Geneseo SUNY Excels 2015 Performance Improvement Plan

Table of Contents
Attachment 1: Narrative .................................................................................................................. 1
Campus Information ..................................................................................................................... 1
Section 1: Campus Alignment with SUNY Excels ...................................................................... 1
  A. Introduction ....................................................................................................................... 1
  B. Mission/Standing ............................................................................................................. 1
  C. Program Mix/Centers/Distinct Programs or Activities ................................................... 2
  D. Post-graduation Success .................................................................................................. 3
  E. Alumni/Philanthropy ....................................................................................................... 3
  F. Strategic Plan/Excel Goals ............................................................................................ 4
  G. Investment Fund ............................................................................................................ 4
Section 2: Specific SUNY Excels Priority Areas and Metrics .................................................... 5
  2.1 Access ......................................................................................................................... 5
  2.2 Completion .................................................................................................................. 7
  2.3 Success ......................................................................................................................... 8
  2.4 Inquiry ........................................................................................................................ 9
  2.5 Engagement ................................................................................................................ 11
Section 3: Conclusion and Expected Impact on the Geneseo Campus ..................................... 14
  Summary of Goals ............................................................................................................. 15
  Projected Outcomes ........................................................................................................... 15
Attachment 2: Data Summary and Detail Tables
Attachment 3: Geneseo SUNY Excels Peer Set
Geneseo SUNY Excels 2015 Performance Improvement Plan

Attachment 1: Narrative

Campus Information

<table>
<thead>
<tr>
<th>Campus:</th>
<th>SUNY Geneseo</th>
</tr>
</thead>
<tbody>
<tr>
<td>President:</td>
<td>Dr. Denise A. Battles</td>
</tr>
<tr>
<td>Chief Academic Officer:</td>
<td>Dr. Carol S. Long</td>
</tr>
<tr>
<td>Chief Financial Officer:</td>
<td>Dr. James B. Milroy</td>
</tr>
</tbody>
</table>

Section 1: Campus Alignment with SUNY Excels

A. Introduction

Founded in 1871, SUNY Geneseo is a public liberal arts college located in the historic village of Geneseo, New York. Geneseo’s undergraduate students choose from among 55 majors and 22 minors offered by the College’s 18 departments and two professional schools. Master’s degrees are offered in Education and Accounting.

With 349 faculty and 569 staff, Geneseo serves students from across the world, although 95% are from New York State. Geneseo has students from every county in New York State, 23% are from the Finger Lakes region, and 31% are from downstate counties. Twenty percent of the entering class of 2014 were transfer students. The 2014 student body included 160 international students, 5,497 degree seeking undergrads and 25 exchange students. In the entering class of 2014, the mean SAT composite score was 1253 for general admits, the average ACT composite was 27, and the high school average GPA was 92.9%.

Geneseo’s faculty embodies the teacher-scholar model and pursues pedagogical innovation across the curriculum. Engaging students in faculty research projects through a variety of undergraduate research programs is a hallmark of the campus. In the 2014 Higher Education Research Institute (HERI) Faculty survey, 81% of Geneseo faculty members reported working with undergraduates on research, compared to 66% at public peer institutions. Faculty publishing is active, usually comprising 35% of faculty evaluation. Milne Library offers research and publishing resources to both students and faculty and supports Open SUNY Textbooks as well as digital projects such as Digital Thoreau.

B. Mission/Standing

Our Mission statement has guided the campus for the past decade:

*SUNY Geneseo, nationally recognized as a center of excellence in undergraduate education, is a public liberal arts college with selected professional and master's level programs. It combines a rigorous curriculum, transformational learning experiences, and a rich co-curricular life to create a learning-centered environment. The entire college community works together to develop*
socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world.

Our stated values are also an important guide for the work of the College:

Geneseo is distinguished by one overriding purpose: to achieve excellence in higher education. The College realizes this through a spirit of cooperation and collaboration among all members of the community.

- Excellence, and upholds high standards for intellectual inquiry and scholarly achievement;
- Innovation, and affirms a spirit of exploration that fosters continued excellence;
- Community, and embraces the educational aspirations and interests that its members share;
- Diversity, and respects the unique contributions of each individual to the campus community;
- Integrity, and promotes the development of ethical citizens;
- Service to Society, and models the qualities it seeks to develop in its students;
- Tradition, and celebrates its long history of collaborative, learning-centered education.

Geneseo is recognized as a leader in undergraduate research and in community engagement, having been consistently recognized by the President’s Higher Education Community Service Honor Roll and more recently, with the Carnegie Foundation’s Community Engagement Classification. The academic excellence of the campus is recognized with the presence of a chapter of Phi Beta Kappa, the oldest and most prestigious academic honor society in the nation. Active involvement in national initiatives such as the AAC&U LEAP initiative, the ACE Internationalization Laboratory, Bringing Theory to Practice, the President’s Climate Commitment, the Consortium on High Achievement and Success, the Coalition for Access, Affordability and Success, and membership in the Council of Public Liberal Arts Colleges has helped to move the College forward.

To remain competitive with its peer institutions, retain its selectivity and sustain a diverse, talented and innovative academic community, Geneseo must think carefully about its enrollment management and student and academic support services, as well as its hiring and support of faculty.

C. Program Mix/Centers/Distinct Programs or Activities

Geneseo offers a strong liberal arts undergraduate program, leading to degrees in the primary arts and sciences fields and in business and education; select master’s programs are offered in the AACSB accredited School of Business and in the NCATE accredited School of Education. Sustained research programs in areas such as nuclear physics, planetary geology, developmental psychology, cancer research, GIS, and water quality connect faculty and students with local, regional, national and international organizations and industries.

The School of Education continues to prepare excellent teachers for the state of New York and elsewhere. The School is actively engaged in S-TEN and is home to the Master Teacher STEM program in the Finger Lakes Region. The College is also a member of the Greater Rochester Summer Learning Association, with two summer programs for K-12 students, and is a member of the ROC the Future, a STRIVE-like organization in the city of Rochester.

The College works intentionally to integrate curricular and co-curricular learning on the campus. Over 200 student organizations are active at the College. The GOLD Program (Geneseo Opportunities in Leadership Development) connects students with campus and community leaders in hundreds of hour-long workshops; the Center for Inquiry, Discovery and Development offers high impact learning opportunities to students through endowed funding; the Xerox Center for Multicultural Education sustains programming for education students and local teachers and supports the Rochester Young Scholars.
Academy at Geneseo summer residential program. The VentureWorks Entrepreneurship program collaborates with the Small Business Development Center to support coursework, workshops, and a student incubator. Finger Lakes Opera, a professional summer opera company in residence in August each year, is one example of programming opportunities in the arts.

Applied learning, as a form of high-impact educational practice, is present in all programs on the campus. National Survey of Student Engagement (NSSE) data from the 2014 survey indicate that Geneseo is above its COPLAC and SUNY peers in the percent of seniors who report completing an internship, studying abroad or working with a faculty member on a research project. As we feel these are distinctive elements of a Geneseo experience, we have added the NSSE data as Geneseo specific metrics. We are working on methods of tracking participation in all high impact educational practices as defined by AAC&U and in the SUNY SIRIS submissions and intend to develop a supplemental transcript to document more effectively the rich learning of Geneseo students.

Our Educational Opportunity Program excels at student support and mentoring and is engaged through its tutoring program with the campus-wide Center for Academic Excellence, which supports tutoring and supplemental instruction in a variety of fields.

D. Post-graduation Success

Many of Geneseo’s alumni are successful and we are working to gain more consistent and reliable data on post-graduation outcomes. Current data from our alumni survey show that around 40% of our graduates are in graduate or professional school within one year of graduation. Geneseo is also recognized as one of the leading providers of students in public service organizations such as Peace Corps, AmeriCorps, Vista, etc. The Career Development Office’s First Destination Survey of the class of 2014 is available here:

http://www.geneseo.edu/career_development/where_are_they_now

Geneseo welcomes any opportunity for more direct information about post-graduation employment if the SUNY system develops an agreement with New York State Department of Labor. We are also recognizing that a growing number of our students are interested in gap-year experiences, often professionally related, after graduation and are looking to build helpful resources for them.

E. Alumni/Philanthropy

Geneseo alumni are actively engaged with the College, in the various forms of time, talent and treasure. Eighteen regional committees support activities for alumni around the nation; the most recent alumni reunion in June 2015 had over 1,000 alumni present on campus. Alumni are also frequent speakers and visitors to the campus for programs and workshops.

The largest campaign in Geneseo’s history with a total of over $23 million in contributions closed successfully in September 2013 (see Table 1).

The Foundation Board is currently planning the next campaign.

<table>
<thead>
<tr>
<th>Table 1. Shaping Lives of Purpose Campaign Funding Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fund</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Academic innovation / faculty support</td>
</tr>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td>Center for Inquiry, Discovery and Development</td>
</tr>
<tr>
<td>Scholarships and grants</td>
</tr>
<tr>
<td>Where the need is greatest</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
F. Strategic Plan/Excel Goals
Geneseo has had an active strategic plan for the past eight years. This plan was updated in 2013 with interim planning goals for 2013-15 to guide us while we searched for a new president after the retirement of President Chris Dahl. With the arrival of President Denise Battles this July, we began a strategic planning process that will result in a new strategic plan by July 2016. The planning process will be guided by our previous planning, including the projections we have made for SUNY Excels and benchmarking efforts and will be shaped by the current realities of the higher education landscape.

The previous strategic plan, the interim strategic planning goals, the campus diversity plan, and a crosswalk showing the overlap of Geneseo’s planning goals with SUNY Excels may be found here: http://www.geneseo.edu/provost/suny-excels-performance-improvement-plan.

Geneseo shares goals with SUNY Excels in each of the areas of Access, Completion, Success, Inquiry and Engagement and has set goals in each SUNY Excels focus area as shown in Section 2 of this report. Our own planning documents emphasize the importance of access for a diverse community of students and of success and completion for all students. In particular, the actions below for Access, Completion and Success support both SUNY Excels and Geneseo’s individual goals:

- Increase diversity of students, faculty and staff.
- Increase retention and graduation rates, particularly for underrepresented students.
- Enhance student support services for all students, particularly for underrepresented and transfer students.
- Enhance opportunities to participate in high impact educational practices, particularly for underrepresented students.

In the areas of Inquiry and Engagement we have set strong goals for sponsored activity and international education. We have also set goals for increased alumni engagement and have a target of hosting at least one START-UP NY company on campus by 2020.

It should be noted that where Geneseo’s metrics are well above the SUNY system goals and it is advantageous for us to measure our campus against a different peer group to drive improvement, we have identified such a peer group. Our peer groups for graduation and retention rates are listed in Attachment 3. Also, in addition to the SUNY Excels metrics, we are tracking metrics where appropriate for our campus focus, e.g. retention and graduation rates for ethnic minority students and Pell recipients.

G. Investment Fund
We were invited to develop four of our white paper submissions into full proposals, and the proposals were submitted on October 7, 2015. The proposed projects, listed below, link directly to the goals of our Performance Improvement Plan.

1. SUNY Geneseo Computational Analysis Cluster. The faculty start-up support requested in this proposal will support expanded research activity and greater sponsored research capacity on the Geneseo campus; the identified field of the cluster hire will support the development of new interdisciplinary academic programs, including certificate and master’s programs that will help to increase the total number of degrees granted.

2. SUNY Geneseo and Monroe Community College Honors Transfer Path Program. This proposed project will strengthen the collaboration between Geneseo and MCC and develop a model transfer path for Honors Program students, enhancing their success on both campuses, providing faculty development on both campuses, and increasing the total number of degrees granted by both campuses.
3. **Critical Language Consortium (CLC): Geneseo, Brockport, and MCC.** This proposed project will contribute to important internationalization goals for all campuses and will create a model language collaboration that can incorporate other campuses over time or can be adapted by other campuses. Student success and career paths will be strengthened; faculty abilities in digital pedagogy will be enhanced; and access to multiple languages and time to degree will be improved for students.

4. **SUNY Geneseo Center for Entrepreneurship, Innovation and Economic Development (CEIED).** This proposed project advances Geneseo’s goals in community engagement and economic development, in addition to providing important applied learning opportunities for students. It is actively supported by our community partners and leverages a major private gift that supports the salary and programming of the VanArsdale Professor of Entrepreneurship. The certificate programs that will emerge from the CEIED will increase the credentialing capacity of Geneseo and SUNY.

Together, the implementation of these proposed projects will mark a major advance in achieving the goals of both SUNY Excels and SUNY Geneseo.

---

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

**2.1 Access**

**A. Full Enrollment Picture**

Despite changing demographics in New York State and beyond, we experienced a modest increase in enrollment in fall 2015. In fact, fall head counts have shown gains since 2012. Decreasing numbers of high school graduates in New York impact not only first time freshmen competition but also competition for transfer students as well. Therefore, we have developed a strategic recruitment plan targeting transfer students, which aims to broaden relationships with community colleges through joint marketing efforts, increased presence on community college campuses and planned opportunities for transfer counselor visits to campus. The Honors Transfer Path work that we propose to undertake with MCC will contribute to these efforts. Additionally, we recently hired a Graduate Enrollment Coordinator charged with providing marketing and visibility to our graduate programs and increasing our graduate population over time. We have hired an international recruiter to help increase our numbers of international degree-seeking students. We have also refined our undergraduate recruitment plan with the goal of increasing out-of-state students, particularly in those from New Jersey, and building relationships with guidance counselors across the state of New York. To this end, Geneseo will host the New York State Association of College Admission Counseling conference in the spring of 2017. The conference will bring guidance counselors and community based organizations to our campus for a four-day conference experience. Host campuses typically experience an increase in applications in the years following the conference. Finally, we will continue to review data for trends and to communicate these trends to other offices on campus with the goals of further refining admissions practices and assisting in the retention of current students.

With the implementation of these strategies, we project a conservative increase in enrollment over the next five years to maintain our efforts to provide the highest quality educational opportunities to our students and to maintain a healthy student-faculty ratio.

**B. NYS Residents Served by SUNY**

Exactly 95% of Geneseo’s students are New York State residents, and in addition to matriculated students, we serve a variety of other groups, including two summer learning programs for K-12 students in the region.
Because diversity is important to successful educational outcomes, we aim to increase modestly our international and out of state populations, in addition to increasing enrollment of domestic underrepresented students over the next five years. We will balance our service to NYS citizens through non-credit programs for alumni and community members in initiatives such as our partnership with Letchworth State Park, our service site in Red Hook, Brooklyn, service partnerships such as Livingston CARES and a variety of other summer, intersession, and online programming. In particular, we intend to develop a number of certificate programs that would be hybrid in format and available to both our students and others beyond our campus.

C. Diversity

Our President’s Commission on Diversity and Community has developed a detailed Campus Diversity Plan with input from the entire campus that details our goals in improving the inclusive nature of our campus community.

These goals include closing the achievement gap for our underrepresented students, increasing the percentage of underrepresented students in the student body, and increasing the diversity of our faculty and staff. Work by the Diversity Commission and surveys of the campus have identified a number of issues for our attention, including recruitment and retention of faculty, staff and students of color, gender equity, LGBTQ issues, and diversity and intercultural training opportunities. The campus is engaged in the Equity Scorecard Partnership to identify root causes for outcome gaps and improve student success indicators for students of color.

Consistent with the recommendations of the SUNY Diversity Task Force, to assure progress we will develop student and faculty recruitment and retention strategies. Diversity is a core value of our campus, and we are committed to moving toward a more inclusive campus community.

D. Capacity – Programs and Courses

Geneseo has embarked upon a program of cluster hiring for faculty aimed at developing faculty capacity in strategic areas. We have hired clusters in Statistics and in Latin American Studies, and we are seeking support from the SUNY Investment Fund in hiring our third cluster in Computational Analysis. The Quantitative and Digital Exploration Collaborative, a growing faction of faculty and staff on campus, is already working to enhance access to and use of data analysis tools in fields across the curriculum. Faculty Start-up support for our proposed computational analysis cluster will help to accelerate this work. As a result of this cluster hire, we anticipate initiating interdisciplinary programming in the high-needs area of data analytics. Cluster hires have the added potential of increasing diversity and enhancing faculty and student research and inquiry.

The College also anticipates increasing its contributions to digital learning over the next five years. The Geneseo Technology Advisory Committee has developed a statement of philosophy concerning digital learning. It includes this statement:

Geneseo thus embraces the kind of digital learning that reinforces “close working relationships” among faculty, staff, and students in deep and personally enriching scholarly engagement with subject matter.
Digital technology is used widely on campus to enhance teaching and learning as well as collaborative research. Some examples of Geneseo’s engagement with digital learning include: use of the LMS for a variety of course purposes, including fully online summer courses, flipped classrooms, and COIL courses with international partners; workshops and visiting sessions with distant participants; and large scale projects such as Digital Thoreau, which involves several organizations, high school teachers and students, and readers around the world. We anticipate expanding our online course offerings during intersession and summer session to enhance capacity for students in selected areas, and to expand our digital humanities projects.

### 2.2 Completion

#### A. Degree Completions

Given that Geneseo has limited physical and staffing capacity to increase the total number of students, and given that we wish to sustain and improve our high quality residential learning environment, we will pursue a multifaceted strategy to increase modestly our total number of degrees granted over the next five years. We anticipate an increase of 342 total degrees from 2015 to 2020 as shown in Table 2.

We will focus on increasing retention and graduation rates, especially among our underrepresented minority students. We will look closely at upper division retention and completion as well as retention and completion of our transfer population. We also hope to increase the completion rate for Pell recipients. We will address these issues through investment in improved advising and academic support services.

We also have set a goal of gradually increasing graduate enrollment through these years in the Schools of Education and in Business, and we are also creating certificate programs that will emerge later in this five year period.

#### B. Student Achievement/Success (SAM)

We are a member of the Consortium on High Achievement and Success and will continue to work with that group on issues of diversity and success.

Geneseo has submitted cohort data to SAM; the outcomes of our 2008 first time and transfer cohorts are in Table 3 below.

<table>
<thead>
<tr>
<th>Table 2. Total Degrees Granted for Geneseo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Undergraduates Degrees</td>
</tr>
<tr>
<td>Undergraduates Degrees</td>
</tr>
<tr>
<td>Graduate Degrees</td>
</tr>
<tr>
<td>Certificates</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3. Student Achievement Measure Outcomes for Geneseo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Graduated from Geneseo</td>
</tr>
<tr>
<td>In 4 years</td>
</tr>
<tr>
<td>In 5 years</td>
</tr>
<tr>
<td>In 6 years</td>
</tr>
<tr>
<td>Graduated from Another Institution</td>
</tr>
<tr>
<td>Enrolled at Geneseo</td>
</tr>
<tr>
<td>Transferred and Enrolled at Another Institution</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
</tbody>
</table>
As the data in the Table 3 show, we successfully shepherd the majority of our students to graduation within six years. We will focus our efforts on addressing equity gaps that exist in graduation rates for ethnic minority students, lower income students and other diverse groups.

C. Graduation Rates
Geneseo’s commitment to increased graduation rates centers on our commitment to improved retention and improved student academic support. Because we are already high in achievement on these metrics within SUNY, we have chosen to benchmark ourselves with a different peer group, detailed in our Peer Sets, Attachment 3.

We are committed to improved retention and graduation rates for all students, and in particular for underrepresented minority students and transfer students.

Key activities and initiatives include:
- Full implementation and use of Degree Works, including tracking of high impact practices
- Completion of analysis of equity gaps through work with the Equity Scorecard
- Reorganization of advisement and student academic support services
- Improvements in overall advising
- Implementation of an Early Alert program in support of advisement

Geneseo has fully implemented the Degree Works system and is in a training phase for all on campus. Geneseo is in compliance with the SUNY Trustees’ seamless transfer policy.

D. Time to Degree
Geneseo does not have a formal finish in four program and our time to degree of 4.08 is strong. We aim to improve the time to degree for transfer students at Geneseo and our four-year graduation rate through enhanced advisement and student support. More intentional selection of courses to be offered during summer and intersession, whether digitally or on campus, will also lower time to degree for Geneseo students.

2.3 Success
A. Applied Learning
Geneseo is represented on the Provost’s Advisory Task Force on Applied Learning and has developed a draft statement of campus commitment that highlights some of our existing efforts in this area.

Significant expansion of our existing efforts to connect students with meaningful internships and transformational experiences have taken place through the appointment of an internship coordinator in the Career Development Office, the creation of the Center for Inquiry, Discovery and Development, our participation in programs such as the Jewish Foundation for the Education of Women (JFEW) scholars program and the internship programs of The Washington Center in Washington, D.C. Our alumni community continues to play an important role in supporting applied learning through their engagement with externship, internship and job-shadowing programs.

Our aim is to continue the support and ongoing expansion of these efforts.

B. Global and Intercultural Learning
Geneseo has engaged in successful efforts over the past five years to increase its number of international students and it metrics for international study and research. We plan to continue these efforts, while also working to further internationalize our curriculum. In 2014-15 the College participated in the ACE
Internationalization Lab. The report prepared during that project can be found here and will serve as the basis for strategic planning efforts regarding global learning in the years ahead.

C. High-Impact Educational Practices

The College has focused steadily on high-impact educational practices as defined by AAC&U (https://www.aacu.org/resources/high-impact-practices) as a means to enhance student success. These practices, with particular focus on undergraduate research, internships, service and community-based learning, and global learning, will continue to guide our strategic planning. We have been active in the AAC&U Liberal Education and America’s Promise (LEAP) program since its beginning, are part of the Council of Public Liberal Arts Colleges (COPLAC) (the consortium also has standing as a LEAP State in AAC&U), have been part of the Bringing Theory to Practice project (supported by the S. Englehard Center and AAC&U), are active in Campus Compact, and participate in the American Council on Education’s internationalization initiatives. Transformational learning is a core goal of the entire campus as we strive to educate socially responsible citizens.

D. Financial Literacy

Geneseo’s extremely low student default rate is due in part to the success of our students and also to the efforts of our Financial Aid office. We offer a GOLD workshop on financial literacy and, in addition to the information available on Smart Track, we offer students free access to FinancialAvenue.org, a financial literacy program which offers courses and modules in banking basics, budgeting, importance of saving, etc. We also partner with two of the federal loan servicers to provide secondary outreach to delinquent and/or defaulted borrowers, Nelnet and Great Lakes. Our Financial Aid office uses social media and its website to help communicate with students; Financial Aid recently added the following areas to its website: Financial Aid Next Steps for Freshmen, Understanding Your Geneseo Smart Track Letter, Reapplying for Financial Aid and Your Financial Aid Eligibility.

2.4 Inquiry

A. Total Sponsored Activity

Geneseo has an active research community, among both students and faculty, guided by a strong Sponsored Research Office and a Research Council that includes representatives from all academic departments. The College is committed to increasing external support through traditional research funds and philanthropic, community and state grants.

Our Research Council is continually examining means to support scholarly activities. In conjunction with the Council, our Office of Sponsored Research is currently conducting a survey of our faculty that includes items related to support for, and barriers to, the pursuit of external funding. A prior administration of this survey led to the creation of a Research Council-administered program for “Proposal Writing Support Awards,” which were used to support faculty time or to pilot study expenses related to external proposal development. The Research Council will examine the results of the current survey administration and work to develop added support programs or initiatives for sponsored funding.

We have also worked for the past two years with the consulting firm of McAllister and Quinn, who have provided assistance on several major successful grants including both a National Science Foundation
Robert Noyce Teacher Scholarship award, which will support pre-service physics teachers, and an NSF Scholarships in Science, Technology, Engineering, and Mathematics Program (S-STEM) award for Geological Sciences. We will continue to work with McAllister and Quinn during the next two years.

We hope to sustain and increase our sponsored research activity in the following ways:

- Expand our collaborative efforts with SUNY and international partners
- Leverage faculty support funds to encourage grant-writing
- Enhance engagement with community and business partners via VentureWorks and the CEIED

**B. Student Hands-on Research, Entrepreneurship, etc.**

Geneseo, through its teacher-scholar model and emphasis on high impact educational practices, supports a high level of engagement in undergraduate research, internship, research-based service learning, and entrepreneurship.

We aim for continued growth in this area through the efforts of programs such as:

- Internships through the Career Development Office, Alumni Programs, the Center for Inquiry, Discovery and Development, and the Office of International Programs
- [VentureWorks](#), our entrepreneurship program
- Student research and conference presentation support through the Research Council, Geneseo Foundation, and Student Association
- [GREAT Day](#), our undergraduate research symposium
- Student participation in other undergraduate research meetings (including COPLAC and SUNY) and participation in professional meetings with faculty mentors.

Efforts are underway to better identify and aggregate data in these areas through Banner record keeping, which will feed into SUNY SIRIS submissions, and through the development of a supplemental transcript that identifies activities in addition to credit-bearing courses.

**C. Scholarship, Discovery and Innovation**

Faculty scholarship is widely reflected on the Geneseo campus through publications, citations, performances, exhibits, etc. Departmental and College guidelines for continuing appointment and promotion document expectations in these areas for all faculty, and data are tracked via the annual Faculty Activity Reports, though these could be more effectively aggregated. In the School of Business, faculty activity is also tracked via the Digital Measures program.

Milne Library and the Teaching and Learning Center are also active in supporting and sharing the results of faculty scholarly activity. For example, Milne Library recognizes
Geneseo authors regularly each year.

2.5 Engagement

A. START-UP New York and Beyond
Geneseo has an approved START-UP NY plan and has engaged in active discussion with a number of possible START-UP businesses. The scarcity of suitable available facilities on campus to house such businesses has contributed to the lack of definite business selection. Our CEIED proposal, submitted in Round V of NYSUNY2020 and included in our RFPs to the Investment and Performance Fund, would assist in that process.

Our VentureWorks Entrepreneurship program has enhanced student and community engagement and experience in entrepreneurial thinking and activities. It has worked in collaboration with our School of Business and our Small Business Development Center.

Geneseo’s close relations with the local community and with businesses in the Greater Rochester Area have resulted in a variety of productive connections for faculty and students, including:

- An accounting community for internships
- County and Village collaboration on alternative energy (microgrid)
- Adopt a Business program with the County and Institute for Community Well-Being

Our President sits on the Finger Lakes Regional Economic Development Council’s (FLREDC) Higher Education Committee and the campus is actively engaged in the submission and review of proposals to the FLREDC.

B. Alumni/Philanthropic Support
Geneseo’s most recent philanthropic campaign, *Shaping Lives of Purpose*, closed successfully in September 2013 with a giving total of over $23 million. (See Section 1, E.) The Geneseo Foundation is currently planning for our next campaign, and the case for support will grow out of our 2015-16 strategic planning process.

We aim to increase both funds raised and our alumni participation rate over the next five years. Alumni participation at Geneseo is high compared to SUNY system averages, but we wish to improve our performance and have identified alternate peer groups against which to measure ourselves on this metric (see Table 4).

<table>
<thead>
<tr>
<th>Table 4. Peer Groups for Alumni Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution</strong></td>
</tr>
<tr>
<td>College of William and Mary (Williamsburg, VA)</td>
</tr>
<tr>
<td>Franklin and Marshall College (Lancaster, PA)</td>
</tr>
<tr>
<td>St. Mary’s College of Maryland (St. Mary’s City, MD)</td>
</tr>
<tr>
<td>Skidmore College (Saratoga Spring, NY)</td>
</tr>
<tr>
<td>SUNY Geneseo (Geneseo, NY)</td>
</tr>
<tr>
<td>University of Mary Washington (Fredricksburg, VA)</td>
</tr>
</tbody>
</table>

A number of efforts are underway to boost alumni engagement in all forms, including our 18 Regional Alumni Committees and their programs of events; an umbrella organization, the SGAA, initiated to generate stronger alumni engagement and leadership; outreach through our growing summer alumni reunion; and work with various alumni interest groups. Academic departments are also working with their alumni to invite them as speakers, follow their accomplishments and gather their profiles.
C. Civic Engagement
Civic engagement of faculty, students, and staff is a hallmark of Geneseo’s learning community. The awarding of the Carnegie Foundation’s Community Engagement Classification in 2014 and Geneseo’s consistent presence on the President’s Higher Education Community Service Honor Roll are national testimony to our success in this area. The College has drawn together leadership in civic engagement in what we call the Project for the Public Good. We aim to show continued improvement in this area over the next five years through the growth of programs such as Livingston CARES, and the Letchworth State Park Nature Center partnership. We also incorporate civic engagement into our international programs, particularly with our partners in Nicaragua and Ghana, and we will continue to enhance our global partnerships in this way.

The Center for Inquiry, Discovery, and Development, which houses the Student Ambassador program and the Institute for Community Well-Being, in addition to several other programs, offers transformational and community-based learning opportunities to students in several forms. We have a goal of expanding the private support for these programs over the next five years in order to increase opportunities for students. We were one of 61 colleges and universities around the globe which joined the Clinton Global Initiative University; seven of our students presented projects at the 2015 meeting.

We are actively working to collect more accurate data on civic engagement in its various forms through departmental information, student self-reporting, and the development of a supplemental transcript.

D. Economic Impact
SUNY Geneseo has long been at the forefront of community outreach and partnership initiatives, fulfilling the College’s commitment to supporting and being an active participant in our community. The College’s outreach efforts take myriad forms, from partnerships with the Rochester City Schools to work with regional economic development agencies. Yet, despite differences in form, these efforts all contribute in very meaningful ways to economic development, as does the College’s core educational mission.

Some outreach initiatives, such as our work with Greater Rochester Enterprise, WIRED, and the Livingston County Industrial Development Agency (which was instrumental in bringing the Barilla Pasta Plant to Avon), have direct business attraction impact. Some, such as our collaborations with Rochester’s South Wedge Planning Committee and Livingston and Wyoming Counties’ Microenterprise Assistance Program have workplace development impact by helping to incubate new businesses and grow existing businesses. The revitalization of Mt. Morris, NY by a Geneseo alumnus working in conjunction with faculty and students from the College is just one example of this work. Geneseo’s SBDC also makes significant workplace development contributions, creating and retaining jobs through its training and counseling workshops. In the past three years the SBDC has generated over $4.5 million in impact investments for its 216 clients, creating 81 jobs and saving an additional 65. The SBDC also works closely with our VentureWorks program helping students and other community members develop business and marketing plans thus supporting regional economic development and job creation. Five VentureWorks businesses created in the program’s first two years are viable and in various stages of
development. TerraPellets, a business developed jointly through the Small Business Development Center (SBDC) and VentureWorks, has submitted an economic impact plan to the Livingston Industrial Development Agency (IDA) requesting Empire State Development (ESD) and USDA Rural Business Development funds to participate in the expansion of a local alfalfa mill for production of alfalfa and switchgrass fuel pellets. The total scope of this project is $625,000, including $200,000 from ESD and USDA which is in the preliminary approval phase, and bank loans, also in process, for the balance.

Other partnerships, such as our work with the Rochester City Schools, have workforce development impact, ensuring an educated and motivated workforce for New York’s future. SUNY Geneseo itself is engaged in workforce development, training students in the critical, high-needs fields of science, technology, and mathematics (STEM) and specializing in educating New York’s future scientific research leaders. This ensures the State’s competitiveness in the technology-based economy of the future. The College works closely with the Finger Lakes Regional Economic Development Council (FLREDC). Our president is a member of the Higher Education Working Group and we provided staff support to the FLREDC during its early days. The FLREDC has endorsed every project the College has proposed, including our current proposal for the CEIED.

Geneseo's Institute for Community Well-Being facilitates creative educational partnerships between the College and community. The institute mobilizes campus expertise and other resources in response to local and regional needs. Specialized teams composed of faculty, students, alumni and community members work collaboratively to solve problems. These teams work on behalf of a broad range of stakeholders and constituencies to enhance the well-being of local communities. Some examples of the institute’s work include: the development of marketing plans and strategies for Livingston County, the Town of Springwater, Rochester’s South Wedge neighborhood, and the Villages of Geneseo, Livonia, and Dansville. The institute works with individual businesses as well, including, the Wadsworth Mansion, Swain Sports II, and Questa Lasagna. The Geneseo Commission on Sustainability also engages the community and has developed the e-Garden as a study site for alternative energies.

Beyond the work with communities and individual businesses, the College makes significant contributions to two important regional industries, tourism and agriculture. The College’s Department of Music created the Finger Lakes Opera (FLO). Now in its third year of operation, FLO is fast becoming a destination event for opera enthusiasts. The College also supports the wine industry through research and development of disease-resistant grapes. And our presence in the new Letchworth State Park Nature Center adds an educational component to enhance visitors’ knowledge and appreciation of the park. The College has committed $75,000 to purchase equipment for classroom space in the facility.

An on-going project that benefits both agriculture and tourism is the Conesus Lake Watershed Project. Geneseo Biology Professor Isidro Bosch and undergraduate students have studied invasive weeds, algae, and pathogen communities in Conesus Lake, the westernmost of New York’s Finger Lakes, and tested agricultural management strategies designed to reduce soil and nutrient loss from agricultural operations. The goal of the study was to reduce soil and nutrient loss and to test whether these changes would improve conditions downstream along the lake shoreline. Excessive growth of weeds, algae, and microbial pathogens along the shoreline of temperate lakes constitutes one of the greatest threats to ecosystem health and public use of inland waters in New York State and throughout North America. The results of the USDA-funded project are very exciting. They have demonstrated that improved agricultural management practices reduce annual soil and nitrogen loss from agricultural watersheds by as much as 40 percent, providing significant savings in fertilizer to farmers and strengthening their role as stewards of the land. Downstream in the lake environment significant improvements in water quality have been observed. Bacterial runoff in one watershed has decreased significantly downstream from a small dairy farm. Growth of the invasive lake weeds has been reduced by an average of 30 to 50 percent in three experimental sites.
Geneseo’s Campus Auxiliary Services Corporation (CAS) works with local farms and food processors on a number of initiatives. CAS provides fruit and vegetable food waste to area farms for animal feed and it actively participates in “buy local” initiatives. CAS buys beef, pork, poultry, milk, tomato sauce, yogurt, maple syrup, honey, cheese and other produce from local farms and food processors in very close proximity to the College. CAS also owns three properties on Main Street in the Village of Geneseo, including a full-service restaurant and inn. CAS employs 690 people including 228 people from the local community with the remainder representing student employees. CAS has a payroll of $6.5 million annually and an operating budget of $15.94 million. Regional Input-Output Modeling System (RIMS) data shows that for every dollar of output in the food services sector, output across all industry sectors increases by 1.3357 percent and total value added to final demand increases by 72.78 cents for every dollar expended by CAS. Applying these statistics to CAS’s annual expenditures results in an output impact of $21.3 million and total value added to final demand of $27.5 million.

A number of different economic multipliers have been developed for educational institutions. A 2010 study by State Comptroller DiNapoli found a 2.6 multiplier for educational institutions. A 2006 University at Buffalo study of Western New York colleges found a 1.6 multiplier. And 2010 RIMS data for Livingston, Monroe, Ontario, Orleans, and Wayne Counties shows an output multiplier of 1.2725 with total value added to final demand increasing by 81.56 cents per dollar expended by the College. Using RIMS data results in output impact of $62.3 million annually for State Purpose expenditures only ($48.9 million x 1.2725 = $62.3 million). Adding our IFR, DIFR, and SUTRA operating expenditures brings the total economic impact to $89.1 million, again using the RIMS multiplier. Total value added to final demand for State Purpose expenditures produces an impact of $88.8 million. Including IFR, DIFR, and SUTRA expenditures increases final demand to $127 million.

RIMS data also shows that for every $1 million of output 15.6 jobs are created across all industry sectors. Applying this statistic to Geneseo’s State Purpose expenditures results in 764 local jobs. Including IFR, DIFR, and SUTRA expenditures produces 1,092 local jobs supported by the presence of the College in the community.

Section 3: Conclusion and Expected Impact on the Geneseo Campus

We recognize that the overarching goal of SUNY Excels, like the goal of SUNY Geneseo, is continuous improvement. We believe the goals we have provided on all Excels measures and those we have espoused beyond the Excels list will significantly advance SUNY Geneseo in its service to its community, the state, and beyond. Geneseo is making its most aggressive goals in the following areas:

- Improvement in upper-division retention and 4- and 6-year graduation rates by 2%
- Growth in sponsored research activity by over $1.5 million
- Increased diversity among students, faculty and staff by 2%
- Growth in philanthropy and alumni engagement by over a half million dollars
- Expansion of high impact educational practices and collection of data from these practices

Taken together, progress in each of these priority areas will position Geneseo to better serve an increasingly diverse student population and be a leading force in 21st Century liberal education.
Summary of Goals
Geneseo will have increased by two percentage points its 4- and 6- year graduation rates, with particular attention to the graduation rates of underrepresented minorities, transfer, and low income students. The intent is to position more students to either enter the workforce or continue their education sooner.

Geneseo will work to close the achievement gap between underrepresented minority students and their non-URM peers, committing to reduce the achievement gap by 10% in five years.

Geneseo will increase the diversity of its student body, faculty and staff by 2% and provide appropriate support for retention and success.

Geneseo will have increased our success in securing external funding from federal, philanthropic, state and county grant opportunities. We propose to increase our sponsored research activity by over $1.5 million in five years.

Geneseo will increase its partnership efforts with area community colleges and develop honors transfer programs and reverse transfer agreements to increase the number of two-year degrees completed. We also plan to partner with a community and comprehensives college to more efficiently offer selected foreign languages.

Geneseo will expand its graduate enrollment and develop appropriate certificate programs to help meet SUNY’s overall completion goals. This new graduate certificate is expected to add 20 new credentials by 2020 as well as attract more graduate students.

Geneseo will continue to contribute to digital learning in a manner appropriate to a residential liberal arts college.

Geneseo will continue to expand its support of high impact educational practices, including internships, international study, civic engagement, and undergraduate research; and to increase our ability to document the number of such experiences and their learning outcomes. We look forward to being one of the first SUNY campuses to report the course attribute which designate high impact practices.

Geneseo will have strengthened its business and community partnerships through the VentureWorks program, the Institute for Community Well-Being, and will have maximized the opportunities available through START-UP NY.

Projected Outcomes
Meeting the goals outlined here will advance SUNY Geneseo as a leader in the national community of public liberal arts colleges. This plan also provides an impetus to formally track many of our hallmark activities, better allowing us to demonstrate the effectiveness of these practices. Student support will have been enhanced to maximize the success of the students of the next decade. The local and regional communities will continue to be enriched, economically as well as culturally through our success. SUNY may also gain from our piloting of a potentially more efficient foreign language offering model. The data that both we and SUNY will gain from better tracking our high impact experiences creates an opportunity to better quantify the positive outcomes of our efforts.