancer and develops new therapies. The Center for Excellence in Aging and Community Wellness partners with state and county offices to help the aging live independently. The Psychological Services Center counsels some 300 mostly low-income individuals a year. Planning Studios run by our Department of Geography and Planning help communities plan for their future from revitalizing neighborhoods to creating bike trails.
In the area of community engagement, the University at Albany acts as a hub for the arts and humanities. Most notably, the New York State Writers Institute serves as the state’s center of literary arts, with UAlbany its home. The University Art Museum organizes several exhibitions yearly, exploring contemporary visual art and culture. Our Performing Arts Center hosts over 430 public events annually, including dance, music and theatre while our Division I sports teams bring nationally ranked student-athletic competition to regional fans.

Indeed, the University at Albany’s Engagement activities have a considerable impact on New York’s Capital Region and beyond. Building on this engagement foundation, numerous efforts are underway or in process to buttress our alumni/philanthropic support and START-UP New York activities to support our region. This fall the University revamped its START-UP NY activities with the hiring of a new director of community and economic development. We believe these efforts will build new partnerships between the University and the community to support our region’s economic growth.

Alumni/Philanthropic Support

We are pleased to report that in 2015 the University at Albany received the largest philanthropic gifts in its history, $5.25 million and $10 million. The University can show very healthy growth in philanthropic support to the University over the past several years. We have invested in hiring new development officers, training the staff for more effective solicitation activity (through Plus Delta consultants), and focused on the development of a strategy and message that shows our strengths and commitments and inspires others to join us in meeting our goals.

The 2018-19 and 2020-21 philanthropic projections are based on the initiation of a successful fundraising campaign, which is moving forward and is currently in its quiet phase at the time of this writing.

We project that philanthropy will rise to $19 million in 2018-19 and $28 million in 2020-21 entirely as the result of the upcoming campaign and the compelling vision for the future of the University as effectively articulated. As we go into a campaign with a working goal of $125 - $150 million focusing on principal gifts will bring in the kind of generous larger investments that we have experienced most recently. Table 2.5 below shows the SUNY Excels metrics from Attachment 2, Table 18.

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<thead>
<tr>
<th>Table 2.5 - Overview of the UAlbany ENGAGEMENT Goals</th>
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<tbody>
<tr>
<td><strong>Funds Raised ($mil.)</strong></td>
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<td><strong>Campus Alumni Giving Rate</strong></td>
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In addition to the prospects known to us today, campaign activities always inspire participation from potential donors. Based on the experiences of other institutions, we anticipate that a screening of our alumni database will uncover at least 100 new principal gift prospects. Once identified, we expect it will take time for these new prospects to make their gifts, which we anticipate will occur in the later phases of the campaign (in 2018-19 and 2020-21).

Section 3: Conclusion and Expected Impact on your Campus

As noted earlier, the University at Albany is in the midst of creating the largest academic expansion since the construction of the uptown campus 50 years ago. Our desired growth is about expanding opportunities, and serving as an economic engine for New York’s Capital Region and for the state. A large part of this is made possible directly as a result of NYSUNY 2020. The NYSUNY 2020 program is just one of the Governor’s bold initiatives to spur economic growth while strengthening the academic institutions of the State through collaborative partnerships.

This innovative program has allowed us to invest in access and affordability as we serve a diverse group of New Yorkers with quality higher education. Among SUNY’s university centers, UAlbany is the most diverse campus: 44 percent of our incoming class are students of color; and 40% will be first in their families to earn a four-year degree. Our commitment to access and affordability was recognized on Saturday, September 12, when the White House released its College Fact Sheet and lauded UAlbany as an ‘Engine of Opportunity.’ The White House released its College Fact Sheet to help students, parents, and their advisers make better college choices. Our campus was chosen
for this distinction because of our contribution toward mobility into the middle class through offering an affordable education to many low-income students.

We are proud of our commitment to access which is demonstrated in the fact that over 40 percent of UAlbany’s undergraduates receive Pell assistance. But we are even prouder about our success in graduating Pell recipients at rates better than non-Pell recipients, which only about a quarter of four-year colleges in the country are able to do. Our retention rates for minority students and for underrepresented minorities are 3.8 and 4.6 percentage points higher respectively, than the entire cohort average at UAlbany. And we are striving to be even better. Our target for 2020 is to increase first-year retention by 10 percentage points through the use of state-of-the art “Big Data” and data science research techniques to develop early warning systems that identify students at-risk of attrition. This, in combination with our numerous other high touch initiatives to enhance the student experience, put within reach our higher retention and graduation rate goals.

UAlbany will be a national leader in applied learning. We will be using the National Labor database to explore the specific interactions and collaborations (e.g. internships, service learning) that lead to successful outcomes for students and improve the economic vitality of New York State. Our faculty research and scholarship have increased with NYSUNY 2020 investments and a new emphasis on STEM and high needs areas. UAlbany is also one of five New York colleges and universities to participate in the Blackstone LaunchPad, which will touch 10 percent of each entering student cohort by 2020 across the disciplines to provide aspiring student entrepreneurs with individualized coaching and support to help them transform their ideas into viable businesses, in support of New York’s economic vitality.

Through its applied learning and public engagement initiatives, UAlbany will become a critical and essential partner with private, public, and not-for-profit entities throughout New York’s Capital Region. President Jones is co-chair of the Capital Region Economic Development Council and co-convener of the Albany Promise cradle-to-career partnership. UAlbany understands its role as an education, economic and cultural leader as the only public research university in the region. We are a major force for economic vitality and growth, acting as regional anchor with over 20,000 faculty, students and staff, and 49,000 plus alumni in the area.