

The College at Brockport - Performance Improvement Plan

Section 1

Introduction

The College at Brockport, State University of New York, is a comprehensive liberal arts and science college located in Brockport, NY. With approximately 1,200 faculty and staff, The College at Brockport serves more than 8,100 students in 49 undergraduate majors, more than 50 master's degree programs, and teacher certification in 26 areas.

Our students overwhelmingly come from New York State. The traditional crescent recruiting swath of Buffalo, Rochester, and Syracuse has been expanded in recent years, with approximately 25% of our incoming first-year class in fall 2015 coming from New York City/Long Island. This has increased our diversity numbers as well.

Among our peers, The College at Brockport is regarded as a leader in teacher education, health sciences, dance, science and mathematics, and physical education and its associated disciplines. In addition, Brockport has become known for its student engagement (high impact practices, applied learning, etc.).

Program Mix / Centers / Distinct Programs or Activities

Our academic program mix includes programs designed to meet state needs such as allied health care and teacher education; programs designed to foster a strong foundation in the liberal arts and sciences; and distinctive programs in nursing, business and dance among others.

We are currently developing plans for several advanced certificates in response to local industry needs. There is significant demand for development for local professionals; programs, such as our Masters in Public Administration, are creating innovative ways to fulfill these demands.

We are also expanding our online programs. Currently Brockport offers 224 sections and 141 distinct courses through Open SUNY.

Post-Graduation Success

The College at Brockport recognizes that SUNY System is negotiating an MOU with the New York State Labor Department so that we will be able to better track the job attainment of our graduates. This will supplement existing surveys, information yielded from our career placement office, information from internships, which turn into full-time employment and the work of our alumni office. Our most recent First Destination survey for the class of 2014 found a placement rate (employed and in school) was 94%. With nearly 40,000 alumni in the greater Rochester region, we go a long ways to educating Rochester's workforce.

Strategic Plan / Excels Goals

The College's current five-year 2011-2016 Strategic Plan runs through June 30, 2016. The final year of the plan coincides with the first year of the College's new president, Dr. Heidi Macpherson. President Macpherson has begun the groundwork to develop the institution's next strategic plan. The plan will build on components of the current plan that the College community believes are core to our mission and move us forward in a direction that demonstrates a commitment to the Completion Agenda and SUNY Excels.

Those creating the new plan will use the College's Academic Master Plan, Facilities Master Plan, Diversity Plan, and Financial Plan as foundational pillars. Moreover, The College at Brockport has identified priority areas of focus:

- Increasing enrollment/access by 2020, returning to our 2010 enrollment high watermark of over 8,500 by 2020. This growth will be divided equally between undergraduate and graduate students. We will do this through targeting new markets, developing innovative and attractive programs and using alternative modes of delivery.
- Increasing retention of both first time freshmen and our large (over 50%) transfer population. We plan to increase retention of first-year, first-time students by several percentage points, from

81.8% to 86% by 2020. For transfers we plan to increase retention by a percentage point, from 77.7% to 78.7%.

- Through increased access and enhanced retention strategies, our goal is to increase total degrees awarded in 2020 to roughly 2,600, which is 300 more than 2013-14.

Investment Fund

In order to advance our agenda and achieve our goals we have submitted eight proposals through the SUNY Investment Fund RFP process (designated with * throughout this PIP). These are:

1. **ACADEMIC SUCCESS CENTER (ASC):** Monies requested to support the vision of the ASC, slated to open in January 2018. As part of the planning for this center members of the Enrollment Management Committee have developed a strategic plan for retention to better support student persistence and completion. The dollars requested would support academic advisors, the purchase of Starfish software and supplemental instructional support.
2. **LEARNING AND UNDERSTANDING YOUR NEW COLLEGE HOME (LAUNCH):** Monies requested to support the third year of LAUNCH, a program focused on historically underrepresented minority students who are not enrolled in EOP, CSTEP /McNair or the Honors program. LAUNCH provides mentoring, support and programming opportunities.
3. **START EARLY AND THRIVE (SEAT):** Program to increase success in first year math courses such as college algebra. This program will identify about 50 students who are most likely to perform poorly in introductory math and provide them with coaching prior to and during the first semester using online, hybrid and face-to-face modalities.
4. **ACADEMIC PERFORMANCE SOLUTIONS (APS):** Funding requested to join pilot of analytic software from Educational Advisory Board that provides data for decision-making around: high-enrollment, high DWF courses; graduation bottleneck courses; student enrollment trends within and across departments; and instructional costs.
5. **LOCATING AND ASSISTING NON-COMPLETERS TO DEGREE COMPLETION:** Funding to hire a completion specialist to follow up on successful degree completion program that located Brockport students with more than 105 credits completed and worked to enable their degree completion by removing simple impediments to graduation.
6. **MBA PROGRAM ADMINISTRATOR AND MARKETING EXPENSES:** Loan funding requested for program administrator for proposed MBA program and for pre-launch marketing and awareness expenses
7. **ROCHESTER INTEGRATED SUNY EXCELS NETWORK (RISE):** A pipeline proposal which would provide one-stop college preparation to improve college readiness and access to four year college degree completion for underprepared and at risk individuals in the city of Rochester. Partners would be REOC and Monroe Community College.
8. **WNY STRATEGIC SOURCING INITIATIVE: To support an initiative of 10 Western NY SUNY campuses to roll out a strategic sourcing initiative of e-procurement, using the SciQuest platform.**

Section 2

1. Full Enrollment Picture

Undergraduate Enrollment Growth

The College at Brockport plans on enrollment growth to reach its institutional capacity by 2020, increasing by over 200 undergraduate students from 2015-2016 enrollment. In year 2015-2016, our actual Fall Undergraduate Headcount is 7,069, up from 7,040 in 2014-2015. We plan on enrolling 7,225 by 2018-2019 and 7,300 by 2020-2021. This will be accomplished through stabilizing yield rates in recruitment of both first-time, full-time and transfer students, program innovation and growth, improved retention, process improvements and increased participation in Open SUNY. Brockport has one of the

largest transfer populations of the comprehensive college sector, third behind Buffalo State and Empire State. Continuing to serve this student demographic is critical to maintaining the planned enrollment growth.

Stabilization in yield and conversion loss between accepted and paid deposits

Yield rates for our institution have been negatively affected by falling demographics (fewer high school graduates) in Western New York leading to greater competition for students and to greater recruitment/admittance of students from a greater distance. Current year data indicate that we have achieved more stability in the yield conversion loss between accepted and paid deposits within the undergraduate population. For example, yield conversions as of this point in time were 26.85% in 2013, 23.87% in 2014, and 23.51% in 2015.

Increases in student population with interest in Disciplines of Distinction

Programs drawing on Brockport's historical strengths continue to attract students. **Nursing** remains a very attractive major for our students, although capacity limits the number of students in the traditional program, an issue we are working to address. New programs, such as the RN to BSN, have opened an additional avenue, adding another cohort of 30 students to the academic major.

Exercise Science and **Business** programs have experienced large increases in enrollment over the past few years and are projected to maintain and continue this upward trend.

Planned Program Innovation

Planned program innovations include creation of interdisciplinary programs such as undergraduate emergency management, forensics and cybersecurity among others.

Improved Retention

Brockport continues to expand and improve retention strategies, leading to an increase in returning students. Our Academic Success Center, described below, will coordinate these efforts going forward.

Strategic utilization of admissions pool

Over the past year we modified our admission criteria to provide greater access. This change has allowed for a larger incoming freshman class, but is having limited impact on transfer enrollment growth. Transfer students with lower, but acceptable GPAs have not been admitted due to their application to an oversubscribed program or a downward trajectory in their academic performance before leaving their home institution.

***ROCHESTER INTEGRATED SUNY EXCELS NETWORK (RISE).** One of our SUNY Investment Fund proposals addresses the issue of access. This pipeline proposal would provide one-stop college preparation to improve college readiness and access to four year college degree completion for underprepared and at risk individuals in the city of Rochester, working through Rochester EOC and Monroe Community College with the ultimate goal of having this Rochester city students enroll at The College at Brockport. We anticipate a 10 to 20% increase in students coming to Brockport from the city of Rochester through this program.

Expansion within the NYS market

To deal with the demographic declines in Western NY, we have set short- and long-term enrollment goals for different regions within the state, complemented by recruitment plans that establish a consistent presence in our local primary markets while simultaneously working to increase downstate yields. Additional efforts to improve our presence in NYC by adding more regional recruiters has increased our accepted and deposited students (e.g., 21.58% increase in deposited students from the downstate area for fall 2015). This has also helped increase the diversity of our students.

Technological improvements for Recruitment

We have significantly improved our outreach and communications plans to incorporate new CRM technologies (Hobsons) to increase our yield rate and improve communication with and customer service for prospective students and their families. This improvement of strategically targeted communication plans allows the College to have a much broader reach around the state.

Open SUNY Undergraduate

As a Wave II institution, our Open SUNY initiatives are described in more detail in the later sections. Most of our emphasis for Open SUNY is at the graduate level; however, we have used Open SUNY in helping former students who left the College prior to completing their undergraduate degree. Access to online courses has been an effective strategy in helping those former students graduate.

Graduate Enrollment Growth

Brockport plans to build on its recent modest graduate enrollment numbers to regain much of the enrollment that was lost in past years due to the downturn in graduate education enrollment. We propose to increase our enrollment of 1,066 in 2014-2015 and 1,092 in 2015-2016 to 1,225 in 2018-2019 and 1,350 in 2020-2021. We plan to do this through the following initiatives:

- Programmatic revision and innovation
 - several programs available in fully online formats
 - offsite cohorts (such as Master's in Social Work; MEd and CAS in Educational Administration)
 - combined degree programs for our own undergraduates
 - MOUs and informal partnerships with undergraduate programs at other institutions
 - Planned development of the following programs (among others): MBA, MS Occupational Therapy, MS Community Health, MS Family Nursing, DNP, graduate certificates
- Continuous improvement of marketing and recruitment
 - use of Open SUNY for online offerings
 - continued outreach to our undergraduates for graduate study at Brockport
 - better leveraging of financial resources (e.g. assistantships and fellowships)
- Continuous improvement of admissions
 - special expedited admission invitations to high-performing undergraduates
 - accelerated review of select international applicants (with careful analysis of English language skills)
 - enhanced personalized outreach to incomplete and accepted applicants
- Retention and completion initiatives
 - continuing revision of graduate academic policies to support students in degree completion
 - reinstatement and readmission initiatives (recruit back non-completers)
 - co-curricular academic and professional development programming for graduate students

Open SUNY – Graduate Program Offerings

With growth of online distance learning offerings at the graduate level (individual courses and whole degree programs) Brockport looks forward to greater listing through Open SUNY. Examples of online programs:

- Master's of Liberal Studies (fully online option)
- Certificate of Advanced Study in School Counseling (hybrid and fully online options)
- Several MEd programs for students with initial teacher certification to qualify for professional teacher certification.

***MBA PROGRAM ADMINISTRATOR LOAN:** As part of our program innovation initiative we have requested a loan through the Investment and Performance Funding to hire a program administrator for the proposed MBA program and for pre-launch marketing and awareness expenses.

International Student Recruitment Efforts

The College's International Education/Study Abroad area has focused on branding, developing programs and agent contacts, and recruiting, in an effort to increase the international student presence on campus.

In recent years, International undergraduate numbers of new students have increased significantly (2011/2012 =**12**; 2012/2013 =**32**; 2013/2014= **86**; 2014/2015 =**77**). These numbers include both fall and spring new students, include J-1 tuition paying students, and exclude tuition waiver exchange students. Total international students have grown from 40 in 2011-2012 to 121 in fall 2014 (higher than expected). Additionally, 40-50 international exchange students were on campus in 2014-2015, contributing to campus diversity; we expect this number to hold steady. Political problems in S. Korea have caused a decrease in students coming to us so we expect total enrolment numbers of international students to fall to around 100 in fall 2015 and to slowly increase from that level to 115 in 2018-2019 (103 UG and 12 G) and to 130 (115 UG and 15 G) as we move toward 2020-2021.

Some highlights of the operational plan for international recruitment include the following:

- targeting countries that currently send the most students to the U.S at the undergraduate level; targeting smaller country niche markets where our exposure will not be as diluted by the competition
- diversifying exposure to multiple countries to reduce political and environmental reversals
- targeting efforts on countries/regions where we have had specific recruiting success or faculty connections
- building University partnership pathways (1 +3, 2+2, one-way fee-paying exchange, graduate)
- building high school partnership pathways
- nurturing key recruitment agent relationships, existing and new
- fostering international student transfers from US community colleges

2. *NYS Residents Served by SUNY*

UNDERGRADUATE STUDENTS

The current population declines in Western NY and our primary markets have compelled the college to think more purposefully and strategically in order to recruit and increase the number of NYS residents to the institution. Currently 97.1% of our total headcount are NYS residents. Our plan going forward includes a continued strong presence in our local primary markets, an emphasis on downstate/NYC through positioning full time staff in these regions, and the creation of new outreach and recruitment activities statewide.

Strong presence in local primary markets - Brockport promotes the College aggressively in our primary markets of Buffalo, Rochester, and Syracuse. This entails an increase of personalization and outreach to school counselors, prospective students, alumni and parents through a regional high school counselor advisory board, high school counselor receptions, high school visits, college fairs, and dissemination of marketing materials to these populations. We are also increasing our presence in small rural high schools in this crescent region.

One of the primary strategies for continuing to serve NYS Residents is welcoming a large number of transfer students both in the fall and spring semesters. Transfer students represent 56% of our entering class in 2014-15. The declining population in Western New York creates diminishing enrollment in our primary feeder schools (Monroe Community College and Genesee Community College) which is of critical concern for Brockport. We will continue to invest in sustaining the effective working relationships with the staff at MCC. Brockport continues to be the top four-year institution of choice for MCC students, receiving 26.3% of their students who transferred in 2014. In fact, of the MCC students who have been accepted to Brockport to study this fall, 70% have chosen to deposit at our college. GCC, like MCC, sends a great number of their students to Brockport and accepted to deposited yield is also around 70%. As part of our retention strategic plan several activities are under review that should prove fruitful in enhancing the transition between our regional community colleges and Brockport. These include exploring academic advising and registration on-site at the community colleges, and offering the Transfer Academic Planning Seminar prior to students' first semester at Brockport.

Downstate/NYC recruitment initiatives - Expanding our reach and focusing on areas of population growth in New York City and Long Island stretch us far outside our traditional primary market. Creating

brand awareness and increased access to potential students is a key strategy moving forward to sustain continual growth in this area and provide greater access to NY State students. We are looking to implement the following initiatives for the 2015-2016 recruitment cycle:

- Establish a regional recruiter position based directly on Long Island;
- Continue with two full-time regional recruiters residing in New York City;
- Establish a New York City and Long Island Regional Accepted Student Reception as a major spring yield event;
- Utilize the SUNY Information Center in New York City to provide weekly information sessions and provide greater access to that region;
- Continue to grow the New York City Accepted Student bus trip in the spring.
- Strategically increase visits to community colleges closer to Downstate and on Long Island.

Expanded outreach statewide - Much of our work to bring the Brockport experience to students in other parts of the state (i.e. rural, northern, and inner city areas) relies on a combination of electronic communications using CRM, print communications, direct marketing through telecenter operations, and visits to schools by admissions advisors.

Other populations not reported in SUNY student data submissions - Much, if not all of our enrollment data is included in our SIRIS student data transmissions. However, our Bachelor of Liberal Studies (BA/BS) has recently been revived. This program can be completed in place and through independent study. While it is available to anyone, we are envisioning the program will attract growing undergraduate students from populations who are not interested in or able to pursue an on-campus experience, thus providing additional access.

GRADUATE STUDENTS

On average, 98% of our graduate students are New York State residents- most of whom reside in the western New York region and attend courses at Brockport, our downtown Rochester MetroCenter, and regional cohort sites. While we aim to increase international enrollment and support those programs of distinction that draw out-of-state students, our efforts to boost enrollment prioritize serving those state residents who have collectively invested in our public education system.

3. **Diversity** - Brockport will continue to dedicate time and resources to its efforts to build the cultural competency of its staff, faculty and students under the leadership of the Assistant Provost for Diversity (a position that was reconfigured in summer 2015 to focus solely on diversity issues). Brockport has a wide range of current initiatives that we will build on for the future. A partial list includes:
- Annual Diversity Conference (just celebrated our 15th anniversary)
 - Brockport utilizes the SUNY Research Foundation Opening Doors Diversity Project for intensive training and consultation for faculty, staff, and students. Training opportunities are also available through the Center for Excellence in Learning & Teaching (CELT).
 - Continue aggressive recruiting of students from diverse groups

Brockport's General Education requires that students take a course that has a diversity component in it. As part of the General Education Assessment, the College Senate General Education Committee has begun recertification of the courses that fulfill the College Diversity requirement, maintaining currency and fidelity to the intended student learning outcomes.

- The Promoting Excellence in Diversity Grant Program supports proposals from faculty, staff and students for scholarly and artistic events that positively contribute to the College's mission of promoting diversity, inclusion, and educational excellence.
- The Diversity Engagement Award, established in 2012-2013 by the Diversity Committee, annually recognizes students, faculty and staff who have demonstrated a commitment to diversity through teaching, research, service, international programs, and outreach.

- The Diversity Committee is revising its Strategic Plan (as requested by the Provost in spring 2015) to be more action oriented and responsive to needs of the changing demographics of the students enrolled at the College.
- Student groups are fostering activities such as monthly community conversations and more inclusive programming on campus.
- The Office of Diversity is running the third year of our successful LAUNCH program for freshmen students of color who are not eligible for EOP.
- Student learning outcomes related to inclusivity and multi-cultural competence are embedded in the Residential Curriculum, the Leadership Development Program, and training for student employees.
- Implementation of the 2014 Campus Climate Study Action Plan includes working on the establishment of a College Common Hour, adding a shuttle service to support students at the MetroCenter, and the hiring of a Title IX Officer.

Regarding personnel, with the recent hire of a new director for affirmative action/equal employment opportunity, additional time and resources will be invested in developing more diverse pools of candidates for both faculty and staff positions. For several years the percentage of faculty and staff of color has remained flat at around 12%. Specific targets will be established and activities such as listed below have been or will be implemented to increase the diversity of faculty and staff.

- A new search committee training program (started summer 2015).
- Implement new staff and faculty onboarding/orientation programs to enable new hires to better understand the Brockport culture through several sessions taking place over a longer time span. New faculty orientation program began fall 2015.
- The Office of Diversity will sponsor a team of faculty and staff to participate in the Compact for Faculty Diversity Institute on Teaching and Mentoring.
- Multiple units on campus have initiatives related to increasing the diversity of their full-time and student staff. These include but are not limited to the following:
 - Enrollment Management and Student Affairs (EMSA) division's summer graduate internship program targeted toward minority students from higher education administration and college student personnel graduate programs.
 - The Office of Community Development has been re-organized to support professional development and recruitment/retention efforts for the EMSA Division as it relates to equity, diversity, and inclusion for both staff and student employees. This office also coordinates community service projects throughout the Greater Rochester Region.
 - Two of our largest student employers, Campus Recreation & Residential Life, strive to employ underrepresented students at a higher percentage than they are represented within the general student body.

4. **Capacity** - As a member of Open SUNY Wave II launch, the College has been actively promoting the development of new online program options, particularly at the graduate level. A Task Force appointed in 2014-15 charged with looking into the current state of online programs at Brockport and recommendations for future strategy and growth has presented several interim reports and is continuing its work through fall 2015.

To date, there are two fully online masters programs offered by Brockport, with others in various stages of the development/approval process. In addition to growing online programs, successful efforts have been made to develop online courses, especially during the summer and winter sessions. Effective winter 2014, the College initiated a launch of an expanded five-week session, which continued the following year. The number of online summer courses has grown several hundred percent over the past 10 years.

- Brockport's current online course offerings: summer 2005, n=7; summer 2015, n=105. Comparable growth of offerings in fall, winter and spring semesters.
- Current online programs: MALS, EDC certificate; BLS partially online.

Online programs, now under development, with current review status:

- MBA letter of intent left campus 5/18/15. On 7/20/15, the College received an official letter from SUNY approving the letter of intent. Department is currently working on full development of the program.
- EDI adolescence programs MEd (Biology, Earth Science, Physics, Chemistry, English, Social Studies and Mathematics). Approved by SUNY and SED effective 9/16/15. Startup TBD.
- Health Science alternate MEd. Approved by SED 8/28/15. Startup fall 2016.
- Teachers of English to Speakers of Other Languages ((TESOL) Letter of Intent approved. Department working on program.
- RN to BSN at SED. Approved by SUNY 8/31/15; currently at SED.
- Special Education at SED. Returned to campus on 7/20 for corrections. Will revise and resubmit.

Academic Affairs contracted with market research firm Noel Levitz in 2014-2015 to gain insight into the programs needed by employers and desired by students. The Academic Master plan is incorporating this data and will inform our program development, currently and in our strategic plan.

5. **Completions** - The completion agenda will be positively impacted by the creation of the Academic Success Center. This initiative will be described in more detail in the next response as the systems and interventions that will be included in the ASC are strategies to improve retention and persistence. ***LOCATING AND ASSISTING NON-COMPLETERS TO DEGREE COMPLETION***: One of our Investment Performance grants is to fund a **completion specialist** to follow up on our successful degree completion program that located Brockport students with more than 105 credits already completed and facilitated their degree completion by removing simple impediments to graduation. In the effort to increase total number of degrees awarded, beginning in early 2014 the Vice-Provost's Office adopted a concierge model to provide re-activation of student status, advisement, technical support, and other services to enable this population of students to return and complete their degree. This resulted in 140 additional completions. Online courses offered by the College and through Open SUNY have been extensively and successfully utilized by this population.

An additional data base of students who walked away within the past 3 semesters was developed using same parameters of credits earned and academic good standing. Students were referred to the Retention Office to follow up. Further plans include requesting the Advancement Office to assist in locating contact information for ~150 students who have not been otherwise reachable

Student Achievement / Success (SAM) – Undergraduate student success at Brockport continues to be strong as defined by retention and graduation rates. Although the first-time, full-time retention rates have declined since their high point in 2009-10, these rates are still above the sector and national averages and are trending upward. In 2014 our first-time, full-time retention rate was 82.1% while the Sector was 81.4%.

Graduation rates have continued on an upward trajectory and are above sector and national rates – just slightly at the four-year level, and more substantially for five-year and six-year levels. For example, our 2014 **four-year graduation rate** was 49.7% while the Sector was 47.3%. Our **targeted six-year graduation rate** for 2020 is 70%. Our **targeted transfer student three-year graduation rate** is 59.5% by 2020 (up 1.5% from 2015).

We continuously strive to improve our retention and graduation rates. Our past success is in part due to several best practices initiatives, ones that we plan to continue and add on to (particularly if SUNY funding is obtained for items described later). Initiatives already undertaken and to be continued include:

Best Practices for first-year students

- Required Academic Planning Seminar (first-year experience course)
- Comprehensive Summer Orientation
- Block scheduling/registration of first-time, first-year students

- Support for students who have been identified as Exceptional Talent by Athletics or Dance.
- Support for lower income, first-generation students through EOP

Best Practices for all students

- Mid-term grade reporting each semester keeps students aware of their progress
- Steps to Eliminate Probationary Status – STEPS is a high-touch retention intervention program that has shown positive results for the students who choose to participate. A College Senate resolution is being developed to make this a required program for students on or approaching academic probation.

Current Targeted Initiatives

- Implementation of a strategic retention plan for undergraduate students. In summer 2015, a strategic plan for retention was finalized. The plan includes multiple recommendations to enhance programs and services for all students but with special emphasis on transfer students. Highlights of the plan include:
 - Create a Transfer Academic Planning Seminar (possibly required, if SUNY funding is obtained) similar to what is offered to first-year students.
 - Implement more in-person advising/coaching on academic major and transitioning to Brockport at the time of admission.
 - Revision of multiple procedures to eliminate barriers to success.
- Development of early warning systems that include faculty reporting, resident director interventions, and outreach tracking.

LAUNCH – Learning and Understanding your New College Home. This successful program, started in fall 2013 with an initial \$10,000 grant provided by the SUNY Office of Diversity and Inclusion, is now entering its third year, with support from the college. The program is designed for first-time, full-time URM students not participating in any other high impact engagement program at the College. LAUNCH connects students with both a peer and faculty /staff mentor, and provides a series of workshops and social events aimed at introducing various ways to be involved and successful at Brockport. Results show that participants in LAUNCH have better academic outcomes than similar students not involved in LAUNCH. For example, retention to the 2nd year for entering fall 2014 LAUNCH participants is over 10 percentage points higher than the college’s entire first-time, full-time cohort rate (93.3% vs. 81.8%) and significantly higher than the rate for students who were invited to participate in LAUNCH but declined (93.3% vs. 76.5%). LAUNCH students tended to earn slightly higher GPAs and were less likely to receive “D,E,W” grades than were the “invited but not-in-LAUNCH” and EOP comparison groups. Outreach to probationary students, and those who received a failing grade during summer and winter breaks to review/revise class schedules in the context of academic major requirements and Satisfactory Academic Progress.

Given that we have these plans going forward, our retention goals for first-year, full-time students are 84% in 2018 and 86% in 2020 and for our transfer students, 78.2% by 2018 and 78.7 for 2020.

Planned Initiatives

As part of the **Expanded Investment and Performance RFP process**, Brockport put forward the following expanded proposals that directly support student achievement and success.

- ****ACADEMIC SUCCESS CENTER (ASC):*** Monies are requested to support the vision of the ASC, slated to open in January 2018. As part of the planning for this center members of the Enrollment Management Committee have developed a strategic plan for retention to better support student persistence and completion. The funds requested would allow the College to start these student support efforts earlier than the opening of the Center. The dollars requested would support academic advisors, the purchase of Starfish software and supplemental instructional support for freshmen and transfer students.

- ****LEARNING AND UNDERSTANDING YOUR NEW COLLEGE HOME (LAUNCH):*** Funding is requested to support the third year of LAUNCH, the program described above. This program focuses on historically unrepresented minority students who are not enrolled in EOP, CSTEP /McNair or the Honors program. LAUNCH provides mentoring, support and programming opportunities for these students. Data from the past two years shows that participants do better academically than peers who were invited but did not participate.
- ****ACADEMIC PERFORMANCE SOLUTIONS (APS):*** Funding has been requested to join a pilot of analytic software from Educational Advisory Board that provides data for decision-making around: high-enrollment, high DWF courses; graduation bottleneck courses; student enrollment trends within and across departments; and instructional costs. These data will allow us to take efficient actions to retain students and support them in graduating on time.
- ****START EARLY AND THRIVE (SEAT):*** Funding has been requested to support this program which seeks to increase success in first year math courses such as college algebra. This program will identify 50 students who are most likely to perform poorly in introductory math and provide them with coaching prior to and during the first semester using online, hybrid and face-to-face modalities. This support and success will lead to higher retention and more timely graduation.

Graduation Rates – The College at Brockport is involved with the initiatives related to seamless transfer; the full utilization of Degreeworks, including the implementation of the “what if” options; and is a member of Open SUNY Wave II. All three initiatives should positively influence graduation rates. The creation of the Academic Success Center (ASC) is also a major initiative.

Priority initiatives within the undergraduate retention strategic plan are related to the transfer student experience, implementation of a hybrid academic advising model, and policy revisions. Graduation rates for transfers are higher than others in our sector, however, the first-year retention rates are lower. Attention to the transition of students into Brockport during their first semester, including changes to the orientation, advising, and registration systems should lead to improvements in both persistence and graduation rates of transfer students. In fall 2015, an implementation team was charged with the implementation of a hybrid academic advising model that will commence in the fall 2017 as the ASC prepares to open. Also this fall, several policy recommendations will be presented to College Senate to make interventions for students on academic probation required rather than optional.

Similar to our sector institutions, a gap in four-year graduation rates exists between URM students and non-URM students. Multiple initiatives exist to support the success of underrepresented students. These include LAUNCH; student employee recruitment efforts targeted toward underrepresented students by some of our largest student employers; and advisory and financial support through Brockport Student Government (BSG) for multiple student organizations that target underrepresented populations, i.e., Caribbean Student Association, Organization for Students of African Descent, Association of Latin American Students, Men of Color, The MOVEMENT at Brockport, and the African Student Union. BSG has expressly welcomed these groups for many decades and is actively partnering with them.

The **2008 cohort** comparative graduation rates are provided for reference:

	<u>White</u>	<u>Black</u>	<u>Hispanic</u>
4-yr	44.9%	23.8%	26.8%
6-yr	68.0%	62.3%	73.7%

Students from economically disadvantaged backgrounds, such as many of those attending Brockport, often need to work while attending school. Nearly two-fifths (39%) of Brockport’s undergraduates receive Pell awards (only three other comprehensive schools have a higher proportion of undergraduates receiving such assistance). Moreover, results from the 2015 Student Opinion survey show that a larger proportion of our undergraduate students reported working more than 10 hours in a typical week in on-or-off campus jobs (Brockport - 36% vs. SUNY Comprehensives average proportion - 23%). For off-campus employment only, 25% of Brockport undergraduates reported working more than 10 hours in a typical week compared to 17% at SUNY Comprehensives.

6. ***Time to Degree*** –Brockport does not currently have a finish-in-4 guarantee program. However, multiple initiatives communicate the priority of student persistence, retention and completion. Over the next year, as we prepare for the ASC, Brockport will conduct an analysis of the implementation of a finish-in-4 program in light of a student body that has increasing ethnic diversity, first-generation college student status, and financial need. In doing so, the College will be cognizant of those programs that would not fit readily into such a program (accounting, some education programs, and others that have accrediting body requirements). If it proceeds, The College will design a program of completion that would require freshmen to commit to being actively involved in advising sessions, meet regularly with their advisor, and plan their course schedule with a minimum of 15 credits per semester to keep on track.
7. ***SUNY Advantage*** –The College at Brockport has been and is committed to providing engaged learning/ applied learning opportunities to all of its students. A planning committee was charged to design a comprehensive strategy for Engaged Learning Practices at Brockport, with its work beginning in fall 2015. For nearly six years, The College at Brockport has maintained the Institute for Engaged Learning (IEL). The IEL is dedicated to cross-divisional collaboration to enhance engaged learning for our students.

Brockport has participated actively in the SUNY Applied Learning initiatives, hosting the regional conference in spring 2015. A number of reports have been generated and resulted in additional human resource and financial allocations for high impact academic and co-curricular practices. Several NSSE indicators show a growth in participation. For first-year student participation in engaged learning as measured by NSSE, Brockport is above the average for the SUNY comprehensive institutions.

Brockport has enhanced its support for applied student learning through greater attention to and investment in student research and conference presentations as evidenced through the following:

- Student Research
 - Summer undergraduate research grants program has grown from 16 students receiving just over \$38, 000 in grants in 2012 to nearly \$67,000 for 28 students in 2015.
 - Distinguished Professor Grant for Graduate Student Research
- Support for Student Conference Presentations
 - Student travel grant program
 - Annual Scholars Day- April 4, 2015, was the 32nd annual event including 800 presentations
 - 2015 hosting of the first annual SUNY Undergraduate Research Conference (550 student presenters from across the disciplines from Brockport and 35 other SUNY institutions)
 - Master’s Level Graduate Research Conference- created and hosted three annual (2012, 13, 14) regional multidisciplinary conferences that matched Brockport researchers with graduate-level presenters from dozens of universities
 - National Conference of Undergraduate Research- consistently send one of the largest contingents of student presenters from ANY university in the United States

The College at Brockport supports a Study Abroad program offering a rich selection of over 100 program options available to both Brockport students and students from other colleges. Numbers of participating students have grown from 367 in 2007-2008 to 518 in 2014-2015. We expect this growth to continue to 550 by 2020. Growth could exceed that level with increases in scholarship funds for study abroad and if these experiences are built into the curriculum for major programs.

Internship opportunities are important examples of applied learning. Students secure a wide range of internships through their academic departments. Two College-wide programs that are important sources of internships are the Public Service Internships managed by the Department of Political Science (NYS placements largely) and the College’s Washington Program, with a director and offices based in Washington, DC. This program is expected to grow from 70 students in 2015-2016 to 125 students by 2020. Our growth strategy for this program is to add more university partners as sources of students, to pay more frequent visits to our feeder colleges (including sister SUNY institutions), and to extend participation to students in the sciences and environmental areas.

Participation in Living-Learning Communities will top 750 students this year, with nearly 600 of those students as first-time students to Brockport. The Student Leadership Development Program reaches approximately 500 students annually and has a higher percentage of URM participations compared to the total number of URM students at the institution.

8. **Financial Literacy** –The College at Brockport has had a long standing commitment to Financial Literacy. It has sponsored various activities including numerous workshops, class presentations, Financial Literacy Days and use of the financial literacy software, Financial Avenue by Inceptia which later evolved into SUNY Smart Track. In fact, Brockport was recognized for its efforts in this area as the recipient of the 2010 Financial Literacy Leadership Award from Inceptia.

This tradition has continued since the advent of SUNY Smart Track. The product is advertised in various presentations, on our website, and at several events for prospective and current students throughout the year. Although utilization by the entire student population is not mandated (a future goal), the College has encouraged those students that most need the service to use it, particularly the student budgeting module.

- Many students and families may apply for private alternative loans to supplement the financial aid package offered by the College. Before a loan will be processed by Brockport, the student is required to complete the SUNY Smart Track budgeting module to construct a realistic student budget in order to determine the actual amount required for educational expenses rather than just estimate the cost.
- A student survey was conducted to better determine the actual cost of living for students living off campus, not with parents. The results indicated that the student-reported amounts were lower than those currently in use. We adjusted the off-campus budgets for 2014-15 accordingly, effectively reducing the amount of borrowing available. However, as the amounts used are averages, the cost or need of individual students may differ and students are able to appeal the cost used. Brockport again used SUNY Smart Track for this process.

Another area of concern has been the use of the Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant. Although an excellent program, there are many students who are unaware of or do not recognize the implication of the required teaching service requirement. Failure to comply results in the grant being converted to a loan with interest retroactive to the initial disbursement of the grant. Brockport has added its own application for this grant and offers it only to students who are able to meet the service requirement.

Although longitudinal data on these efforts is not yet available, early results are promising. There was a 2.2% increase in the cost of education from 2013-14 to 2014-15. Student borrowing would normally reflect a corresponding increase. However, annual student borrowing over the same period decreased by 7.3%. Historically our default rate has been lower than the sector average. We project the three-year default rate to remain at the current level of less than 4% in 2020.

9. **Total Sponsored Activity** – The College’s current Strategic Plan calls for growth of sponsored research and external grant funding. It has supported this goal by developing new faculty development programs (including a competitive College grant tied to submitting applications for sponsored research funding), and subscribing to the AASCU’s Grants Resource Center. The pre-award Grants Development Office is being restaffed to ensure support for providing grants workshops, mentorship for faculty grant writers, and assistance identifying and writing sponsored research grant applications.
10. **Student hands-on research, entrepreneurship, etc.** – High-impact, applied, experiential, hands-on learning occurs across the College. This is done formally in many majors’ curricula, as well as through institutional initiatives (e.g. Scholars Day; summer undergraduate research program; Leadership Development Program; study abroad; etc.). The College has cataloged these widespread student academic and co-curricular enrichment efforts. We have begun (through special study teams on “High-Impact Practices,”) the strategic planning process of aligning these hands on experiences with institutional priorities and student learning objectives. Our goal is that such opportunities be made available to all

students. We are also working on coherent data collection systems for all such endeavors. The newly created Strategic Planning Committee on Engaged Learning aims to develop a system to identify and tag courses where these hands-on activities occur. It would be helpful if SICAS could take the lead in this. Another goal for the committee is streamlining campus efforts to ensure easier development of such activities for faculty/staff and easier access for students.

11. **Scholarship, Discovery and Innovation** – Brockport maintains the following data:

- all external grant submissions from faculty, staff, and students (records kept by pre-award Grants Development Office)
- all external grants awarded (records kept by Brockport’s Research Foundation Office)
- all faculty scholarly activities, including those tied to sponsored research (records aggregated through our “Activity Insight” faculty, school, division, and college annual report software)

12. **START-UP New York and beyond** – The college’s Start UP NY Plan is focused on cultivating partnerships with eligible Start UP-NY companies of small to medium size that would benefit from the expertise of our School of Business Administration and Finance as they develop and grow. Brockport’s first approved Start UP NY company, Precision Optical Transceivers, exemplifies this type of partnership, as well as the benefits of the program (this was the **first** Start-up partnership approved among the comprehensive schools).

Precision currently employs eight former Brockport students, plans to nearly double its workforce to twenty employees under Start-UP NY, and has established strong ties to the college through internships, philanthropy, classroom lectures and participation on the Industry Advisory Board for Career Services. In the fall, Precision will be used as a case study for students in International Business in developing a comprehensive market entry strategy.

Based on experience to-date, the College is amending its Plan to include approximately 65,000 square feet of off-campus (not under campus control) space. This includes five shovel ready lots adjacent to the college and four currently vacant buildings within a one-mile radius of the campus. Having limited on-campus space, the college seeks to develop its full 200,000 square foot allotment of non-campus controlled space, as well identify opportunities to control additional space through MOUs with not-for-profit agencies.

The College’s engagement of business and industry has been largely ad hoc, occurring through the initiative of individual faculty and departments. While limited, these efforts have provided important experiences for our students and are of value to the businesses. For example, the Department of Computer Science Department has a number of projects that have resulted in the development software applications (e.g., web sites) and/or provided training in use of IT products for small and micro-businesses in the Rochester area. In addition, the College is host to the Brockport Small Business Development Center (SBDC). Operating relatively autonomously, the SBDC has worked with nearly 20,000 businesses, assisted in the investment of over \$170 million, and saved or created nearly 7,000 jobs since its inception in 1987.

Moving forward, the College at Brockport is recognizing and utilizing the expertise of its faculty and students with business and industry, making this a strategic institutional priority. This provides an opportunity to align the College’s focus on providing transformational high impact/applied learning practices for our students with the Engagement priorities of SUNY Excels.

The College at Brockport has also reached out and collaborated with other western New York SUNY Schools to put together an e-procurement proposal:

***WNY STRATEGIC SOURCING INITIATIVE:** To support an initiative of 10 Western NY SUNY campuses to roll out a strategic sourcing initiative of e-procurement, using the SciQuest platform.

15. **Alumni / Philanthropic Support** – On June 30, 2015, Brockport completed the largest Comprehensive Campaign in the history of the College. *Pursue Something Greater*, the Campaign for Brockport, was quietly launched on July 1, 2010, with a six-year preliminary goal of \$25 million. On Feb. 9, 2015, a six-figure gift pushed the Campaign total past the goal. The final Campaign total for *Pursue Something Greater* was tabulated as \$26,589,444. In the final year of Campaign (2014-2015), actual dollars in the door reached a record of almost \$4.1 million.

In the post-Campaign phase, the Brockport Foundation is setting a new agenda of institutional fundraising priorities. The newly re-named Office of Alumni Engagement (formerly Alumni Relations), supported by our volunteer Brockport Alumni Association (BAA), operates on a series of overarching goals and objectives that reflect its name. Its strategic goals are:

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

Our current goal for 2015-16 is to maintain/grow giving at the highest annual Campaign level of \$4.1 million in 2014-15. It is anticipated that Brockport will be back in Campaign mode during the 2017-18 time period. As such, we will expect our goal to go above and beyond what was raised from 2010 to 2015, thus making an additional “contribution” to the \$5 billion cumulative SUNY goal.

16. **Civic Engagement** –The 2011-2015 Strategic Plan highlights increasing engagement and participation of campus constituents in the greater community as a college priority. To that end, the College has supported and will continue to support several programs.

- The American Democracy Project is led by faculty and uses a \$25,000 annual budget, hosting multiple speakers on campus for a number of years.
- Activity Insight, the faculty Annual Report database, provides an opportunity to record civic engagement as part of annual reporting.
- Courses which incorporate service learning continue to grow at Brockport. The 2014 NSSE results show that for both first-year and senior students, Brockport is a leader among the SUNY comprehensive institutions in the number of courses that have a community-based project. Investment in this area is a continued priority with annual increases in College-based grants to incorporate service learning.
- The Office of Community Development provides leadership to multiple student efforts to connect our students with the Greater Rochester Area Community.
 - Saturday of Service, a cornerstone of our Welcome Weekend Program, is placing all new incoming students in the community in a variety of community service projects.
 - Student Leadership Development Program – our national award-winning program requires participation in community service activities at each level and for upper class students, an additional internship requirement.
 - Monthly service projects are hosted and are supported by student organizations, on-campus students, student athletes, academic departments, and club sports participants. In 2014-15 over 190,000 hours were recorded by 4,094 participants. Involvement numbers in 2011-12 were 87,000 hours by 1,950 students.

The College at Brockport has been unsuccessful in its application for the President’s Community Service Honor Roll, but will continue to work on this goal. The Office of Community Development has developed an action plan that complements the College strategic priority of increasing participation in the community. Plans include working with Financial Aid to increase opportunities for work study placements in the community, full implementation of a co-curricular transcript to record civic engagement

and other forms of engaged and applied learning, and support of efforts to provide administrative support to assist with the growth of service learning.

Brockport is working on making systems and definitions for reporting civic engagement by faculty, staff, and students more effective. The full implementation of a co-curricular transcript will be helpful for tracking and reporting student information.

17. **Economic Impact** – The College at Brockport tracks economic impact in a limited fashion, creating an annual “bookmark” containing basic information that is shared with business leaders, elected officials, etc. We track the College’s annual operating expenditures, capital construction expenditures, value of capital assets, jobs created and saved through our Small Business Development Center and money spent by students (i.e., room and board, books, estimated personal costs) and employees. We then use an economic multiplier to determine the final number for our economic impact.

Section 3: Conclusion and Expected Impact on your Campus

We recognize that the overarching goal of SUNY Excels is continuous improvement. We believe the goals that we have provided on all Excels measures will significantly advance The College at Brockport in its service to its community, state and beyond. The College at Brockport is making its most aggressive goals in the following areas: increasing enrollment/access at undergraduate and graduate levels; retaining students at a higher level; closing the graduation rate gap between non-URM and URM students; increasing applied learning opportunities for undergraduate students; and securing additional partners for START-UP New York. Taken together, progress in each of these priority areas positions The College at Brockport as a more diverse institution in 2020, better prepared to serve an increasingly diverse student population.

Summary of Goals

The College at Brockport plans to increase enrollment at both the undergraduate and graduate levels. For undergraduates, the College expects to increase from the current 7,069 (fall 2015 actual) to 7,300 for 2020-21. On the graduate side we expect to increase from the current 1,092 (fall 2015 actual) to 1,350 by 2020-21. This would be a total increase of 6%. At both the undergraduate and graduate levels part of this expected growth would come from an increase in international students.

For the past several years The College at Brockport has exceeded expected retention and graduation rates, and is a peer leader in these categories. We recognize that completion is one of the primary focuses of SUNY Excels and therefore we are putting great emphasis in this area. Four of our seven proposals through the Expanded Investment and performance RFP process are directly related to supporting student achievement and success.

The College at Brockport will have made progress in closing the achievement gap between under-represented minority (URM) students and their non-URM peers.

The College at Brockport was the first SUNY Comprehensive College to successfully partner with a business through START-UP New York and we are revising our plan to potentially partner with several additional businesses in the coming years.

Projected Outcomes

Meeting the goals outlined herein will advance The College at Brockport to better recruit, enroll, retain, educate and graduate more students in a more efficient manner while providing them with the necessary skills to become productive members of society.