SUNY Excels Performance Improvement Plan

Section 1: Campus Alignment with SUNY Excels Focus on Completion

1.1 Introduction
The State University of New York at Fredonia is a comprehensive, residential institution that draws from every corner of New York State, but most students come from within 120 miles of campus. The entering class of 2015 has average high school GPA of 90, an average SAT score of 1090, and an average ACT score of 24.

With approximately 976 faculty and staff, Fredonia serves 4,845 students (Fall 2015) in more than 80 bachelor’s degree programs and more than 20 master’s degree and advanced certificate programs. The 256-acre campus includes traditional red-brick structures, dramatic I.M. Pei architecture, residence halls for about 2,900 students, full-service dining halls and cafes, and modern facilities that engage students in meaningful learning. Food service and the campus bookstore are managed independently by the award-winning Faculty Student Association.

Fredonia’s faculty are known nationally and internationally for their innovative teaching, excellence in research and creative activities, scholarship of teaching and engagement, community service, and leadership in governance and other areas. The campus received the first SUNY Award for Shared Governance in 2014 and has been recognized with the Carnegie Classification for Community Engagement.

1.2 Mission / Standing
Fredonia’s mission is described in this statement, revised in 2014: Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. The university enriches the world through scholarship, artistic expression, community engagement, and entrepreneurship.

Among our peers, Fredonia is regarded as a leader in using small classes effectively, defining faculty roles and evaluation, maintaining facilities, governance, campus safety, financial and information literacy, and strong academic programs in education, communication disorders and sciences, music and the arts, communication, and humanities.

To remain competitive with our peer institutions, Fredonia must continue to define and promote our distinctiveness. In Chautauqua County, Fredonia is regarded as a major employer and resource for community problem solving. A recent economic impact study reveals annual impacts of $157 million in the local economy, $204 million in the regional economy, and $331 million in the New York State economy. The Fredonia Technology Incubator in nearby Dunkirk, New York, has been a vibrant and productive source of economic development since its establishment in 2007.

1.3 Program Mix / Centers / Distinct Programs or Activities
Fredonia’s academic program mix includes programs designed to meet state needs such as education—particularly science, mathematics, and inclusive education—natural and social sciences, computer science, and business. In addition, the arts programs at Fredonia date back
to the 1880s, when the campus was established as the best place in the state to study piano pedagogy. Since that time, Fredonia has expanded arts programs to include highly selective programs in theatre, dance, visual arts, graphic design, and film. Strong programs in history, English and other languages and literature, political science, creative writing, and mathematics form a solid foundation in the liberal arts and sciences. Fredonia is also known for its pioneering work in molecular biology, sound recording technology, criminal justice, social work, communication disorders and sciences, and music therapy. We are also exploring the addition of online programs. Fredonia is in the process of undergoing the Open SUNY Institutional Readiness Assessment in preparation for adding one undergraduate and one graduate program.

Fredonia is home to the Henry C. Youngerman Center, Professional Development Center, Rockefeller Arts Center, Campus and Community Children’s Center, Blue Devils Fitness Center, Learning Center, Fredonia Academic Community Engagement (FACE) Center, EC English Language Learning Center, Center for Regional Advancement, Native American SUNY Western Consortium, and Reading Clinic. The College Lodge, built in 1939 on 200 wooded acres in Brocton, New York (15 minutes from campus), is a valuable resource for outdoor education, arts programming, leadership development, events/catering, botany, and environmental studies.

Reed Library includes an extensive, diverse Music Library and collections related to literacy, as well as Pre-K through Grade 12 materials. Archives and Special Collections include the Stefan Zweig Collection, the Sigurd M. Rascher Collection, campus and local archives, and special collections on the Holland Land Company, West Valley Nuclear Waste Facility, and Native American history.

In 2015, Fredonia’s Periodic Review Report was approved without conditions by the Middle States Commission on Higher Education, and a number of programs have specialized accreditation. Fredonia has been preparing teachers since 1826 and now builds on this strong tradition as a pioneering campus for CAEP accreditation: we were among the first institutions in the country to undergo this rigorous review of teacher preparation programs, and after completing the site visit in September 2015, we are awaiting the recommendation for accreditation. Other specialized accreditations include the American Speech-Language-Hearing Association, National Association of Schools of Music, National Association of Schools of Theatre, American Music Therapy Association, Council on Social Work Education, National Association of Schools of Art and Design, National Association for the Education of Young Children (Campus and Community Children’s Center), New York State Law Enforcement Accreditation Program, and American Council on the Teaching of Foreign Languages.

Fredonia is active in applied and experiential learning, through clinically rich programs in teacher preparation, speech and hearing, literacy, school and district administration, social work, and music therapy. Programs in sport management, arts administration, journalism, television and film, sound recording technology, criminal justice, In addition, the Career Development Office coordinates internships for students across all majors, and the FACE Center provides guidance and resources for service learning.

1.3 Post-Graduation Success
Fredonia graduates have an impact in New York state and beyond, with more than 45,000 living alumni in a wide range of careers. Departments track their graduates, but we continue to seek ways to gather information for the entire institution. The alumni portal provides some information about the work graduates are doing, but the campus is exploring other ways to
track post-graduation success. The planned MOU with the New York State Labor Department will be helpful in tracking the graduates who work in New York, and we are expanding use of social media—such as LinkedIn—to build reliable databases of alumni success.

1.4 Alumni/Philanthropy
Fredonia's most recent capital campaign, the Doors to Success campaign, was publicly launched in 2008 with a goal of $15 million, and it ended in 2011 having raised $16.7 million for scholarships and programs. In October 2015, the next campaign, Nurturing Innovation, will be approved by the Fredonia College Foundation Board. It has a goal of $20 million, and alumni will continue to have a significant role in its success.

1.5 Strategic Plan / Excels Goals
Fredonia is in the last stages of implementing its five-year strategic plan, The Power of Fredonia, 2011-2016. The plan aligns with the six big ideas of the Power of SUNY. Major goals/commitments include specific goals within four broad categories:

- Fredonia as a Learning Community
- Fredonia as an Engaged Community
- Fredonia as a Sustainable Community
- Fredonia as a Global Community

Fredonia’s commitments to student success align with the completion agenda in SUNY and in the Excels Goals, as shown in Section 2 of this report. Priority areas of focus include strategic enrollment planning and implementation; growth in sponsored research activity; increasing applied learning experiences across all undergraduate programs; and securing additional partners for START-UP NY and other economic development initiatives.

1.6 Environmental Factors
Fredonia is committed to delivering its mission, despite the many challenges in the current environment for higher education. We continue to replace faculty staff in critical areas, although a budget strategy is to allow positions to remain vacant to reap some savings. The poverty in Chautauqua County and the decline of business growth in the region accentuates the need for the work of the Fredonia Technology Incubator, START-UP NY initiatives, and the proposed Lake Erie Discovery Center (proposed in all five rounds of NYSUNY 2020). The gap between negotiated salary increases and flat institutional support creates a growing deficit in the operating budget which is being addressed through expenditure reductions. Rational tuition, now in its final year, has helped to address—but not closed—this gap. The decreased high school population in Western New York counties makes recruiting students to a rural area—without a true metropolitan center—particularly challenging. The competition for students intensifies the expectations students and families have for merit-based aid, but Fredonia’s endowment provides more specialized and smaller scholarships than our competitor institutions can offer. The lack of a capital plan for SUNY prevents us from acting on the recommendations in our Facilities Master Plan, and the reductions in critical maintenance funds is problematic on a campus consisting of many buildings that are approaching 50 years old.

Despite these challenges, the students, faculty, and staff at Fredonia continue to find the campus an exciting learning environment. We continue to draw visitors to arts programs and athletic events, to host regional and national meetings, and to approach our daily work with a commitment to students.
1.7 Investment Fund
Fredonia submitted six white papers for SUNY Investment Funding in August 2015, and three of these were approved for submission of full proposals:

- Scheduling for Success (in collaboration with four other SUNY campuses)
- Live Streaming
- Lake Erie Discovery Center (NYSUNY 2020)

These proposals align with strategic priorities outlined in this Performance Improvement Plan.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture. Fredonia has a small, but growing out-of-state and international student population (4% of total). The high school population of the seven Western New York counties in the region has decreased significantly (ranging from 12-28% projected declines for 2008-2019), and Fredonia—with its traditional population and selective admission—has been impacted by this decline and by increased competition with institutions in the region. Despite committed efforts in recruitment and retention, the Fall 2015 enrollment of 4,845 creates considerable financial difficulties and does not effectively use capacity on campus.

Fredonia plans to enroll over 5,400 total undergraduate and graduate students by Fall 2018, with a goal of 5,700 total by Fall 2020. This anticipated growth will largely come from growing enrollments in online, out-of-state, transfer, and international markets, as well as increased retention. To accomplish this planned growth, Fredonia expects to undertake these initiatives:

- Work with AACRAO consultants to develop and implement an institution-wide Strategic Enrollment Management (SEM) Plan, based on thorough assessment of data and new models for admissions, retention, and degree completion.
- Continue to engage in campus-wide conversations about defining and promoting the distinctiveness of Fredonia’s mission, campus, and approaches to learning, and promote that view in recruitment materials, events, and on campus.
- Achieve initial accreditation of business programs through the Association to Advance Collegiate Schools of Business (AACSB).
- Achieve Council for the Accreditation of Educator Preparation (CAEP) accreditation for all Teacher Education programs.
- Launch two online degree programs—one undergraduate, one graduate.
- Engage in an Academic Programs Array Self-Study, which includes an academic program inventory, course schedule optimization, and evaluation of program costs and productivity. The results will assist in strengthening existing programs, exploring new programs, improving efficiencies, and optimizing enrollment based on market and capacity.
- Expand efforts to recruit, enroll, and support transfer students.
- Expand EC English enrollment to 100 students and work to matriculate successful students to Fredonia degree programs.
- Continue funding for a full-time International Recruiter.
- Implement a competitive out-of-state tuition model approved by the legislature and the SUNY Board of Trustees, with expanded recruitment efforts, particularly in nearby Pennsylvania and Ohio.
- Expand funding for regional Admissions recruiters in the New York City/Long Island region where the high school population is increasing.
• Expand marketing, including social media.
• Attain formal approval of selected Interdisciplinary programs as majors, with opportunities to advertise in the SUNY Viewbook.
• Achieve focused and strategic growth in graduate programs.
• Secure funding and complete construction of a new Admissions Center that will provide a welcoming, ADA-accessible one-stop for all prospective students.
• Craft and implement a new model for institutional scholarships.

2. NYS Residents Served by SUNY. Fredonia is eager to welcome more New York students to campus and to ensure their completion of degrees on time. Western New York has seen sizable population loss of high school graduates, with impact on new enrollment for first-time, transfer, and graduate students. Fredonia has capacity in campus housing and nearly every degree program. In the past three years, Fredonia has graduated two of the largest entering classes in campus history. Total enrollment has dropped by almost 17% since its peak in 2009. Fredonia is looking to expand transfer student populations by enhancing the pathways from community college through articulation agreements and strategic use of Degree Works.

Fredonia has more than doubled its student population from the New York City area since 2009, a considerable improvement since Fredonia is the farthest away four-year SUNY institution from NYC. However, there is still considerable work to accomplish, as the NYC population represents under 10% of overall enrollment. For 2015, Fredonia is hiring a full-time, 10-month recruiter, based in NYC, to supplement existing recruitment efforts. In addition, Fredonia will expand non-traditional offerings for transfer and graduate programs (nights, weekends, and online), thereby tapping into a market in New York State not previously served by the campus.

3. Diversity. Fredonia has seen tremendous progress in the growth of students from diverse backgrounds, particularly racial and ethnic diversity, despite the fact that Chautauqua County is far less diverse than New York as a whole. Actively recruiting students from diverse populations and attending to campus climate, Fredonia has increased racial/ethnic diversity from 10% of the student population in 2009 to 19% in 2014. Other underrepresented student populations—including members of LGBTQ+ groups, veterans, individuals with disabilities, and international—have also strengthened the overall student diversity and campus climate at Fredonia. Through an Excelencia in Education SEMILLAS grant in 2009, Fredonia was able to translate our viewbook and Financial Literacy Guide into Spanish, include bilingual open house events, and offer bilingual FAFSA workshops for Hispanic students and families.

A Chief Diversity Officer (CDO) was added in 2013, expanding a half-time Affirmative Action position to full-time, and the former Affirmative Action Office became the Office of Diversity, Equity, and Inclusion, with a focus on programming, compliance, and campus climate. The CDO has been integral in policy development, conflict resolution, and diversity programming.

Cultural competency is strengthened for students through the core academic curriculum, focusing across disciplines to support the strategic plan and baccalaureate goals, which include diversity as a high priority. New academic programs are being considered to support diverse populations, including non-traditional students, alternate course time offerings, and increased on-line programs and classes. Fredonia has increased efforts in new-student and faculty/staff orientations, with a strong programmatic presence from the Center for Multicultural Affairs; the Division of Student Affairs; the Office of Diversity, Equity, and Inclusion; and the Native American SUNY: Western Consortium.
Since 2002, the Student Affairs Division has worked with University Advancement to sponsor the Keeper of the Dream Scholarship and Leadership Program. This signature program has brought to Fredonia over 60 highly talented students from diverse backgrounds. All Keeper of the Dream Scholars “are expected to demonstrate personal leadership and commitment to cultural pluralism and cross-cultural dialogue while on campus.” Over 75% of the students in the program have graduated, and they have won numerous awards, including 5 Chancellor’s Awards for Student Excellence. This program received the SUNY Outstanding Student Affairs Award in the diversity category in 2013.

Fredonia implemented the Global and International Engagement Council to work with the Office of International Education to support efforts towards internationalization, and a new Assistant Director of International Student Services and an Assistant Director of International Admissions were hired to support enrollment and retention of international students. As a campus, Fredonia continues to expand its globalization and international efforts both in its international student recruitment and its study abroad and student exchange offerings.

Faculty and staff have always contributed to campus diversity, and despite a limited rise in the number of underrepresented employees, this continues to be an area of focus. Workshops on cultural competency and state/federal compliance are offered on a regular basis to all faculty and staff through the Professional Development Center, Human Resources, and the Office of Diversity, Equity, and Inclusion. Fredonia has refined our search process, including the creation of a new handbook supporting standardization to ensure equal employment opportunities for all job-seeking candidates. Efforts are also being expanded to explore retention concerns for diverse faculty and staff. Additionally, each semester includes a Professional Development Day: classes are canceled, and professional seminars and workshops are offered for faculty, staff, and students. Sessions always include workshops centered on diversity.

4. Capacity. Fredonia has begun several initiatives on program alignment and course capacity across campus. These efforts include reviewing low-enrolled courses for the past year, combining sections and/or canceling sections as appropriate. In Fall 2015, Fredonia will conduct a Strategic Scheduling CheckUp through Ad Astra to analyze last five years of scheduling data to conduct a program capacity analysis and plan more strategic, student-centered scheduling.

Fredonia has submitted a proposal for SUNY Performance and Innovation Funding in partnership with four other institutions on this scheduling project, as part of the SUNY Completion agenda. Platinum Analytics—which analyzes course demand, historical demand trends, and time availability—will be useful as the institution establishes scheduling policies and procedures to support retention and on-time completion. The RFP is a multi-institutional endeavor and several SUNY institutions will be partnering on the project.

Fredonia began the Open SUNY Institutional Readiness process in May 2015 and is continuing in fall 2015. The campus will pursue development of two online programs: an undergraduate degree completion program in Criminal Justice and one online graduate program.

2.2 Completion

5. Completion. Total degrees awarded annually at Fredonia increased slightly from 1,366 in 2009-10 to 1,377 in 2013-14. In addition, the number of double majors graduating at
the undergraduate level has increased from 114 in 2009-10 to 133 in 2013-14. A number of initiatives to retain and engage students have been implemented:

- Establishment of an Advising Council to coordinate and develop consistency across units for advisement purposes
- Review of academic probation policies and procedures
- Pre-building of schedules for first-time students
- Cohort registration for Full Opportunity Program students
- First-Year Seminar Pilot courses

Fredonia is currently engaging the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to provide assistance with Strategic Enrollment Management (SEM) planning to position the campus for long-term enrollment success. The goal of this plan will be to create structures and systems that will make Fredonia’s recruitment operations effective and efficient and to aid in enrollment planning. Recruitment and retention initiatives developed through the SEM Plan will enhance retention rates, completion rates, and time to degree. The process will also include exploration of alternatives to the conventional four-year, residential degree, such as online or low-residency programs and accelerated programs.

6. Student Achievement Measure/Success (SAM). Fredonia is doing a commendable job of helping students achieving their educational goals at the institution or at another institution. For example, among first-time full-time students starting at Fredonia in Fall 2008, 67% graduated from Fredonia and 13% transferred to and graduated from other institutions. Of the students who transferred to Fredonia in Fall 2008, 78% graduated from Fredonia, and 10% transferred to and graduated from other institutions.

To provide faculty and staff with the tools they need to promote high-impact teaching and learning practices and ultimately impact completion, the Professional Development Center (PDC) at Fredonia continues to offer programs and support for individual faculty and departments. The PDC offers trainings, workshops, and grants for faculty who are seeking deeper understanding of student learning, engaged teaching, effective use of collaborative and pedagogical technology, and curricular transformation.

7. Graduation Rates. The six-year graduation rate for first-time, full-time students increased 3% at Fredonia from 2009 (64%) to 2014 (67%). We are participating in several system-wide initiatives: implementing the Degree Works Student Educational Planner and completing the Institutional Readiness audit for Open SUNY.

Fredonia has an Educational Development Program (EDP) and a Full Opportunity Program (FOP) which serve underprepared and financially disadvantaged students to facilitate their success. Both programs provide academic support, such as tutoring, advisement, and mentoring, leading to a six-year graduation rate of 50% for EDP and 64% for FOP for the 2008 cohort.

Fredonia has created initiatives that specifically address transfer student needs:

- Transfer Connections Mentor Program to provide ongoing support as transfer students negotiate their academic program at Fredonia
- Transfer Student Organization to assist transfer students in their transition into Fredonia
- Seamless transfer to ensure timely degree completion by accurate, efficient evaluation of transfer credits
- Tau Sigma national honorary society to recognize academic excellence of transfer students
Efforts to enhance student achievement include these opportunities:
- **Honors Program** and Honors House living-learning community
- Internships and clinically rich field placements
- Service learning
- Student research (see OSCAR below).
- 26 national and international honor societies

8. **Time to Degree.** Time to degree for Fredonia’s baccalaureate students has steadily decreased by almost 4% in the past several years, decreasing from 4.5 years in 2009 to 4.3 years in 2013. The institution is dedicated to continuing this trend by implementing initiatives that would support even more timely completion. Starting in Fall 2015, Fredonia began the process of reviewing degree requirements (including the number of credits required) for degree conferral in each department. The goal of the review is to identify required courses, electives and prerequisites that may be bottlenecks delaying degree completion. Ultimately program requirements will be aligned with a maximum of 126 credits for degrees.

The institution is partnering with Ad Astra to create course scheduling efficiencies by optimizing course section fill rates and course enrollments. Benefits for students will include easier navigation of Departmental requirements for degree completion and the ability to generate conflict-free schedules. The Ad Astra software analytics will also help Fredonia support anticipated enrollment growth with existing faculty and academic space resources.

Fredonia recently implemented Degree Works to help students and advisors quickly identify any coursework needed for graduation. It reduces the chances of students taking unnecessary courses and simplifies transfer articulation.

Fredonia led SUNY with **Fredonia in Four**, a graduation guarantee program added more than a decade ago for students who map out their academic program with an advisor and follow this plan to complete their degrees in four years. This program does appeal to students and families, but few actually elect it and complete the contract. Fredonia intends to explore an accelerated “Degree in 3” program.

2.3 Success

9. **SUNY Advantage.** Fredonia’s work in the past five years is a clear model of what is now being called “the SUNY Advantage.” After participating in the AAC&U general education and assessment workshop in 2011, Fredonia faculty and administrative leaders engaged the entire campus in developing baccalaureate goals. We agreed that all Fredonia graduates, regardless of major, are skilled, connected, creative, and responsible; addressing those goals is part of the work not only of academic units but across all divisions of the campus.

In 2012, Fredonia revised the mission statement to emphasize the value of artistic expression, community engagement, and entrepreneurship. This mission statement is guiding the work of all units across campus, and because so many students work on campus, every division becomes part of the teaching and learning process.

The **Power of Fredonia** Strategic Plan (2012-2017) includes a goal to “strengthen co-curricular and experiential opportunities—including internships, student research, performances, service-learning, and field-based courses—so that students broaden and connect their learning to the community and the world.” Fredonia has been implementing this goal since 2012, building on
established traditions for such experiential and co-curricular learning. The HARP document recognizes the value of faculty engagement in community-based scholarship, service-learning, and student research collaboration. Fredonia was recognized in 2015 with the Carnegie Community Engagement Classification and was named “With Distinction” to the 2014 President’s Higher Education Community Service Honor Roll.

Through the Career Development Office, students have access to databases with over 1,000 internships and discover numerous opportunities for face-to-face interactions with employers. Required internships for all students in the School of Business ensure their ability to apply classroom learning in a variety of business settings, and internships and co-ops continue to grow in many other fields. The Vice President for Engagement and Economic Development is exploring structures to encourage even more community engagement, data collection, impact assessment, and collaboration across divisions. The Fredonia Technology Incubator in nearby Dunkirk is another opportunity for experiential learning through more than 70 internships.

As a complement to the wide variety of curricular experiences available to students, Fredonia continues to consider the co-curriculum as an integral part of learning. Leadership Development Programs for students in their first and second years develop skills for leading student organizations and for leadership and entrepreneurship in other areas. The Volunteer and Community Services programs pair students with volunteer opportunities in the region, with students performing over 16,000 hours of service in 2014-2015 and raising more than $55,000 for charities. Through these experiences, they learn about their community, as well as developing empathy, interpersonal skills, and abilities in organizing and carrying out events.

Since 2013, a strong focus has been upon international education, including study abroad. Recent improvements in this area range from expanded outreach and scholarships for EDP students in study abroad programs and more faculty-led study abroad programs. In addition, international students have access to guided self-study through the EC English Language Center, which includes classes, individual tutoring, and other language supports.

Fredonia's 170+ student-run organizations also provide opportunities for leadership, service, and transferable skill development. The Student Association is a model of democratic process, with students also appointed by the SA to the University Senate, Faculty Student Association, and committees across campus. Students who have thrived in organizations such as the award-winning Fredonia Radio Systems, Student Theatre Opera Association, Spectrum Entertainment Board, Ethos New Music Society, and Performing Arts Company have secured internships and employment based in large part on their experiences with these groups.

10. Financial Literacy. To promote smart student borrowing, decrease student default rates, and increase the financial literacy of students, Fredonia has led the way as one of only two pilot SUNY schools in the Smart Track initiative. Fredonia is in the third year for the Smart Track Student Engagement Plan that targets first-year direct loan borrowers through bi-weekly emails. Fredonia also strategically promotes the SUNY Smart Track Award letter and the web-based financial literacy tool during orientation, exit counseling, and various academic programs.

The Financial Aid Office has created a 25-page Financial Literacy Guide, available on the website and distributed in print to all newly accepted first-year, transfer, and returning students. This has been a premiere publication in NYS for fifteen years. The Financial Aid Office also offers over 65 Financial Aid Information Sessions /Financial Literacy programs in high schools across the state.
In addition to the SUNY Smart Track Award Letter, Fredonia has developed a supplemental personalized award letter that outlines college costs and responsible borrowing. The Financial Aid Office also hosts workshops throughout the academic year tied directly to financial literacy. The current loan indebtedness upon graduation at Fredonia is $28,900. All of these financial literacy initiatives have played an instrumental role in reducing Fredonia’s FY 2012 draft 3-year cohort default rate to 4.6% from the FY 2011 3-year official rate of 6.5%.

2.4. Inquiry

11. Total Sponsored Activity. Fredonia’s total sponsored activity has decreased by almost 20% since 2009. There are a number of factors that may have contributed to the decline, including funding cuts to state and federal agencies that have created increased competition for fewer dollars (e.g., NIH success rate is 7%, NSF 24%). The campus is directing efforts to address the factors that the institution can most directly control. Fredonia’s strength in arts and humanities means that there are limited opportunities for external funding; in addition, our identity as a comprehensive institution focused on teaching and learning has sometimes drawn emphasis away from seeking external funds for research.

To address this, Fredonia has recently appointed an Associate Provost who oversees the Office of Sponsored Programs (OSP) and provides leadership to this area. She has been working with the Deans and faculty to encourage grantwriting and emphasize the importance of discovery for students. The Associate Provost has reorganized the OSP, redistributed job duties, hired a Grants Development Specialist, and generated a Strategic Plan that includes actively working with faculty in securing external funds. A Director of Sponsored Programs will be hired in 2016. The Associate Provost has been charged with working with the new faculty to ensure that start-up funds have deliverables related to grant making. Additionally, technological changes including new RF Oracle upgrades, pending implementation of a pre-award compliance system, and a new myRF user-friendly site should encourage faculty research endeavors.

The following efforts to increase Fredonia’s sponsored program expenditures are being implemented:

- Increasing industry-sponsored activity
- Increasing grants in high-priority areas
- Increasing the number of proposals submitted

12. Student hands-on research, entrepreneurship, etc. At the core of our mission is a belief that students learn best when actively engaged in their discipline, working with faculty on scholarly and creative inquiry. With an average class size of 18 (excluding individual-instruction based courses), Fredonia courses are highly interactive, with frequent opportunities to discover ideas through conversation, writing, hands-on activities, and presenting. The campus is a secure space that students are entrusted with using and making their own for discovery. It is common to find students working on their own in laboratories, studios, practice rooms, computer labs, and classrooms at any time. They have card access to spaces and use them responsibly.

Fredonia’s teacher preparation programs are known for their well-established practices of clinically-rich experiences throughout programs of study. Even in the first year, students spend time in schools, engaging in field observations and practice teaching. They also have multiple opportunities to interact with the many K-12 students who come to Fredonia for math and science enrichment, the reading clinic, computer science competitions, summer arts programs, sports camps, and many other campus programs. In addition, students benefit from their
observations and practical experiences in Fredonia’s **Campus and Community Children’s Center**. This facility, which welcomes children from infants to age 5 and offers before- and after-school programs as well, allows Fredonia students to learn by watching and doing.

The **Henry C. Youngerman Center for Communication Disorders**, in its 60th year of providing speech and hearing services for the region, engages students, faculty, and professionals in offering a full array of services. Students learn not only from their classes but from the hours assigned in this clinic and in field placements. Similar opportunities are essential in other professional programs, such as Social Work, Music Therapy, and Criminal Justice.

The new **Science Center** that opened in 2014 was designed based on the core principles of Project Kaleidoscope, which emphasizes collaborative, problem-based learning in the sciences. Every area of the building invites “creative collisions” across disciplines. Students work closely with professors as they assist in the laboratories and engage in independent research. The Math Fishbowl in Fenton Hall is also a model of such learning, as students and faculty gather in this central area for solving problems.

Similar opportunities exist in fine and professional arts, as Fredonia students collaborate with faculty in preparing for performances and exhibitions. Students learn their discipline not only through classroom and studio learning but through master classes with world-renowned performers in music, theatre, and dance and through the outstanding **Visiting Artist Program**.

Many student organizations and academic clubs also include opportunities for applied learning, as students work with advisors to arrange their own music, run the television and radio stations, publish a literary magazine and weekly newspaper, produce their own plays, compete in academic competitions, and take leadership for learning in many other ways.

The **Office of Student Creative Activity and Research (OSCAR)** at Fredonia promotes student scholarly activity and creative work across campus. Such an endeavor is integral to the teaching and learning experience, as it provides an opportunity for students to become closely affiliated with a faculty mentor and to develop skills and knowledge that will benefit them in the future. Fredonia’s 17th Annual Student Research and Creativity Exposition (sponsored by OSCAR) in April 2015 was a demonstration of the kind of work that occurs on campus each year. Approximately 350 students participated in the Expo, representing 33 different undergraduate and graduate majors. Students who engaged in volunteer and community service projects shared their experiences as well. Research was reported out through oral presentations, poster sessions, and dance and musical performances, and art displays.

In addition, OSCAR funds student travel for conference attendance. For example, 28 Fredonia students attended the SUNY Undergraduate Research Conference (SURC) in Brockport on April 10, 2015, to present their research to peers and fellow students. During 2014-2015, OSCAR awarded approximately $20,000 to undergraduates to engage in research, and reimbursed approximately $13,000 in travel to undergraduates for conference attendance.

Fredonia has a very active **Enactus Club**, a community of student, academic, and business leaders committed to using entrepreneurial action to transform lives and shape a better world in the region and the world. Fredonia Enactus has five distinct teams—Fred Financials, Green Wave, ORE, Fred Global, and L.I.F.E.—working to boost financial literacy, business development, income, sustainability, leadership, and entrepreneurship for people from all walks of life.
The recently established Applied Learning Council will develop procedures for collecting course and co-curricular information that includes hands-on learning, internships, and service-learning.

13. Scholarship, Discovery and Innovation. Although defining scholarship, discovery, and innovation is largely discipline specific, Fredonia’s HARP document includes the institutional context for faculty research and creative activity, noting that these kinds of activities are valued, whether undertaken alone or with student or peer collaborators:

- Basic research that provides new foundations upon which others can build;
- Original works of art, music, dance, creative writing, and theatre;
- Applications of basic theories and research that solve problems in the discipline or in practice;
- Interdisciplinary scholarship that brings together perspectives from two or more fields;
- Scholarly approaches to teaching and learning that go beyond practice to contribute to the pedagogy of one’s field or to significant curricular or assessment initiatives;
- Community-based research (scholarship of engagement) that may include partnerships with others in addressing regional issues

Department Handbooks offer more specific guidelines for faculty in that field, including expectations for reappointment, continuing appointment, and promotion.

Fredonia uses Activity Insight from Digital Measures, a web-based reporting platform, for faculty to capture publications, creative activity, citations, board activities, conferences attended, presentations given, editorial activities, and record of creative works. This tool builds a database of this information, facilitating reporting across campus. To customize the tool to capture the full range of scholarly and creative activity at Fredonia, fields for more than 180 kinds of research and artistic products were created.

Fredonia’s faculty (256 full-time and 209 part-time) are very productive, as indicated in these totals of activities reported from June 2014 to June 2015:

- Published books: 34
- Published articles and reviews: 184
- Published chapters: 32
- Professional presentations: 277
- Theatre, dance, music, and film performances, composition, design, or direction (all types): 55
- Art exhibitions and publications: 22
- Published creative works: 10

2.5 Engagement 14. Start-Up New York and Beyond. The Fredonia START-UP NY campus plan focuses on attracting three business clusters: agribusiness; technology businesses, particularly those focusing on visual arts and new media; and businesses related to Lake Erie research, development, and educational tourism. All businesses sponsored under the START-UP program will contribute to the Fredonia mission. There has been significant interest in the Fredonia plan. To date we have vetted 36 leads, and four businesses have been considered for our StartUp program. The campus START-UP committee has approved one company, EC English, which is being forwarded to the state for final approval.
The Fredonia Technology Incubator (FTI) was established to link the intellectual and creative resources of the campus with entrepreneurs starting businesses in Chautauqua County. The FTI has nine clients including two faculty businesses and one student business. The Incubator also houses the Chautauqua County IDA and its Planning and Development department.

The FTI received a $300,000 grant from the John R. Oishei Foundation (with an expectation of a $200,000 match) to support our unique business cluster at the interface of Arts and Technology. A proposal for a CFA Incubator Grant has been submitted to New York State, requesting support for expanded programming and staff. Specifically, funding is requested to expand the FTI focus on the Arts and Technology, and provide outreach and programming for Hispanic individuals, Veterans, and young professionals/entrepreneurs. The three-year request is for $375,000. The FTI continues to host economic development activities: 159 community events in 2014-2015, with an estimated 2,464 individuals attending. These events include a START-UP NY/Innovation Hot Spot forum, a SCORE mentoring workshop, and a day-long seminar on “How to Start a Business.”

15. Alumni/Philanthropic support. Fredonia reported 46,927 alumni on record during the 2013-14 academic year, with a projected number to reach 55,950 by 2020-21. Each year as Fredonia’s alumni base continues to grow, the need to create and strengthen a culture of philanthropy and alumni engagement increases. Therefore, Fredonia’s University Advancement division, which includes the Office of Alumni Affairs, has made a concerted effort to focus on program initiatives, student success stories, and capital improvements as strategies to develop alumni engagement and philanthropy. Homecoming events have become theme-based but continue to celebrate all disciplines. During the 2014 Science Homecoming, approximately 1,500 alumni returned to campus to participate in the dedication of the newly constructed Science Center. Alumni became engaged with emeritus and current faculty, attended lectures by their peers who are recognized in their field, and attended ribbon-cutting ceremonies and a celebratory meal. The 2016 dedication of the Michael C. Rockefeller Arts Center addition and renovation will further advance alumni engagement and philanthropic activity.

Wealth Point screening software and other research techniques are being used to build concentrated alumni populations and potential new and expanded donor bases. Strategic alumni engagement and philanthropic initiatives bring development officers and Fredonia alumni together in both individual and group visits. Regional alumni gatherings across New York State and beyond take place throughout the year. In addition, the Alumni Affairs Director and a development representative work with graduating students and class reunions. There is a clear focus on engagement and fundraising projects that build scholarship endowment funds, and provide program support and money for specific campus improvements.

There was an overall five-year decrease of 12.3% in alumni giving since 2008. We have projected a steady increase of 200 donors per academic year from 2018-19 through 2020-21. The growth is the projection based on an upcoming comprehensive campaign, currently in the planning stage. In 2014 Fredonia College Foundation receipts totaled $3,281,353, the second best year for donations in its history; gifts to the Foundation come from non-alumni individuals, foundations, corporations and other organizations, as well as alumni.

16. Civic Engagement. Civic engagement is an important part of the mission at Fredonia, reflected in its inclusion in the campus mission statement and in the HARP document that defines faculty work. The baccalaureate goals determined by the campus in 2012 include
Fredonia's level of civic and community engagement has been recognized by the Carnegie Foundation for the Advancement of Teaching through their awarding of the prestigious Classification for Community Engagement. This elective classification signifies a high level of ongoing collaboration between Fredonia and our larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Fredonia is also one of just three SUNY campuses to be named "With Distinction" to the 2014 President’s Higher Education Community Service Honor Roll, which recognizes colleges and universities who achieve meaningful, measurable outcomes in the communities they serve and show a clear commitment to community service and service learning.

Many ongoing and sustained engagement activities have contributed to Fredonia’s external recognition. Student volunteers made a significant impact in the local community by contributing over 14,000 hours of volunteer service during the past academic year. Fredonia faculty led initiatives have also had a significant impact on our communities. For example, faculty and student volunteers have, since 1982, prepared federal and New York State income tax returns for low income families through the IRS Volunteer Income Tax Assistance Program (VITA). These returns yielded approximately $200,000 federal and over $50,000 state refund dollars for local taxpayers. Fredonia faculty and staff also partnered with students and community groups to lead cleanup efforts at four locations in nearby Dunkirk, NY. Campus and community volunteers collected nearly 500 pounds of debris from four sites.
17. Economic Impact. Fredonia completed a baseline Economic Impact Study in 2015 to document the institution's economic activity and employment contributions to the local, regional, and state economy. The study compiles data for direct spending by the campus, students, and visitors and then analyzes how this spending ripples through the economy. The analysis uses IMPLAN, the industry-standard software to estimate indirect effects (from greater spending at local business) and induced effects (from greater local disposable income being spent in the local economy on goods and services). The study demonstrates Fredonia’s economic activity and employment impacts of $157 million and 968 jobs in the local two-code economy, $204 million and 1,595 jobs in the regional three-county economy, and $331 million and 2,134 jobs in the New York State economy.

Employment, revenue and spending data were collected with the help of University staff across several administrative units and affiliated entities. Other data were obtained from outside sources, such as IPEDS, various government databases, area hotels, restaurants, and attractions. Key types of data included revenue from fees, grants, and other sources, spending on general operations, employees, retirees, and capital investments, and student and visitor activities and expenses.

Section 3: Conclusion and Expected Impact on Your Campus

The goals on all Excels measures will significantly advance SUNY Fredonia in our service to the Chautauqua County region, New York State, and beyond. Fredonia is making its most aggressive goals in the following areas: enrollment (including non-traditional, downstate, out-of-state, international, and transfer) growth in sponsored research activity; and securing partners for START-UP NY and other economic development initiatives.

Summary of Goals

- Fredonia will achieve an enrollment level for which it has capacity by 2020.
- Fredonia will use technology and data to facilitate efficient course scheduling for on-time graduation.
- Fredonia will increase external funding for research and community-based programs.
- Fredonia will increase access for FOP and EDP students.
- Fredonia will work with partner institutions to ensure seamless transfer and baccalaureate degree completion.
- As its student population continues to increase in diversity, Fredonia will continue to support inclusion and success for all students.
- Fredonia will expand business and community partnerships, including opportunities available through START-UP New York.
- Fredonia will successfully implement its next comprehensive campaign, Nurturing Innovation, with increased alumni giving.

Projected Outcomes

Meeting the goals of this Performance Improvement Plan will advance SUNY Fredonia in the following ways: sustainable enrollment, increased access and student success, expanded institutional and community partnerships, increased efficiencies, and increased funding through grants and philanthropic giving.