SUNY Excels 2015 Performance Improvement Plan – Oswego

Campus: State University of New York at Oswego
President: Deborah F. Stanley
Chief Academic Officer: Lorrie Clemo
Chief Financial Officer: Nicholas Lyons

Section 1: Campus Alignment with SUNY Excels

Introduction
SUNY Oswego is a comprehensive college located in Oswego, NY. Our more than 1,200 full-time faculty and staff serve nearly 8,000 students in over 110 academic programs at the bachelor’s and master’s level. 95% of undergraduates and nearly 40% of graduate students are full time. Over 60% of the students in our first-year class are in Selectivity Groups 1 and 2. Our students come from all parts of New York State and around the globe and are increasingly diverse. For Fall 2015, over 7,600 come from New York, more than 190 come from other states, and over 200 are international. More are coming from New York City (280 freshmen this fall compared to 142 in Fall 2011). Our freshman student diversity has increased 69% since 2010; 30.6% of current first-year students are diverse.

Oswego’s faculty members are frequently recognized for their professional accomplishments: a chemistry professor last year was named editor of the American Journal of Undergraduate Research; a tenure-track biology faculty member received a prestigious National Science Foundation Faculty Early Career Grant; a distinguished teaching professor received a Paraguayan medal for his scholarship on the languages and literature of that country; a physics professor used a Chilean telescope to collect a massive trove of data that is the foundation for a groundbreaking series of papers on astrophysics; a philosophy professor has been booked as speaker at conferences in six countries since the publication of his book by Cambridge University Press; and major news media seeking our faculty’s expertise include The New York Times, Washington Post and National Public Radio. Faculty scholarship has increased with growth in sponsored activity — from 2009 to 2014, Oswego achieved a 34.7% percent increase in sponsored funding.

Mission/Standing
SUNY Oswego’s mission is “to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens.”

SUNY Oswego is regarded as a leader in experiential education, inquiry and engagement. The SUNY Oswego Cooperative Education Program is the first multi-departmental co-op program in the SUNY system. Oswego is the only SUNY institution to offer WACE (World Association for Cooperative Education) Merit Co-Op Scholarships. We support student research with Scholarly and Creative Activity Grants and provide additional support through the Research and Individualized Student Experiences Office. Oswego leads nationally in service-learning and community service, repeatedly being listed on the President’s Higher Education Community Service Honor Roll with Distinction as well as holding the prestigious Carnegie Community Engagement Classification.

Oswego also leads in study and research abroad. The college was one of the first in SUNY to offer traditional study-abroad programs, since 1964, and has since initiated such innovations as our distinctive

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1 30.6% includes all degree-seeking freshmen who self-identify as African American, Asian, Hispanic, Multi-Racial, Native American or Pacific Islander as well as international students.
Global Laboratory program — an undergraduate research experience offering students hands-on, immersive problem-solving opportunities in international laboratories since 2008. Our donor-funded Possibility Scholarships enable low-income students to be Global Lab participants as they pursue STEM study. Our diverse short-term overseas programs along with Collaborative Online International Learning courses have increased student participation in international education. We have set a goal of growing participation to 20 percent of undergraduates by 2019 as an early partner in the U.S. Institute of International Education’s Generation Study Abroad program.

SUNY Oswego is thriving and achieving new records and goals, and we must continue to improve to remain competitive with peer institutions and viable as a residential campus. Oswego is committed to increasing retention rates by at least three percentage points and graduation rates by at least five percentage points by 2020. Our four-year graduation rate is rising significantly: for the Fall 2009 cohort it was 48.7% compared to the Fall 2008 cohort rate of 44.2%. We plan to focus on freshman-to-sophomore retention. As of Fall 2014, our retention rate was 80.3% versus the sector’s 81.4%. We are laser-focused on increasing student support services, including academic advising efforts, to increase student retention.

In our community, SUNY Oswego — our county’s largest employer — is deeply engaged in economic development. We have vital ties with business and industry’s research and development efforts, especially through our engineering and technology programs; a nationally recognized Small Business Development Center; and our president chairs the board of CenterState Corporation for Economic Opportunity, encompassing twelve New York counties. Oswego is also the principal cultural resource for our rural community, bringing internationally acclaimed performing artists to town, commissioning new works, and mounting dozens of student and faculty concerts, plays and exhibitions annually. SUNY Oswego is a dedicated and highly involved community partner that provides knowledge, culture, vitality and resources to our region.

Program Mix/Centers/Distinct Programs or Activities

Our academic program mix includes programs designed to meet regional and state workforce needs. For three years we have received High-Needs grants to develop and expand such programs as Electrical and Computer Engineering and Biomedical and Health Informatics. Since launching the Electrical and Computer Engineering undergraduate program in 2013, enrollment has grown significantly from 22 students (Fall 2013) to 94 students (Fall 2015). Degree programs closely tied to area workforce needs include Risk Management and Insurance, Human-Computer Interaction, our several combined bachelor's/MBA degrees (Psychology, Broadcasting, and Public Accounting), the MBA- Health Services Administration and online MBA, and numerous advanced certificates, from Educational Leadership to Integrated Health Systems. All SUNY Oswego divisions have advisory boards that include regional industry leaders to help ensure the programs remain in alignment with employment needs.

Our General Education program is designed to foster a strong foundation in the liberal arts and sciences, and such interdisciplinary programs as Arts Management and Language and International Trade encompass a diverse body of knowledge and provide multiple skillsets to students.

For over twenty years, SUNY Oswego has been a leader in online education. Oswego’s nationally recognized online MBA program was well established when Open SUNY+ debuted and embraced it and our MBA/HSA as the system initiative’s first online graduate programs.

SUNY Oswego is intertwined with the community. In addition to our main campus in Oswego, we have a branch campus in Syracuse, NY, and an extension site in Phoenix, NY. Our Office of Business and Community Relations includes a Small Business Development Center and Retired and Senior Volunteer Program serving local residents. This fall, in partnership with Oswego County BOCES, our School of Education opened an alternative school on campus for high school students from the county’s nine districts who are struggling to achieve in the traditional classroom setting.
SUNY Oswego continues our rich and original tradition of preparing teachers to be culturally aware, highly skilled and adaptive educators. The School of Education places more than 1,200 student-teachers in nearly 300 schools and other agencies each year. In 2014, the National Council for the Accreditation of Teacher Education granted continued accreditation to the school for the next seven years citing no areas of concern or areas for improvement. This exceptional review reflects the longstanding quality and perpetual trailblazing leadership of our School of Education.

**Post-Graduation Success**

In 2014 Oswego’s Career Services Office, with support of the Alumni Relations Office and college deans and faculty, piloted new ways of reaching out to recent graduates to determine their success, producing the “Beyond Oswego” First Destination Report. Information was collected on more than 60% of the Class of 2013. Post-graduation information was collected on 62.4% of the College of Liberal Arts and Sciences graduates revealing that 52.6% were employed, 28.5% were attending graduate school, 12.7% were employed and in graduate school, 5.5% were still seeking and only 0.7% were no longer seeking. 66.9% of the School of Business Class of 2013 graduates were tracked revealing even better rates: 82.2% employed, 9.3% in graduate school, 4% employed and in graduate school, 4.5% still seeking, and no one not seeking. The School of Communications, Media and the Arts and the School of Education surveys revealed similar success rates. We recognize that SUNY is negotiating with the New York State Labor Department so that we will be able to track the job attainment and success rates of our graduates even better. These data allow us to measure and analyze our impact.

**Alumni/Philanthropy**

Many of our 80,000 alumni volunteer to contribute to our college by serving on college/school advisory councils and College Council, and as employees, mentors, guest lecturers and internship providers, employers to SUNY Oswego graduates and elected officials in local and state government.

Our current fundraising campaign, *With Passion and Purpose: The Campaign for SUNY Oswego*, is now in its final year. It seeks to secure $40 million to build our endowment, increase student success with scholarship funds and experiential learning opportunities, and sustain day-to-day excellence. To date, we have raised $36.7 million. The campaign received a $5 million gift from Dr. Barbara Palmer Shineman ’65 M’71 and the Richard S. Shineman Foundation to support academic programming and scholarship. Their gift was recognized by naming the Shineman Center for Science, Engineering and Innovation. That gift inspired education enthusiast Lorraine Marano to bequeath to our college $7.5 million, the largest private gift in college history. Her gift was bequeathed to the college to also support academic programming and scholarship. In recognition of her gift, the Campus Center was named in her and her husband’s honor.

**Strategic Plans/Excels Goals**

In December 2014, SUNY Oswego launched our newest strategic plan, *Tomorrow: Greater Impact and Success*. It aligns with the six big ideas of the Power of SUNY and with the five priority areas of SUNY Excels and guides the college on a sustainable path to 2020. *Tomorrow* is structured around five impacts:

- **Impact 1:** Our students and graduates thrive and succeed.
- **Impact 2:** Our education ecosystem is highly collaborative and engaged.
- **Impact 3:** Our communities and partnerships are enriched and supported.
- **Impact 4:** Our institution is highly effective and sustainable.
- **Impact 5:** Our faculty, staff and students move the dial on grand challenges of our time.

SUNY Oswego’s major goals/commitments are to:
• **Increase** first- and second-year student retention and graduation rates, study abroad participation and scholarships available to students in need, sponsored research activity and diversity.
• **Expand** applied learning opportunities and research partnerships.
• **Strengthen** community and industry partnerships that provide our students opportunities to learn, apply knowledge, gain skillsets and advance and, in return, are mutually beneficial and satisfying to our partners.

Oswego shares SUNY’s overall commitment to the Completion Agenda and SUNY Excels. This will be reflected in our annual reports on the strategic priorities outlined in *Tomorrow*.

**Environmental Factors**
SUNY Oswego makes these commitments not only in the spirit of continuous improvement but in recognition of current challenges and responsibilities. High school enrollment projections in the Upstate region continue to decline, while in the metropolitan New York area, they are increasing. These trends substantiate our strategy of recruiting downstate more purposefully than ever to put our institution to greatest possible use for the citizens of our state.

To achieve the level of performance outlined in SUNY Excels and our *Tomorrow* strategic plan, SUNY Oswego needs a growing and predictable funding base. The continuation of NYSUNY2020 and its Rational Tuition Plan, as well as maintenance of effort on the state’s part, will allow us to hire talented faculty for new, high-needs programs and to provide financial aid to low-income students who place their hopes for future success in SUNY.

Our college also needs a five-year capital plan for consistent funding and planning. Oswego’s capital plan funds went from an average of $22 million per year to $6 million per year last year, which does not fully cover even critical maintenance needs. None of last year’s dollars could be invested in new construction projects or used to complete projects already underway. A stable, predictable capital plan would allow the campus to ensure that our students are learning in a modern educational environment that provides for health and safety. A prime example is the Shineman Center for Science, Engineering and Innovation, which has allowed Oswego to enhance academic offerings and stimulate growth by providing a state-of-the-art facility to serve students in the STEM fields. Another example, one in need, is Tyler Hall, our fine and performing arts building. We currently have funds to complete only Phase 1 of renovations to this 47-year-old structure that faces challenges in meeting not only the needs of the three nationally accredited academic departments housed there, but also the needs of the public attending events in this center for cultural activity in rural Oswego County.

**Investment Fund**
Oswego received approval to submit Expanded Investment and Performance Fund official proposals based on each of the six white paper proposals we originated. We also joined in three other official proposals led by Upstate, Plattsburgh and SUNY. All support the goals of the college’s *Tomorrow* strategic plan and the SUNY Completion Agenda as all seek funding to increase access, success, completion, inquiry and/or engagement. Oswego’s proposals are described below.

**Start Now: Led by Oswego with partner Jefferson Community College:** Expands upon an existing Oswego and JCC initiative that directs prospective students whom Oswego has not accepted to JCC, which prepares them through a structured and supportive process to transfer to Oswego.

**Second Wind Degree Completion Project:** Increases the number of degrees completed each year by probing the population of non-degreed former students system-wide and helping campuses actively reaching out to them individually with clear, attainable plans for degree completion, including new online opportunities through Open SUNY.
SUNY Undergraduate Mathematics Success (SUMS) – Oswego: Combines and expands strategies proven successful at Oswego — a mathematics tutoring center, a summer bridge camp, and hybrid instruction models and learning cohorts — to increase retention and graduation rates of STEM and education students who encounter mathematics as a barrier to academic success.

Big Data: Optimizing Student Experiences: Adds an optimization layer to the college’s Drupal-based web platform to deliver the right content to the right person at the right time, thereby increasing engagement with prospective students, enrollment of new students, and retention of current students.

Graduate Together: Student Success for Low-Income, First-Time Freshmen: Applies a learning community model and personalized approach — providing scholarships and weekly success seminars — to increase retention and graduation rates of low-income students.

Student Success Center: Builds a new center that employs skilled advisers who are culturally aware communicators and collaborative problem solvers prepared to work with the college’s increasingly diverse student population. The center will create online modules for dissemination across SUNY.

These six proposals align with SUNY Oswego’s strategic priorities as outlined in this Performance Improvement Plan and, in particular, focus on increasing student retention and degree completion.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture
SUNY Oswego is thriving at our current very healthy enrollment, with goals of total student headcount enrollment of 8,150 by 2020 [Table 1]. Our traditional undergraduate student population has us "at capacity" in our residence halls. We are pursuing enrollment growth opportunities at the “College in the High Schools” program, at the graduate student level, and in our transfer student population through partnerships with SUNY two-year institutions.

We believe we have the potential to grow out-of-state enrollment, in particular from contiguous states. To that end, the Office of Admissions has hired a part-time regional recruiter who is based in New Jersey. Our goal is to increase domestic out-of-state new student enrollment to 100 students each fall by Fall 2020. (In Fall 2015, the new student enrollment for this population was 70.) We will also attempt to attach these out-of-state students to New York State so as to help regrow upstate populations.

International student enrollment has potential to increase via partnerships with our schools in India and China and through organizations like EC, an English prep program designed for academically talented international students who need to improve their English before matriculation.
2. **NYS Residents Served by SUNY**

We intend to maintain an enrollment that is 95% to 96% New York State residents [Table 4] because SUNY Oswego remains very committed to serving our state’s residents via a number of programs and partnerships. For example, our College in the High Schools program is projected to increase enrollment to 1,800 by 2020 from 1,307 in 2013-2014 [Table 2].

Additionally, the establishment of our Syracuse Metro Center as a branch campus (achieved spring 2015) offers the potential to increase enrollment, in particular for place-bound students including adult learners, veterans and other non-traditional students in Central New York. Enhanced recruitment efforts and new partnerships such as the SUNY Oswego-Jefferson Community College "Start Now" program will also serve predominantly New York State residents by providing a direct transfer path for students in high-growth, high-need areas like metro-NY. Such partnerships are designed to generate at least two SUNY degrees per student: one at the community college, one at Oswego.

SUNY Oswego faculty, staff and students engage bi-weekly with Oswego City School District and other local school district students through our Mentor Scholars Program. Its goal is to increase the city school district students’ daily attendance, passing rates and high school graduation rates and to be prepared to succeed in higher education and/or a future career. This program demonstrates just one of the many ways SUNY Oswego serves New York State residents.

3. **Diversity**

SUNY Oswego is attracting and enrolling an increasingly diverse student body and conversations on diversity are infused throughout orientation programming for new students, faculty and staff. Last year, the college appointed an interim Chief Diversity and Inclusion Officer to lead our diversity efforts.

In April 2014, the college’s Vice President for Student Affairs and Enrollment Management, who also serves as the interim Chief Diversity and Inclusion Officer, launched a campus wide task force to improve the college community climate and to educate about issues of diversity. The task force created the cross-campus Diversity and Inclusion Committee, which has tackled such projects as diversity training for leaders of student organizations and resident assistants and staff; an ongoing campus-awareness campaign titled “I Am Oz” to celebrate campus citizens of diverse races, cultures and ethnicities; and expanded efforts to encourage dialogue during the annual student-spearheaded Martin Luther King Jr. and Black History Month celebrations, including appearances by Pulitzer Prize-winning author Douglas Blackmon and, this January, Dr. Bernice King, daughter of Dr. King.

In Spring 2015, the Diversity and Inclusion Committee launched a diversity awareness initiative titled “Shine the Light on Oz.” The campaign encouraged meaningful conversation—in person and on social media—among students, faculty and staff about understanding differences, as well as being understood, in realms such as race, gender, sexual orientation, ability, religion and socioeconomic circumstances. The Diversity and Inclusion Committee continues to engage in similar programming this year and plans new programs and events each month.

As a high priority, SUNY Oswego is committed to supporting and increasing the diversity of our faculty and staff. We promote understanding of diversity and inclusivity among faculty and staff, and we provide training for search committees to assist them in developing and executing more culturally conscious and effective searches, including guidance on how to develop position descriptions and postings that reference the importance and significance of Oswego’s commitment to a diverse and inclusive community.

4. **Capacity**

Oswego is forecasting a modest rise in enrollment through 2020. We continue to address student and industry demand by developing programs in engineering and health care fields. Currently in the pipeline, we have the online MS program in Biomedical and Health Informatics and MA in Strategic Communications to meet regional industry demand for skilled graduates.
Online programs are a source of enrollment growth. Oswego remains a leader in online education and continues to be a leading contributor to Open SUNY. Currently SUNY Oswego offers four programs through Open SUNY+: Advanced certificates in Behavioral Forensics and Health & Wellness and MBAs in Business Administration and Health Services Administration. In addition to our Open SUNY+ programs, we offer BA programs in Public Justice, Broadcasting & Mass Communication and Vocational Teacher Preparation and advanced certificates in Integrated Health Systems and Health Information Technology. Oswego has additional online programs awaiting approval.

Our faculty members keep up to date with online learning and teaching techniques through SUNY Oswego’s Center for Excellence in Learning and Teaching, which will hold the tenth annual Symposium on Learning and Teaching on October 30, 2015, with expert-run workshops on innovative pedagogy that utilizes technology and 21st century teaching strategies to enhance classroom and online learning.

### 2.2 Completion

#### 5. Completions

SUNY Oswego is committed to increasing our graduation rate by at least five percentage points and retention rate by at least three percentage points and, if the college receives funding to launch the programs described in the official proposals submitted for the $100M Expanded Investment and Performance Fund, by at least five percentage points by 2020. We arrived at this goal by looking at the performance in our sector (81.4% for our sector as of Fall 2014 versus our retention rate for the same period of 80.3%) and the performance of our aspirational peers.

Using the same resource information, we anticipate an increase in our six-year graduation rates from 63.3% (as of Fall 2014) to 69% (as of Fall 2020) and our four-year graduation rates from 44.2% (as of Fall 2014) to 49.8% (as of Fall 2020). SUNY Oswego will also increase the number of advanced certificate programs offered. Please refer to the six submitted official proposal descriptions in Section 1 for additional details on programs, services and initiatives the college hopes to launch with additional funding to increase retention and completion rates.

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

SUNY Oswego remains committed to devoting resources and talented faculty and staff to enhance student achievement in the component parts of retention, persistence, graduation and transfer by allocating institutional dollars and seeking external grants to support the following:

**Academic Probation** - introduced in Fall 2015, this will enable the college to better support students experiencing academic difficulty. With support services added, we will assist students in developing a Success Plan and following the Success Plan each semester in order to recover academically. We
anticipate a dramatic impact on the persistence of at-risk students not only for our new freshmen and transfers but also our continuing students.

**The Student Education Planner** – piloted in Fall 2015 for majors in each of our four colleges/schools. The product will enable advisors and students to begin with a template for each student’s major and customize the four-year degree plan to meet the specific needs of the student, keeping the student on track for graduation and enabling the college to plan for the demand for courses.

**Starfish Early Alert** - provides us with a best-practice tool to identify struggling students early. We are in our third year of using this early alert system that has been embraced by our faculty and staff to identify students who are at-risk academically in real time so we can connect them to resources with the goal of altering the challenges and improving success. Starfish Early Alert has enabled two Student Academic Success Specialists and two Transfer Success Advisors to identify new students who are struggling in their classes and immediately connect them to support services.

In addition to investing in the above initiatives, SUNY Oswego submitted data to SAM for the first time last year to best capture graduation rates, transfer out numbers, and completion rates. We anticipate that over the next five years, our data will show increases in completion rates.

### 7. Graduation Rates

SUNY Oswego’s commitment to increased graduation rates centers on our commitment to improving retention for all students and, in particular, reducing the achievement gap between under-represented minority students and their peers.

**Key activities and initiatives include:**

- Continued implementation of Degree Works and full launch of Student Educational Planner to help students develop and follow a four-year degree completion roadmap
- Continued implementation of Starfish Early Alert
- Creation of an inclusive, holistic Student Success Center that provides industry-cluster professional advisors, dedicated academic advising support and professional development, united tutoring and writing services and student leadership development programs (funds requested in $100M Expanded Investment and Performance Official Proposal)
- Continued commitment to SUNY’s Reverse Transfer and Seamless Transfer initiatives to help increase degree completion

![SAM - Oswego First-Time, Full-Time Students Starting Fall 2008](chart.png)
- Continued institutional investment in and donor support for scholarships that increase access to higher education, study abroad and research for students, in particular under-represented and low-income and/or first generation students
- Continued institutional investment in student research, cooperative education and study abroad experiences that are tied to a four-year degree completion plan
- Continued support for transfer student services including a Transfer Student Center and two Transfer Success Advisors

8. Time to Degree
SUNY Oswego made a public commitment to on-time degree completion as early as 1998 with the establishment of the Oswego Guarantee: the college’s promise to students that the necessary classes will be available to complete a baccalaureate degree in four consecutive years or the college will enroll the student in the needed course or courses tuition-free; the commitment that small classes will be available to encourage discussion and interaction between students and faculty; and our pledge to hold each student’s cost for room and meal plans constant for four consecutive years.

In 2013-2014, the college enhanced the Oswego Guarantee with a $300 Return on Investment (ROI). Starting with the December 2013 graduating class, first-time, full-time students who enroll at SUNY Oswego as freshmen in the fall semester and graduate in four years or less, and meet all other requirements of the Oswego Guarantee, receive the $300 Oswego Graduation ROI. The Fall 2010 first-time, full-time cohort was the first cohort to benefit from the Graduation ROI; this cohort’s four-year graduation rate was 49.5% compared to 48.7% for the Fall 2009 cohort.

2.3 Success

9. SUNY Advantage
In 1861, Edward Austin Sheldon pioneered the Oswego Method of object-based learning more commonly known today as “learning by doing.” Today SUNY Oswego remains committed to providing learning opportunities beyond basic curriculum to support future student success. Currently, we offer robust opportunities for students to engage in applied learning opportunities. However, we are focused on expanding these opportunities to enable all students to engage in at least one form of applied learning before graduation — whether that be research, study abroad, service-learning, community service, internships, co-operative education or civic engagement.

To help make applied learning opportunities possible for all students, including low-income and under-represented minority students, the Oswego College Foundation provides donor funded scholarships to students through the Possibility Scholarship and allocates $75,000/year through the Summer Scholars Program, which enables students to live on-campus during the summer to conduct research with SUNY Oswego faculty.

In addition, to name a few, the college invests tens of thousands of dollars of our own resources to support Faculty-Student Challenge Grants, Student Scholarly and Creative Activity Grants, Rice Creek Field Station Small Grants, the GETGO! Global Experience Travel Grants from Oswego and the Student Travel Grants. Also, through the federally funded Work Study program, the college’s Research and Individualized Student Experiences office partners with the college’s Financial Aid Office to support 10 Undergraduate Research Assistantships per year. The college remains committed to helping all of our students, especially those historically underserved, complete an applied learning experience during their years of study.

10. Financial Literacy
Our Financial Aid Office currently promotes Smart Track financial literacy to all current students as a voluntary resource available for use through myOswego, the college’s secure online presence for students. Our Educational Opportunity Program, individual professors and others are beginning to
recommend the product to students as part of program and classroom activities. As part of student loan exit counseling that we provide to all graduating students, we encourage them to participate in the Smart Track program to enhance their personal financial knowledge and recognize the value of making positive financial choices to avoid financial trouble such as student loan default.

We also provide financial literacy by individual appointments with students and through financial literacy training sessions conducted throughout the year in the residence halls and to all student-athletes. Through collaboration with groups on and off campus, we also provide financial literacy training for students and the community. For example, each year the college partners with Pathfinder Bank to provide “Money Smart” training to local high school and Oswego County BOCES students. The college also provides financial aid application process training to the community (which includes some financial literacy training) in collaboration with most area high schools and some area credit unions.

We require all students and parents/guardians who borrow federal loans to complete online loan entrance counseling that is provided by the Department of Education. This counseling provides excellent information related to borrowing and avoiding default on student loans. The college also provides loan exit counseling to all students upon leaving the college and works closely with the SUNY Loan Service Center and federal loan processors to identify students who are in danger of going into default. If students are identified as at risk, the Financial Aid Office then reaches out to them to help them understand and pursue their options to avoid default.

Our goal is to lower the college’s student loan default rate. Our current rate is already 5%, equal to SUNY’s Sector Target for 2020, which is a good indication of the effectiveness of our financial literacy program.

2.4 Inquiry

11. Total Sponsored Activity

To enhance success for individual faculty sponsored activity, as well as collaborative interdisciplinary granting efforts, a new Associate Provost for Research Development and Administration was hired in August 2014. To increase awareness of suitable granting opportunities, the Associate Provost for Research holds meetings with individual faculty and attends department meetings. The Office of Research and Sponsored Programs (ORSP) is now performing customized external grant opportunity searches and has switched the automated grant search database from PIVOT to SPIN for improved quality and quantity of search results. To improve quality of proposals prior to submission, the Associate Provost for Research Development and Administration is initiating efforts to form department-level grant peer review committees.

Also, the Provost’s Office, ORSP, and the office of Research Individualized Student Experiences collaborate to assure communication among offices, reporting documentation, and accessibility of award and proposal databases.

To enhance monitoring of sponsored activity on campus, ORSP now routinely tracks: Number of Grants Submitted; Number of Grants Awarded; Number of Unique Awardees; Division (i.e., school/college such as School of Business, School of Education, etc., Extended Learning, Graduate Studies, Provost, President); and Grant Classification (i.e., Research, Educational, Departmental and Institutional Support, Public Service).

SUNY Oswego appointed a new director of Research and Individualized Student Experiences (RISE) in December 2014. The new RISE Director’s initiatives for the 2015-2016 academic year include:

- Visiting departments that have been under-represented in Student Travel Grant applications, such as Music, Theater and Business, to discuss and promote more student opportunities.
- Restructuring the architecture and content of the RISE website to make information more
accessible to students across the college and highlight opportunities, such as student Scholarly and Creative Activity Grants and Mini Grants.

12. Student hands-on research, entrepreneurship, etc.
To facilitate the involvement of students in scholarly and creative activity, the college offers awards and stipends, including: a vibrant Summer Scholars Program; a Global Laboratory research abroad program; Quest, an annual undergraduate research symposium; a Noyce Teacher Scholarship program; and several programs funded by the National Science Foundation (NSF) and private sources aimed at increasing participation in research by under-represented groups and first-generation college students (S-STEM, STEP, and Possibility Scholars). To increase the quality of summer research opportunities for students, we are increasing our applications for prestigious undergraduate training funding, including NSF’s Research Experiences for Undergraduates (REU) grants. Two proposals have been recently submitted for NSF review (August 2015). For additional information, please see our response to question number 9 above. SUNY Oswego’s Office of Institutional Research and Assessment works closely with the SUNY System Institutional Research Office to ensure proper reporting of applied learning activity.

To comply with SUNY policy, each SUNY campus submits their respective campus activities (e.g., course offering, enrollment, graduation, revenue, etc.) via the SUNY Institutional Research Information System (SIRIS). A particular file related to the course offerings is called "Term and Section Data Submission" (TSDS), which is reported every semester.

TSDS includes multiple data elements describing courses/sections, such as instruction type (lecture, seminar, internship, etc.), student enrollment, course instructors, etc. Historically, SUNY Oswego has been interested in highlighting courses where opportunities for hands-on experiences are provided to students, but such information could not be accurately curated due to the limitation of TSDS. In 2014, SUNY revised the TSDS to include “Special Section Curricular Attributes” addressing limitation of the system. These attributes additionally describe course content or experiences that set this course section apart from more typical instructional offerings. Although implementation of Special Section Curricular Attributes is not yet required, SUNY Oswego has begun to fully implement the system to understand and promote the importance of the student’s academic experience associated with these opportunities. Attributes include: Service Learning, Research/Field Study, Leadership, Entrepreneurship, Honors, Writing Intensive, Community Service and Civic Engagement.

In addition, SUNY Oswego’s Office of Institutional Research and Assessment (IRA) asks departments to identify courses/sections with global engagement and/or diversity components.

It is important to note that the above system captures student participation in credit-bearing courses. SUNY Oswego students also participate in variety of community-based and hands-on activities outside credit-bearing courses that further enrich their experiences. Historically, the information regarding these activities was scattered across campus, which made it difficult to create accurate reports. In 2014, the Director of IRA led a committee of individuals involved with such programs to create a data collection system to systematically collect and report students’ involvement in community-based projects. As a result, IRA now maintains a centralized depository of data reflecting both required (Athletes, Hart Hall, etc.) and voluntary community involvement activities.

13. Scholarship, Discovery and Innovation
SUNY Oswego faculty scholarship is widely reflected by publications, citations, performances, exhibits, etc. We appreciate that SUNY is going to take a more active role in tracking and supporting this type of scholarship. Over a decade ago, we developed a reporting system and database called Online Faculty Activity Report to gather and track our faculty scholarship. In addition, this fall we developed a similar system to gather and track our strategic plan indicators across all divisions on campus and organized by each of our plan’s five impact areas. Our strategic plan’s indicators and the performances, exhibits, major paper presentations, etc. are all tracked via these systems and reported out annually by the college. SUNY
Oswego would be happy to participate in a System-wide task force focused on developing appropriate
data-collection procedures.

2.5 Engagement

14. START-UP New York and beyond (businesses started / jobs created)
Our commitment to economic growth starts at the top, as our college president serves as the chair of
CenterState CEO and has been very involved in the Central New York Regional Economic Development
Council. Consistent with the vision of those two entities, SUNY Oswego targets critical industries that are
key to strengthening our regional economy and that seek our graduates educated in innovative
interdisciplinary programs. Such targeted industries include advanced manufacturing, prototyping and
new industrial platform technologies, robotics and high-precision technologies, information technologies,
automation control systems, sustainable and green processes, energy-related manufacturing, electronics
and computer software technologies, telecommunications and telemedicine-related technologies.

Our industry partners align with our academic mission to advance research and innovation, and we
educate our students to foster business creation and expansion around our college and region. Specific
areas of alignment include industry collaborative research, technology transfer research, research
publications and patents, fellowships, cooperatives and internships. For example, our Start-Up NY
partnership with Designer Hardwood Flooring — the first of what we expect to be a series of rich
collaborations under Start-Up NY — offers much in the way of business synergies with our campus such
as internship and cooperative education opportunities for our students and collaborative projects with our
faculty.

We are proactively seeking to draw businesses that match our community and campus competitive
advantages, require our unique assets and infrastructure, and will be successful and sustainable for our job
market. The Start-Up NY initiative leverages both human and capital assets of the SUNY Oswego
campus and supports our core mission and goals to engage new partnerships that will contribute to the
educational, economic and social progress of the community, region and state. Such partnerships will
expand higher-impact, hands-on educational experiences for students that include collaborative
assignments, service-learning opportunities, and embedded course projects that are correlated to deeper
learning.

15. Alumni / Philanthropic Support
SUNY Oswego has continued to strengthen and create new opportunities to build upon our culture of
philanthropy and alumni engagement. More than 1,100 alumni returned to campus in June for Reunion
Weekend, participation in Alumni-In-Residence grew by 33 percent this past year, and Alumni Sharing
Knowledge mentors connected to hundreds of current students and to share their professional experiences.

The relaunch of regional programming has so far resulted in 65 new “Laker Local Ambassadors” in their
areas. On November 14, we will reinstate Homecoming, after a 30-plus year hiatus, by inviting alumni
back to campus to engage with the college community during a daylong series of events. This past spring,
alumni sprang into action when called upon and contacted their legislators to voice their support of Invest
in SUNY and are always ready to stand with SUNY and SUNY Oswego.

We have increased the level of alumni support and donorship through targeted fundraising campaigns
such as March Matchness for young alumni, a 24-hour challenge (1,163 donors, including 199 first-time
donors, raising nearly $200,000), scholarships for Greeks, projects for other affinity groups
and an athletics challenge (yielding 139 new donors and more than $125,600 in 2014), all matched by
generous donors and resulting in numerous successes.

Our overall fundraising activities have risen to new heights, and we are clearly within reach of exceeding
our $40 million goal, during the final year of our multi-year fundraising initiative, With Passion and
Purpose: The Campaign for SUNY Oswego. The campaign priorities for With Passion and Purpose, far
reaching into every corner of the college are threefold: 1) Build an endowment that invigorates our
intellectual environment, 2) Increase and diversify scholarship funds, experiential learning opportunities and student success programs and 3) Sustain day-to-day excellence through support for The Fund for Oswego.

Our Campaign fundraising focuses on the areas of strategic importance to the college, our programs and our students. For example, we have nearly doubled the size of our planned giving Sheldon Legacy Society to 150 members, created 55 new student scholarships, established the college’s first endowed chair, instituted several excellence funds for academic programs and secured two multi-million dollar gifts to name two campus buildings, including a $7.5 million gift, the largest private gift in college history.

Leading up to and since the public launch of the campaign on October 16, 2014, our endowment has grown to more than $27.6 million, and we’ve raised more than $36 million in private support. The success at SUNY Oswego directly supports and coincides with SUNY’s system-wide, multi-year target of $5 billion by 2020-2021. The Power of SUNY initiative has a collective vision for making New York the best it can be and embraces the special roles of public universities. At Oswego, we are opening our doors wide to provide an exceptional college education for a diverse community of talented students for now and generations to come and partnering with our alumni, friends and supporters to provide a philanthropic margin of excellence.

### 16. Civic Engagement

SUNY Oswego students participate in variety of community-based and hands-on activities outside of credit-bearing courses that further enrich their experiences. As described above [13. Scholarship, Discovery and Innovation] the college recently launched an effort to systematically collect and report student involvement in community-based projects. As a result, we now have a centralized depository of data reflecting both required and voluntary community service involvements.

Among the many activities in which our students participate are: Rock the Vote to encourage student voter registration and involvement in elections and political process, Project Serve to bring student volunteers into the community to work on high-impact projects, Volunteer Income Tax Assistance in which accounting students help file 350 tax returns for low- and moderate-income households and the Campus-City Relations Committee that sponsors student and community focused programs and events throughout the academic year. Additionally, student organizations get involved in other civic activities such as Zeta Beta Tau Fraternity’s participation in running the Great Pumpkin Festival in Oswego and WTOP-10 TV, the student-run television station, broadcasting the Oswego Mayoral Debate and the sold-out Al Roker ’76 Book Reading event for which 600 campus and community members tuned in.
17. Economic Impact

Oswego has an RFP out to update economic impact data from 2009, which indicated that spending by students, faculty and staff and by the college and our affiliated agencies had an economic impact of $345 million on the seven-county Central New York region and injected nearly $428 million into New York state’s economy — an exceptionally good return on the state’s net appropriation of $55 million dollars. That report showed that the college’s financial activity — the goods and services purchased by people connected with us — generated over 5,300 more jobs in the business community of our region.

The new study will measure:

- Business volume, employment, and government revenue impact of the university’s operations;
- Economic and social impact of SUNY Oswego’s students, employees and alumni;
- Total value of services provided by SUNY Oswego to businesses throughout the region and state;
- New business venture formation and enterprise growth, employment, and government revenue in New York state; and
- Economic impact of visitors who attend conferences, sporting, student, cultural and alumni events.

The research and analysis will assist SUNY Oswego to better understand our economic and social merits, particularly as they drive policy, program and fiscal decisions. Specifically, we plan to be more data-driven in our decision-making; improve our financial sustainability; improve our branding and marketing; provide a more transformational experience for our students; and become a highly collaborative and engaged education ecosystem.

The college also supports a number of other civic activities, including the Small Business Development Center, the Workforce Development Board, Leadership Oswego County, entrepreneurial training programs, Retired Senior Volunteer Program and a variety of other community-based partnerships and initiatives.

Section 3: Conclusion and Expected Impact on your Campus

Last year, SUNY Oswego launched our new strategic plan: Tomorrow: Greater Impact and Success - a plan consonant with the bold vision of SUNY and in direct alignment with SUNY Excels’ priority areas of access, completion, success, inquiry and engagement.

The introduction of our strategic plan states, “We foster intentional learning and ethical development that prepare our students and graduates to contribute intellectual capital, skills and understanding to the world in their personal, professional and civic lives. Our faculty, staff and students collaborate with each other and external partners to explore the frontiers of knowledge, producing new insights and productive applications. In partnership with communities near and far, we participate in concerted initiatives for sustainability, humanitarian service, and positive economic and social change. We build institutional strength through our commitment to access and growing diversity, our intellectual curiosity and technological adaptability, our stewardship of abundant and stable resources and our well-conceived and maintained academic facilities and residential community along the inspiring shore of Lake Ontario.”

Summary of Goals

At Oswego, we have a firm grasp of our purpose and promise; we are prepared to continue to advance and excel. We are committed to our goals; to demonstrating our impact. We:

- Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring and provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.
• Plan for, recruit and retain a highly diverse, prepared and talented student body and encourage critical thinking, leadership, synthesis of knowledge and motivation to live active, engaged lives.
• Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective. Our programs will provide high-impact, inspiring and transformative learning experiences.
• Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution and implement robust and creative professional development activities readily accessible to all faculty and staff.
• Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.
• Elevate and support productive external partnerships.
• Integrate and embed arts, athletics and recreation offerings in the community and widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.
• Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.
• Solicit and obtain robust private support as well as extramural funding for sponsored projects.
• Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement and conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.
• Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.

Projected Outcomes
Meeting the goals described throughout this document and within our strategic plan will advance SUNY Oswego and demonstrate our full relevance and value. By achieving our goals, we will substantially increase first- and second-year student retention and graduation rates, diversity in people and experiences, scholarships available to students in need and sponsored research activity. Continue to expand applied learning opportunities and research partnerships. Broaden and strengthen community and industry partnerships that provide our students opportunities to learn, apply knowledge, gain skillsets and advance and, in return, are mutually beneficial and satisfying to our partners.