# SUNY Excels 2015 Performance Improvement Plan  
**Attachment 1: Narrative Template**

## CAMPUS INFORMATION

<table>
<thead>
<tr>
<th>Campus:</th>
<th>State University of New York College at Plattsburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>President:</td>
<td>John Ettling</td>
</tr>
<tr>
<td>Chief Academic Officer:</td>
<td>James Liszka</td>
</tr>
<tr>
<td>Chief Financial Officer:</td>
<td>John Homburger</td>
</tr>
</tbody>
</table>
SECTION 1: CAMPUS ALIGNMENT WITH SUNY EXCELS (THE FRAMEWORK FOR THE POWER OF SUNY 2020) AND SUNY'S OVERALL FOCUS ON COMPLETION.

1.1 Introduction

SUNY Plattsburgh recently celebrated its 125th anniversary. Founded in 1889 as a normal school for the education of teachers, it was incorporated into the SUNY System in 1948. As a comprehensive liberal arts college, we offer more than 60 baccalaureate programs and 16 masters or certificate programs. The college’s largest undergraduate programs include biology, business administration, communication studies, criminal justice, education, nursing, and psychology.

The combined enrollment for the main and branch campuses for fall 2015 is approximately 5,724 including 5,383 undergraduate students and 341 graduate students. Just over 90 percent of the student body comes from New York State; three percent of SUNY Plattsburgh students come from 24 other states, and six percent are international students from nearly 70 other countries. This year, the college enrolled some 990 first-time students and 540 new transfers; nearly 93 percent of undergraduate students attend fulltime.

Women students continue to outnumber men 58 percent to 42 percent, and just over 19 percent of all students identify themselves as Black/African-American, Hispanic/Latino, Asian-American, American Indian, Alaskan, or Native Hawaiian/Other Pacific. Most SUNY Plattsburgh students come from the eastern-most counties of New York State (especially Clinton, Essex, and Franklin counties) as well as from the Capital District (Albany) region, mid-Hudson Valley, New York City and Long Island.

The Middle States Commission on Higher Education initially accredited the college in 1952. MSCHE officially reaffirmed accreditation for SUNY Plattsburgh for another ten year period in 2012.

The faculty and staff in our academic and student support programs are and have been essential in the recruitment of students to campus and improvements in our retention efforts and graduation rates. There are 292 full-time and 170 part-time faculty. Of the full-time faculty, 160 are men and 132 are women; 16 men and 14 women are members of protected minorities. Most full-time teaching faculty hold a doctoral or terminal degree. Many faculty members involve students in their own research, listing them jointly on publications, as participants in exhibitions and performances, or as presenters at professional conferences. There are 25 administrators/managers and 279 professional staff. Clerical and maintenance staff and graduate assistants bring the total number of college employees (full-time and part-time) to 1,110.

1.2 Mission/Standing

Our mission is all about student success: “SUNY Plattsburgh is a public, comprehensive college that prepares students for academic, professional and personal success.” Among those things we value:

- Student-centered education
- Academic excellence
- Diverse people, experiences and ideas
- Critical inquiry
- Community and civic engagement
- Integrity, civility and collegiality
- Environmental sustainability
- Affordability and value
- Stewardship of resources
- Freedom to speak, think and write

In the greater Plattsburgh community, SUNY Plattsburgh is recognized for its teacher education, nursing and neurobehavioral health programs. It also has a high demand/high need communication disorders and speech pathology program. Our location adjacent to Lake Champlain and the Adirondack Park provides many research and field opportunities for the Center for Earth and Environmental Science, including the Lake Champlain Research Institute. The Expeditionary Studies program at both the undergraduate and graduate levels also takes advantage of the College’s location in the Adirondacks. The School of Business and Economics is AACSB accredited and resides in new, state-of-the-art facilities. Our proximity to Canada also affords many opportunities for the Center for the Study of Canada to provide lectures, events, and other programs related to Canada. All of these programs are recognized for high quality and depth. SUNY Plattsburgh continues to be a major provider of cultural events in Northern New York from hosting touring groups to student/community performances in theatre, music and the arts.
1.3 Program Mix/Centers/Distinct Programs or Activities

1.3.1 Program Mix

SUNY Plattsburgh offers over 60 degrees in arts, sciences, humanities, social sciences, and professional fields in business, health, and education. Among the high needs areas recognized by SUNY, we offer programs in business and finance, healthcare--such as nursing and communication disorders--information technology, including computer security and healthcare informatics, biochemistry, and a pre-health professions program linked to articulation agreements with medical schools and schools of pharmacy.

We also offer graduate programs and certificates in education, student affairs counseling, professional science, speech pathology, and clinical mental health.

We are nearly complete with our OPEN SUNY readiness assessment, and we will be offering our fully on-line programs—the R.N.-to-B.S. nursing program and a master’s in expeditionary studies. SUNY and SED are currently reviewing a proposal for a master’s in fitness and wellness, which would also be delivered fully online, and a hybrid program for a master’s degree in nursing practice.

1.3.2 Centers

The Center for Neurobehavioral Health provides a number of clinics and services to the community. These include the Alzheimer’s Disease Assistance Center, Autism Intervention Programs, Caregiver Support Groups, Eastern Adirondack Health Care Network, Neuropsychology Clinic and Psychoeducational Services, Northeastern New York Community Services Program, Third Age Adult Day Center, and Traumatic Brain Injury Center. In addition, the center provides internship and other applied learning opportunities for students.

The Center for Earth and Environmental Sciences houses a number of environmentally related academic programs, including environmental science, environmental studies, ecology, and geology programs. It also houses The Lake Champlain Research Institute, which conducts studies on the Lake Champlain watershed, and outreach to local communities. The Institute works with the University of Vermont under a NOAA Sea Grant. The center has both remote sensing and GIS, Ecosystem Studies Field Laboratory, as well as an environmental chemistry laboratory. It has a collaborative agreement with the Miner Institute that includes joint research projects, and internship and field study opportunities for students, including housing on their campus.

The Center for the Study of Canada and the Institute for Quebec Studies take advantage of our close proximity to Canada and the opportunities these afford. Many of its programs, research, and outreach are funded through the Canada-U.S. Fulbright program, the American Council for Quebec Studies, and other federal and Canadian sources. It is one of five prominent centers for Canadian studies in the U.S. Among its outreach programs include the Distinguished Canadian Address, the Fulbright Visiting Research Chair, the Canada Speaker Series, K-12 Initiatives, and the Youth Ambassadors Program.

The Center for Diversity, Pluralism and Inclusion offers a number of courses that help educate students on matters of race, ethnicity, gender, socio-economic class, and related matters, as well as provides professional development for faculty. Additionally, the program brings speakers, films, and other events of interest, related to diversity issues.

The Center for Public Service serves as an umbrella for a number of programs and organizations on campus that provide community outreach, student volunteerism, and other applied learning opportunities.

1.3.3 Plattsburgh State Art Museum

The museum, with its concept of a “museum without walls” has become an open visual art resource for the North Country, and for the state. It is comprised of over 4,600 art works in several permanent collections, ranging from antiquities to contemporary art. It includes the renowned Rockwell Kent Gallery, which houses much of his artwork. Besides the main gallery and the sculpture garden displayed throughout the campus, it also houses the Nina Winkel Sculpture Court.

1.3.4 K-12 related programs

SUNY Plattsburgh is working with K-12 schools on a number of education-related projects. North Country THRIVE, which is chaired by President John Ettling, is a cradle-to-career program with the goal of preparing children in the region for school and academic success. The afterschool program Project
CONNECT in the Plattsburgh City School District provides field experiences for education program students. The Teacher Resource Center provides vital resources for K-12 teachers in the region. The region’s New York State Master Teacher Program is housed at SUNY Plattsburgh. Our branch campus, which is located on the SUNY Adirondack campus, offers a number of graduate certificate programs for K-12 administrators and teachers and has successfully completed four Strengthening Teacher Leader Effectiveness Grants with area districts over the past three years. Faculty at the branch campus have also implemented three Family Resource Centers at regional P-12 districts and have provided P-12 educators and administrators essential professional development on curriculum development, pedagogy, and assessment.

### 1.3.5 Distinctive Academic Programs

Our programs with the strongest reputation include nursing, which consistently has nearly a 1000 students applying for 55 seats each year; communication disorders and speech pathology; and, accounting program, which has an excellent reputation for student success and job placement. Our highest demand programs include Nursing, Biology, Psychology, Criminal Justice, Communication Studies, Business Administration, among others.

Our niche programs in expeditionary studies and fitness and wellness are in a growing field of interest. Our location on Lake Champlain and the Adirondacks offers students unique learning opportunities, including field work and study of the region’s ecosystems. Our proximity to Canada provides many opportunities for the study of Canada, international relations, and the French language. The Center for Neurobehavioral Health provides excellent opportunities for students in psychology, mental health counseling, nursing, and other related disciplines.

### 1.3.6 EOP Program

We have one of the most recognized and successful EOP programs in the SUNY system. We currently serve 240 students. Thanks to our excellent staff, the retention and graduation rates for the EOP exceed the general student population.

### 1.3.7 Applied Learning

One of the goals for our strategic plan is to increase opportunities for experiential or applied learning. We are making good progress on this goal. During the 2014-15 academic year, the list of applied learning opportunities included:

- 404 internship experiences, with over 23,000 internship hours
- 130 musical and dramatic performances
- 200 undergraduate research experiences
- 150 student research presentations
- 41 student publications
- 139 study-away experiences
- Nearly 290,000 total hours in field work, clinicals, practicum, or student teaching

### 1.4 Post-Graduation Success

SUNY Plattsburgh has had limited success in collecting accurate data on job attainment of our graduates that will assist us to preparing our students for employment after college. Recent surveys of graduates have proven less successful due to decreasing response rates. We are hopeful that SUNY’s effort to negotiate an MOU with the New York State Labor Department will assist us to better track the job attainment of our graduates.

At the same time, our Institutional Advancement Office is researching ways to utilize/track employment information of our graduates on the social networking site LinkedIn. This will supplement data submitted to us directly from our alumni and collected from alumni surveys along with information provided by the Alumni Affairs Office and the Career Development Center.

### 1.5 Alumni/ Philanthropy

The alumni at SUNY Plattsburgh are tremendous advocates for their alma mater. During the 2014/15 year, the Plattsburgh Alumni Association Board of Directors confirmed three strategic areas for ongoing focus in their effort to engage alumni in the life of the college: career networking, annual giving, and admissions.
In the area of career networking, the Alumni in the Classroom Experience completed its second year, since being established in 2013/14, with 25 alumni returning to campus to mentor and teach over 2,600 students in 13 different academic departments.

Additionally, 35 alumni participated in the Educational Opportunity Program CareerEdge Weekend and the Pre-Law CareerEdge Day during Homecoming ’14 weekend. The CareerEdge program features alumni panels consisting of leaders in the respective fields. Alumni share career and life experiences with current students and matches are made for ongoing networking and mentoring opportunities. The EOP CareerEdge Weekend is an intense two-day career development “boot camp” which covers everything from etiquette, professionalism, interpersonal effectiveness, interviewing skills, resume building, branding, social media and mock interviews.

The Distinguished Visiting Alumni Program is a two-to-three day program featuring highly successful alumni who are invited to campus to share their careers and life experiences with students, faculty and the community. The program features several visitations to specific classes, a keynote address which is open to the public, and meetings with faculty and key student leaders. The spring 2015 Distinguished Visiting Alumni connected with 200 students.

Twenty alumni participated in a student recruitment program which connected them directly with prospective students who were admitted and considering whether or not to attend SUNY Plattsburgh. The alumni were matched, by major, with students interested in the same course of study.

The Feed the Bird annual giving campaign was launched in spring 2015. Key leadership in the Alumni Association reached out to their peers and encouraged them to support their alma mater. The effort was hugely successful and secured over 300 new alumni donors. Reunion, Homecoming and regional events attended by over 3,022 alumni and friends of the college also experienced an intentional increased emphasis on the importance of annual giving.

1.6 Strategic Plan / Excels Goals

The Strategic Plan (2013-2018) for SUNY Plattsburgh (called the “Campus Plan”) integrates a traditional academic plan with a strategic one. The plan established a new mission and vision statement and identified six strategic priorities. The mission statement represents the core of our ethos and values: “SUNY Plattsburgh is a comprehensive university that prepares students for academic, professional, and personal success.” The goals of the plan are:

- Strengthen Support for Student Success
- Promote Teaching Excellence
- Expand Opportunities for Experiential Learning
- Build Our Community Connections
- Increase Global Experiences and Multicultural Competencies
- Cultivate a Culture of Continuous Improvement

Subcommittees drafted action plans in support of each strategic priority. These plans contain concrete actions that will help the college reach its goals. The president, provost and vice presidents continue to work with stakeholders to shape and integrate these action plans into the work of the college.

Our new strategic plan is well-aligned with the Power of SUNY and SUNY Excels. The metrics used for our mission and strategic plan are identical or equivalent to many of those in the SUNY Excels template (See our Campus Plan Assessment template at http://www.plattsburgh.edu/files/215/files/campus-plan-assessment-template-2015.pdf. Thus, the focus of actions and initiatives being taken on our new strategic plan are aligned with access, completion, success, and engagement, as defined and measured in the SUNY Excels template. In particular, our strategic plan goals of increasing experiential learning opportunities, multicultural competencies, and supports for student success, mirror those under the rubric of Success in the SUNY Excels Template. Our strategic goal of Building Our Community Connections parallels the rubric of Engagement. Indeed, one of the six goals of our 2013-18 strategic plan is “Cultivating a Culture of Continuous Improvement” www.plattsburgh.edu/files/215/files/campus-action%20plans-final-5-2013.pdf (pp 38-39), which is one of the goals of the entire SUNY Excels project.
As indicated in Section 2 of this report, we have set targets for many of these goals, as measured by the following principal indices: graduation rates, retention rates, enrollment, time-to-degree, and applied learning counts.

1.7 Environmental Factors

Although our location in a rich ecological system, near the Canadian border, is an asset, our rural setting also creates challenges in student recruitment and enrollment, particularly in a time when more and more students tend to enroll in colleges closer to home. High school student populations in New York have been declining over the last five year by 2.85%, from 2,654,700 in 2008-09 to 2,579,011 in 2012-13. High school populations in our local region, where we draw most of our enrollment, have declined even more significantly, with Clinton and Franklin counties dipping by 7.7%, and Essex by nearly 7%. As a result of the decline, the percentage of students enrolling from these counties at SUNY Plattsburgh has dropped precipitously by about 17% or more. Because of this, we have faced the challenge of recruiting from city centers, more remote from our campus, such as New York City and Long Island. We have been seeing higher percentages of students enrolling from those areas. However, the gains there have not offset the losses in our local region. Thus, our task is to attempt to increase the yield from the more populous areas of NYC and Long Island.

This picture is also complicated by a significant decline in transfer students from community colleges. This has created more competition among the SUNY campuses for the relatively flat number of applicants to the SUNY system. This is also complicated by the fact that some of the more prestigious campuses, such as SUNY Binghamton, are increasing their undergraduate enrollments. The result is that any one applicant is receiving more acceptances, hence more choices than ever before.

Additionally, we have seen a decline in our graduate enrollments. SUNY Plattsburgh has been known for its education programs and offers a number of graduate programs in education. Because of the combination of job loss and declining interest in education among students, we have seen a significant decline in enrollment in our graduate education programs, consistent with other locations across the state.

SUNY Plattsburgh is committed to increasing our enrollment through a number of strategies. As mentioned, we are doubling our efforts in the New York City and Long Island market through a number of initiatives. This includes:

- Partnering with community-based organizations in NYC, which assist students in the schools prepare for college and assist with applications and placements.
- Expanding our very successful EOP program,
- Doubling our efforts at retention, consistent with our strategic plan. We will be focusing on initiatives for lower-income, less prepared students, not served by the EOP program, and looking to our sophomore to junior retention rates.
- Strategically developing new academic programs, particularly for on-line graduate programs, targeted at working professionals; and
- Looking into the possibility of completion degrees, through the establishment of an Extension Center at Hudson Valley Community College, and expanding our offerings at our branch campus in Queensbury.

1.8 Investment Fund

SUNY Plattsburgh has received approval to submit four official proposals for the Expanded Investment and Performance Fund. Three of the proposals submitted would complement each other in SUNY’s access and completion strategic initiatives as noted in the previous section.

The first proposal would establish a collaborative partnership between SUNY Plattsburgh and several community-based organizations (CBO) in New York City to increase the access and completion rates of at-risks students from metro New York. The project would build a system of integrated services to leverage college resources with the knowledge, relationships, and skills of CBOs on behalf of students. Project goals are to increase the enrollment by 50-75 students annually by attracting more first-time, full-time students; improving fall-to-fall retention; and enhancing the six-year graduation rate.

The second official proposal is to increase our total EOP enrollment to 275 students annually, which represents an increase of 35 students to our current approved annual enrollment. SUNY Plattsburgh EOP
receives 2,500+ applications each year. Our EOP program has an excellent record of success. The retention rate for first-year-EOP students is currently 91 percent while the average six-year EOP graduation rate over the last six years is 58.5 percent (graduates from SUNY Plattsburgh) and 65 percent (graduates from any SUNY campus). Expansion of our program through an enrollment increase is not a one-time endeavor. It will require a commitment from the Office of Opportunity Programs to approve the total enrollment figure of 275 and provide funding at this new level.

Thirdly, we proposed to move the EOP and Student Support Services programs to Macomb Residence Hall, which is centrally located on campus. The campus has the capacity in our residence hall system to reallocate space to these programs. The other benefit is that EOP currently uses one of the residence halls every summer for its summer institute. There is a possibility that we would create a future summer bridge program for other students that would also utilize this same residence hall. Having co-located, enhanced office space and student service space for EOP, Student Support Services (SSS) and the proposed CBO initiative in a renovated residence hall, will maximize accessibility of support services and create natural synergy and collaboration among these programs.

The fourth proposal is in collaboration with SUNY Oswego, Oneonta and Cortland, for funding to develop an innovative pedagogy to enhance applied learning, increase community and civic engagement and foster student retention and achievement. If approved, the grant would be used to build a sustainable practice of the common problem pedagogy on the four campuses, and to disseminate throughout the SUNY system, with the hope of attaining some national recognition. This would involve a cycle of training, course implementation, and mentoring of new faculty by veterans of the pedagogy.

SECTION 2: SPECIFIC SUNY EXCELS PRIORITY AREAS AND METRICS

2.1 Access

2.1.1 Full Enrollment Picture

Our plan moving forward is, first, to stabilize overall student enrollment that has dropped over the past five years and, second, to rebuild enrollment to appropriate levels through a number of initiatives, targeting both new and traditional student populations. This involves three coordinated strategies:

1. **Strategic enrollment.** This fall, we created an Enrollment Management Unit within the Division of Business Affairs focused on boosting applications and increasing our yield. We have put together our best staff from enrollment management, student marketing, and financial aid to develop specific actions in this regard. These include:
   a. Enhancing yield in high application regions. Our highest application numbers occur in the North Country counties, and New York City (see section 1.7 for the analysis). Although we have a large number of applications from the New York City boroughs, the yield rate is significantly lower than other regions.
      i. We have devised a better financial aid package for our North Country region students we believe will increase yield among these applicants. This includes a package for strong performing students that guarantees no tuition cost through a combination of college scholarship, TAP, and Pell support.
      ii. In regard to New York city, we have devised three specific plans:
         1. Placement of a full-time, 12-month recruiter in New York City;
         2. Enhancement of scholarship/financial aid packages targeting NYC students;
         3. Development of stronger working relationships with community-based organizations in the city. Getting SUNY Plattsburgh on their agendas will be helpful to our enrollment.
   b. Continue with the most effective enrollment strategies for other regions, particularly Long Island and the Capitol region.

2. **Retention.** One goal in this effort is to better integrate student and academic support services. Our VP for Student Affairs will lead a team from residential life, EOP, student advising, the learning center, and other staff to target certain student populations that have shown patterns of attrition, and to develop strategies and actions for improvement. These will likely be special admits to begin with, and retention directed toward freshmen to sophomore transitions. A second goal is seeking permission to increase our EOP enrollment by 35 more students annually, bringing it to 275
students. We have a very effective EOP program. Students who enroll in the EOP program retain and graduate at a very high rate. Thus, enrolling students in the EOP program will increase retention.

3. **Academic program development.** This involves a two-pronged strategy, the first will work to get students to want those programs we currently have, the second to develop new programs that students want. In regard to the first strategy, we aim to:
   a. Redesign our website with student marketing in mind. This project is scheduled to be completed by September 2016;
   b. Enhance departmental web pages for marketing purposes;
   c. Develop stronger marketing strategies for our high demand/ high quality programs, that will distinguish them from competing programs in the SUNY system;

In regard to the second strategy of developing new programs, we are:
   a. Advancing a new Master of Science degree in Business Analytics and a Bachelor of Science degree in Robotics. A new Bachelor of Science Degree in Biomedical Sciences has been approved at the campus level and is being finalized for submission to SUNY for its review.
   b. Complete a market analysis to identify new program development that makes sense for a comprehensive college in our location;
   c. Complete the Open SUNY readiness program (which will be complete this October) and put into place two on-line programs: a R.N. to B.S. in nursing program, and a master’s in expeditionary studies (a niche program);
   d. Target two new student populations – working professionals and people looking to complete their undergraduate degrees. Both will likely require the development of on-line programs.

   With respect to working professionals, as mentioned above, we will offer two on-line programs through Open SUNY – the R.N. to B.S. and the master’s degree in expeditionary studies (adventure and outdoor management). We are currently in the process of obtaining approval for a hybrid master’s in nursing practice and a fully on-line degree in fitness and wellness management.

   With respect to degree completers, we aim to:
   i. Work through our branch campus (SUNY Plattsburgh at Queensbury) to expand completion programs in areas that demonstrate student demand. We have recently put into place a R.N to B.S. nursing program there for working nurses in the area.
   ii. Apply for an extension center at Hudson Valley Community College so we can offer a psychology completion degree and expand offerings in criminal justice at HVCC. We have met with administrators from HVCC who have invited us to offer such a program there, based on high demand from their currently enrolled students.

### 2.1.2 NYS Residents Served by SUNY

The majority of students attending SUNY Plattsburgh have always been from New York State. This year, nearly 84 percent of the students enrolled are NYS residents, and approximately 27 percent are from the local counties surrounding the main and branch campuses.

We have undertaken a number of new initiatives to boost our enrollment of NYS-based students as discussed in the previous section. This includes efforts to recruit more from our local counties, but also from New York City. In addition, SUNY Plattsburgh is also seeking Performance and Investment Funds from SUNY to increase its EOP enrollment by 35 more students annually bringing it to 275 students, which will allow the college to provide more access for an already robust EOP applicant pool — 2,500 applicants on average each year. We also expect that our future agreement with community-based organizations in New York City will assist the college in recruiting more minority NYC high school students and help us in our retention efforts with these students.

SUNY Plattsburgh is collaborating with Clinton Community College in its creation of an Advanced Manufacturing Institute. SUNY Plattsburgh and its Global Supply Chain Management faculty will work with Clinton Community College to provide students with the necessary skills to obtain a career in the advanced manufacturing field.
The North Country THRIVE Program has moved to SUNY Plattsburgh. In addition to working with the high school districts in our local region, we will expand the AIME (Assembly Industry, Manufacturing & Education) program by increasing access to recent high school graduates and recently unemployed target groups and utilize the Cradle through Career Alliance that serves StriveTogether partnerships in New York State. This should increase access for NYS students and support our region’s offerings (new certificate programming, new degree programs and employment). This will require programming driven to support millennials and their needs by providing support for FAFSA completion, admissions support, and career development.

2.1.3 Diversity
Increasing multicultural competencies is one of our principal goals in our new strategic plan, and much of this hinges on having a diverse student body, faculty, and staff. Given the demographics of the North Country, this goal is more difficult to attain through local student enrollments than in most urban or heavily populated areas. The percentage of diversity in our student body far exceeds the percentages in the region. Our current efforts in recruitment both at the state and the international level have been successful in increasing our student diversity during the last five years to where under-represented students make up 20% of enrollment.

One effort that assists greatly in our diversity initiative is our very successful EOP program, which graduates students at a higher rate than the general student population. While the EOP program is not restricted to minority students, our program tends to attract these students. Our EOP program was recently approved for an enrollment increase to 240 students each year – the vast majority who are currently under-represented, first generation students.

The diversity in our faculty and staff ranks is very low (less than 6% of the 1,119 people employed) even though we have undertaken numerous advertising and recruitment efforts. While SUNY Plattsburgh has a broad diversity policy, we will modify our existing policy to incorporate many of the recommendations in SUNY’s new Diversity, Equity and Inclusion Policy, including:

- Naming a Chief Diversity Officer who will work with all campus offices to elevate inclusiveness and implement best practices prior to March 2016;
- Establish a comprehensive strategic diversity plan to address student recruitment, retention and completion strategies; administrative, faculty, and staff recruitment and retention strategies; and an evaluation/assessment component.
- Placing added emphasis on diversity in our searches for new faculty and staff.

2.1.4 Capacity
Our highest demand programs include:

- Nursing (430)
- Psychology (407)
- Communications (372)
- Business Administration (346)
- Criminal Justice (328)
- Biology (310)
- Accounting (193)
- Communication Disorders (163)
- Hotel Restaurant Tourism Mgmt (162)
- Computer Science (143)

Among these programs, those with the greatest growth in the last 5 years have been in:

- Accounting (64.8%)
- Nursing (50%)
- Biology (40%)
- Computer Science (25%)
- Communications (21%)
- Criminal Justice (14%)

Most of the high demand programs have had little capacity as indicated by the ratio of majors to full-time faculty (the average for the campus is 21 to 1). As a result we have attempted to redress this problem by reallocating resources to those programs that have high demand, exhibit growth potential, but have low capacity, as indicated by ratios of majors to full-time faculty. Subsequently, we have decreased these ratios in targeted departments to reasonable levels in order to increase capacity, and allow continued growth. These include:

- Communication disorders (29 to 1)
- Computer Science (29 to 1)
• Accounting (28 to 1)
• Psychology (25 to 1)
• Biology (24 to 1)

However, there are some programs that still have little capacity, but potential for growth:
• Business Administration (80 to 1)
• Nursing (44 to 1)
• Criminal Justice (41 to 1)
• Hotel Restaurant Tourism Mgt (40 to 1)
• Communications (37 to 1)

We are devising plans to reallocate resources towards these programs. In the case of nursing, we have supplemented our delivery potential through an online R.N. to B.S. program, a similar program at our Branch Campus in Queensbury, and through a 3+1 agreement with Clinton Community College, whereby required basic courses and clinicals will be delivered by Clinton and senior courses by SUNY Plattsburgh.

2.2 Completion

2.2.1 Completions

As discussed in section 2.1.1 above, we have three strategies for enrollment stabilization and growth, which also factor in degree completions: devise strategies that result in more yield from our high application regions such as the North Country and New York City; initiate actions that will enhance retention; and develop new academic programs, particularly those that will be targeting working professionals and degree completers.

Our strategies for increasing yield to application rates in our high application regions has been discussed in section 2.1.1, and need not be repeated here.

In regard to our retention efforts, our six-year graduation rates over the last five years have climbed from about 57.5% to 61.1%. Our transfer graduation rate is somewhat higher at 63.8%. Our plan is to continue increasing these graduation rates with a goal of 64% by 2020 for first-time, full-time freshmen. Our first year retention rate for first time, full-time students has stayed steady over the last five years of around 81%. Our goal is to increase that by 1% over the next five years.

One of the goals of our strategic plan is to better integrate academic and student support services to increase retention. Last fall a special committee established a set of action plans for this particular goal, www.plattsburgh.edu/files/215/files/campus-action%20plans-final-5-2013.pdf (pp.2-4). To date, a gap analysis, devised by The Education Advisory Board, has been used to identify strengths and weaknesses in our current efforts, and analyses are being conducted to determine where effort and resources would have the most impact on retention, persistence, and graduation rates. As discussed in section 2.1.1 above, we are now taking steps with newly constituted committee, with staff across divisions, to analyze data and target sub-populations that have significant retention issues, and devise actions to remedy them.

We are particularly proud of the graduation rates for our African-American students who, based on national trends, tend to have lower graduation rates than their white student peers. In a 2012 study, the Education Trust ranked SUNY Plattsburgh among the top 25 public colleges across the nation for closing the graduation-rate gap between African American and white students www.plattsburgh.edu/about/profiles/students/gap.php. Our excellent EOP operation, our Student Support Services (SSS) organization, and other efforts, will help to continue this trend in the future.

A second strategy is to develop new academic programs that will increase enrollments, as discussed in section 2.1.1. We will focus primarily on on-line graduate programs that are directed to working professionals. Currently, we have two such master degree programs in the approval process: nursing practice and fitness and wellness, both in high-demand areas. We are also looking at degree completion programs, targeting those who have finished a number of credits toward the degree, but have stepped out for various reasons. Part of this strategy is to expand our extension site at Hudson Valley Community College into an extension center in order to offer a baccalaureate in psychology for HVCC students. We are also looking into new completion programs at our Branch Campus at Queensbury.

A third strategy is to develop baccalaureate, post-baccalaureate and post-master’s certificate programs for working professionals or for our baccalaureate students who may be interested in adding to their
credentials. Many of our minors can be converted to such programs, but we are also considering new certificate programs as well.

Time-to-degree is another important factor in degree completions. The longer delay in time-to-degree, the less likely a student will persist, primarily due to financial considerations. Our strategies for time to degree are discussed below in Section 2.2.4.

2.2.2 Student Achievement/Success (SAM)

SUNY Plattsburgh submitted data to SAM for the first time last year. We support the use of this measure to get a fairer and more accurate measure of a college’s contribution to students’ completion and graduation rates, regardless of where they complete their degree.

Since IPEDS measures graduation rates currently based only on first time freshmen cohorts, this does not recognize a college’s contribution to those students who may transfer out of the original college and graduate elsewhere, nor does it recognize those students who transfer in and complete a degree successfully. The fact that students who transfer out succeed elsewhere, is an indication of good preparation on the part of their initial college choice. As to students transferring in, the receiving college certainly contributes to the success of students completing their degrees at that institution.

Thus, there are three major things that a college can do to contribute to their SAM score. Our current rate as of fall 2013 is 79.2%, which has increased over the last few years. First, for students transferring out, it is important to lay the educational groundwork for students in terms of general education and the basic courses needed in their majors, assuming they have selected a major. Second, for those students transferring out, it is important that they complete their degrees in a timely fashion. Delayed time-to-degree is a significant factor in stop-out and, eventually, drop-out rates for students. Third, for those students transferring in, it is important to provide them the support needed for their success, including good orientation, advising, and other learning resources needed to see them through the transition and the completion of their degree in a timely fashion.

In regard to general education, we are engaged in the following:

- A revamping of the assessment of general education to get a better idea of strengths and weaknesses in the program;
- The addition of an assistant director in the Center for Teaching Excellence who focuses on science education, which has been one of areas in the general education program where students struggle the most;
- Coordination with our Center for Teaching Excellence to address best pedagogies for teaching general education courses;
- The piloting of experimental courses (“Gateway” courses) for incoming freshmen in general education, which focus on the sense and purpose of general education, beside whatever course content is being taught.

The assessment aims to improve instruction and student performance particularly in areas of written communication, science, and mathematics. This process will continue to ensure that students receive a good liberal arts foundation.

In regard to time-to-degree, SUNY Plattsburgh’s participation in the SUNY Pathways program has ensured that our programs offer the fundamental courses needed for degree completion in almost all of our degree programs, and will assist students who are transferring out with a timely degree completion in their receiving institution. Similarly, we have an excellent, efficient process for reviewing transfer transcripts, which we will continue to improve.

2.2.3 Graduation Rates

Our six-year graduation rates have improved by 3.6 percentage points over the last five years. Our 2008 cohort rates are 61.1%. This brings us close to the six year sector rate. The national average for public universities is 56.3%.

In accordance with our campus mission of student success, SUNY Plattsburgh has a strong commitment to increased graduation rates. This effort centers on our commitment to improved retention and improved student supports. Based on our mission of “student success,” SUNY Plattsburgh is
committed to improved retention for all students and in particular to reducing the achievement gap between under-represented minority students and their peers.

Our retention strategy has been discussed in detail in Section 2.1.1 above.

2.2.4 Time-to-Degree

Our time-to-degree is about 4.3 years, which compares very well with other institutions in SUNY and across the country. We have made sure that all our degree programs are in compliance with the 120 credit cap. The key to time to degree is good advising, and our institutionalization of Degree Works has helped significantly in this matter. As mentioned already in regard to graduation rates and retention rates, our first goal in the new strategic plan is to better integrate student and support services, with a key area in advising coordination. Our central advising office has also worked on a number of strategies to assist with non-declared students to get them on the right track to a degree program as soon as possible, so they are not delayed in their academic progress.

2.3 Success

2.3.1 SUNY Advantage

“Increasing Experiential Learning Opportunities” is one of the six goals of our Campus Plan. We have set up a campus team to organize a more systematic approach to experiential learning on campus. This past fall, the team met with a large number of faculty and staff who have a reputation for experiential learning. In that process, we identified a list of problems to address, on which we are now working. Our campus team has a representative on the statewide Applied Learning Committee, and we have been helpful, we believe, in defining the various categories of applied learning.

We have recently instituted a more systematic way of cataloguing applied and experiential learning on campus. As noted in Section 1.3.7, for 2014-15, we had students participating in:

- 404 internship experiences, with over 23,000 internship hours
- 130 musical and dramatic performances
- 200 undergraduate research experiences
- 150 student research presentations
- 41 student publications
- 139 study-away experiences
- Nearly 290,000 total hours in field work, clinicals, practicum, or student teaching requirements

We are also working, in a partnership with SUNY Cortland, SUNY Oswego, and SUNY Oneonta on a grant to the Teagle Foundation which, if successful, will fund planning for a pilot project on a new type of applied learning pedagogy—a “common problem” pedagogy that works with a community partner to identify a “real-world” problem, and engages faculty and students across disciplines to analyze and propose solutions.

In regard to multicultural experiences, our international student population has declined somewhat over the last five years from over 400, but has stabilized around 380, with the infusion of Brazilian students under Brazil’s International STEM program last year. Although this program was recently defunded by the Brazilian government, we project that we will continue to have a very healthy 7.1% of the total student population from a wide diversity of countries (currently about 65). We continue with a robust 2+2 program in Global Logistics with Wanli University in Southeastern China. Our Global Education Office has devised a strategic plan for recruitment, which includes growing areas of interest in Brazil, Africa, and East Europe, in addition to Asian countries.

In this context, as listed above, we have seen a significant increase in the number of students participating in study-away programs, from 151 in 2012-13 to 221 in 2014-15. This has been on the basis of a plan designed by our Global Education Office, to work with faculty to offer more study-away courses. Since this seems to be working, we will continue with this strategy.

2.3.2 Financial Literacy

At SUNY Plattsburgh, we have provided financial literacy in every Student Support Services class - as well as in workshops - for five years now. Specifically, every class taught by an SSS faculty member
must have one period during the semester dedicated to some element of financial literacy. This year, SSS is in the process of implementing a new certificate program in financial literacy, and students will be financial mentors when they complete the program. Additionally, SSS staff meet individually with students to review their financial aid packages and make recommendations about how to maximize their free aid and scholarships and assist them in completing FAFSA and TAP forms as well as scholarship applications.

The Financial Aid, Registrar and Academic Advising offices are also coordinating the college’s overall plan to build student knowledge of general financial literacy, smart borrowing, budgeting, loan repayment management and default prevention. Notices were issued in March to academic advisors with link to the Financial Aid Guidelines as well as to what they need to know about advising students who receive financial aid. The three offices will produce an on-line tutorial: FINANCIAL AID COMPLIANCE prior to early March 2016 open forums for advisors and students. We will also hold open forums with students and academic advisors this semester.

2.4 Inquiry

2.4.1 Total Sponsored Activity

Even with a heavy teaching obligation, many faculty members engage in applied research activity involving undergraduate research opportunities. Our Lake Champlain Research Institute, for example, averages over $80,000 in undergraduate salary expenditures each year. We have numerous public service grants, from federal TRIO programs such as Student Support Services and Upward Bound (combined expenditure volume of $1.2M) to our Center for Neurobehavioral Health (combined expenditure volume of $1.5M), which provides services related to autism, traumatic brain injury, and Alzheimer’s disease along with student learning opportunities within those fields. It is also expected that Plattsburgh’s THRIVE program will result in an increased number of public service/education grants.

Our researchers gravitate towards basic research (whose indirect cost recovery subsidizes the public service and teaching-centered grants), with funds coming from NIH/NIOSH and NASA. Our Auditory Research Lab experienced a hiatus in funding as a result of closing our animal lab and the retirement of a researcher. Grant applications have been submitted in collaboration with animal lab researchers at the University of Buffalo, which should allow the lab to regain its funding under new leadership.

SUNY Plattsburgh is aspiring to grow sponsored research activity and has set the following goals:

- Increase overall volume by $1.4M within three years compared to FY 2015. Sponsored Research will host grant writing workshops and other professional development activities to increase overall faculty participation, while supporting the growth of our key principal investigators.
- Increase indirect cost recovery over FY 15 by a minimum of 25%; an estimated $100k/year increase within two years, with a stretch goal of a $250k increase within five years through several means. One way will be by changing our federal indirect cost rate from a Salary and Wage base to a Modified Total Direct Cost base. Combined with sponsor level changes related to IDC recovery caused by the implementation of OMB circular 81, makes the goal ambitious but attainable.
- Increase industry-sponsored activity (from nil to $100k/year or more) by pursuing activities related to THRIVE partnerships, and seeking industry sponsorship of ARL research which is related to occupational health and safety (hearing).

2.4.2 Student hands-on research, entrepreneurship, etc.

Please see response to SUNY Advantage under 2.3 Success. SUNY Plattsburgh has a detailed reporting system for all forms of applied learning, including hands-on research and entrepreneurship, and we work closely with System IR office to ensure proper reporting of applied learning activity.

2.4.3 Scholarship, Discovery and Innovation

SUNY Plattsburgh has adopted the Boyer model of scholarship, which includes scholarship of discovery, application, teaching, and service. Such scholarship is reflected in publications, professional presentations, performances, artistic exhibitions, and the like. These scholarly products are reported on department annual reports and individual annual activity reports. Currently, we do not have a systematic way of collecting and organizing these in an electronic data base, but this will be a continuing project for
the campus. SUNY Plattsburgh would be very interested in working with SUNY System in developing an appropriate data-collection procedure.

2.5 Engagement

2.5.1 START-UP NY and Beyond

SUNY Plattsburgh established it campus plan for START-UP NY in 2014. Eye-In Media, a Canadian marketing and technology company specializing in digital signage, digital menu boards, and Wi-Fi network management plans to hire employees from the immediate area, including students graduating from SUNY Plattsburgh. The company is the first of several future businesses that will cooperate with the college to provide internship opportunities for students that can result in local jobs for graduates immediately after finishing college.

After moving the Career Development Center into the Angell College Center two years ago and appointing a new director and career counselor/employer-relations specialist, the center has seen increased visibility and use by students. The director has improved delivery of existing services and transitioned to a new online career-management system for use by students, faculty and staff. Cardinal Connect provides 24/7 access to students and offers a variety of support services, including career exploration, resume and cover letter tutorials, a documents library, and job/internship postings. The career counselor/employer-relations specialist focuses on cultivating connections with community businesses and organizations that result in increased opportunities for paid/unpaid experiences for students.

Academic departments have increased internship and applied learning opportunities for students primarily in the local community. Last year, students in:

- The School of Arts and Sciences participated in more than 250 internships, 200 research activities, 202 independent study projects, 41 extraordinary service activities, and 346 other experiential activities.
- The School of Education, Health, and Human Services spent more than 288,000 hours in local classrooms, hospitals, clinics and agencies, putting their passion and knowledge to good use. Its Project CONNECT provided more than 8,000 hours of after-school programming to nearly 200 children in the Plattsburgh City School District.
- The School of Business and Economics took part in 154 internships totaling 22,560 hours of experience. Approximately 60 percent of SBE’s nearly 1,000 students have had an internship experience.

2.5.2 Alumni/Philanthropic Support

The Plattsburgh College Foundation has completed the first two years of a seven-year comprehensive campaign. As of June 30, 2015, over $6.9 million has been secured in the current campaign, which began July 1, 2013. The target for new gifts and pledges for 2015/2016 is $4.25 million.

This is the second comprehensive campaign for SUNY Plattsburgh. The college’s first campaign, which ended in 2011, successfully raised more than $16 million in gifts and pledges, which included three individual gifts of $1 million each and over 20 percent of alumni participating. The current campaign, which consists of a four-year quiet phase and a three-year public phase, is in alignment with the SUNY-wide campaign of $5 billion by 2020. A feasibility study will be completed prior to announcing Plattsburgh’s campaign goal.

The Plattsburgh College Foundation continues to focus on increasing donor funded scholarships, Unrestricted gifts, which are designated by the Foundation Board of Directors, currently support enrollment management scholarships and a few other key strategic initiatives. Our long term strategy is to achieve the $2.0 million mark in annual scholarship support to the college. In the immediate term, the foundation seeks to provide $1.5 million in scholarship support to the college during the 2015-16 year.

Other campaign funding priorities will be in alignment with the college’s strategic plan and will likely focus on preparing students for success after graduation. Key funding priorities will be applied learning, career development programs, global education and interdisciplinary learning opportunities.

Building alumni participation in giving is another priority for the campaign. Alumni participation in annual giving for SUNY Plattsburgh has for many years hovered at 6.5%, placing the campus in the middle of the pack for comprehensive colleges. During 2014-15, a special campaign was launched to
encourage alumni to make a gift of any amount and to encourage five friends to do the same. Two alumni provided a challenge gift of $50,000 urging alumni to give and to assist Plattsburgh in reaching 4,000 in alumni donors. The campaign was a tremendous success with a total of 4,155 donors and participation in alumni giving hitting 7% for the first time in many years. Campaign and challenge gift will be repeated in 2015-16 with a goal of 4,265 donors.

Our future alumni donors are our currently enrolled students. The foundation surveyed current students this past year and found that 71% of students surveyed “did not know what the Foundation does”. An awareness campaign, Give a Buck, was launched. Peer educators urged fellow students to complete a Burghy Buck and vote for their favorite program at the college to be the recipient of an enrichment grant from the foundation. Approximately 54% of students living on campus completed a Burghy Buck and were additionally educated about the scholarships and additional resources that are made possible by charitable gifts to the foundation. Upon the conclusion of the campaign, only 12.9% of students surveyed “did not know what the Foundation does,” and 61% said it was very likely or likely that after graduation they would “give back to SUNY Plattsburgh.”

2.5.3 Civic Engagement

SUNY Plattsburgh is committed to growing our connections to our community, region, state and the world through service and civic engagement. In cooperation with our Center for Public Service, other entities on campus and in the local community are working together to nurture a broad-based institutional focus on public service that prepares students and faculty for lives of active civic commitment and community engagement. Well over 50 percent of our departmental elaborations for promotion and tenure recognize the importance of professionally related service to the community as a significant element in evaluating faculty for tenure and promotion. Faculty members are asked to report on any civic engagement activity on their annual reports, and these are also summarized by chairs in their annual reports to the dean, and collected by the provost. The chairs also report out detailed accounts of the variety of applied learning experiences, including civic engagement activities, and include numbers of students and faculty involved, details of the experiences, and other pertinent data.

Among the many civic engagement initiatives, Project H.E.L.P. (Hands Engaged in Linking People) recruited 1,209 students who volunteered 14,446 hours of service to the greater Plattsburgh community last year; approximately 400 SUNY Plattsburgh students and 200 community members participated in the United Way’s fifth annual Day of Caring and provided 1,600 hours of service to the local community at 75 sites; a public relations class designed a marketing program and collected more than 222,000 redeemable bottles and cans to raise $11,000 for the Ted K. Center as part of Earth Day in April.

2.5.4 Economic Impact

SUNY Plattsburgh believes continued participation on the North Country Regional Economic Development Council as well as the START-UP NY program are important efforts to increasing economic opportunities in our region as the economic impact of the campus. College President John Ettling is a member of the NCREDC. Various members of the college community participate on numerous regional economic development committees and work groups that discuss regional economic development opportunities.

Business advisors in the Small Business Development Center at SUNY Plattsburgh meet with clients throughout its six-county service area providing counseling and training to both start-up and existing businesses. Last year, SBDC staff met with 490 clients; 262 were new clients and never seen before. The services offered by the SBDC have an important benefit to the economy. Of 47 clients counseled, 59 new businesses were started, 133 jobs were created and 11 jobs saved. The Center continues to provide valuable, experiential learning opportunities for students in the School of Business and Economics.

Every three years, we collect and determine the overall economic and community impact the college’s operations have on the Northern New York area. The college’s latest economic impact report on the seven-county North Country region indicates the estimated total economic impact of SUNY Plattsburgh on the region’s economy in fiscal year 2013-14 was more than $252 million. The study estimates that 2,714 jobs were created or sustained in the area as the result of SUNY Plattsburgh operations.
SECTION 3: CONCLUSION AND EXPECTED IMPACT ON YOUR CAMPUS

SUNY Plattsburgh has made improvements in access, serving a number of New York residents from the North Country, mid-Hudson, New York City and Long Island, as well as other regions across the state. We have significantly increased student diversity on campus over the last five years, to a percentage larger than our native region. We are currently addressing the matter of enrollment with a well-developed plan, with the goal of stabilizing declines and rebuilding enrollment to appropriate levels by 2020. We have made great strides in completion, from first- and second-year retention; increased graduation rates; and time-to-degree. In regard to success, we have extended applied learning experiences across all undergraduate programs, and have promoted student financial literacy on campus. In regard to inquiry, relative to the constraints on scholarship for comprehensive colleges, we have a scholarly active faculty, and a good grant research profile. SUNY Plattsburgh is an engaged campus, and continues to have an important economic, cultural and educational impact on our region and the students we serve across the state. We have a culture among faculty that appreciates and encourages civic engagement, and a strong sense of volunteerism among students and staff. SUNY Plattsburgh strives to continually improve our efforts in the region, and fulfill its mission of student success.

Summary of Goals
SUNY Plattsburgh aspires to:

Access:
- Stabilize our student enrollment and return it to appropriate levels, with 5,975 students by 2018 and 6,075 by 2020.
- Complete our OPEN SUNY readiness assessment and offer two complete programs on-line. We will also develop two-to-three other on-line graduate programs by 2018, aimed at working professionals, as well as two-to-three undergraduate or completion programs that could be delivered fully online or in a hybrid format by 2020. It will continue to explore new program development, with five-to-six high enrolled programs added by 2020.
- Continue current strategies for attracting diverse students to SUNY Plattsburgh while improving our efforts to attract and retain under-represented members of the faculty and staff.
- Maintain our international student population at about six percent of total student population.

Completion:
- Increase our six-year graduation rates to 64% for our 2014 first-time, full-time freshmen cohort. Increase our first-year retention rate to 85% over the next five years.
- Increase the number of completions through increased enrollment, new program development, and development of certificate programs to about 1,560 by 2020.

Success:
- Increase experiential learning opportunities, including internships and applied learning opportunities for students primarily in the local community, with a goal of about 5,000 students each year. This will include a modest increase in the number of students participating in study-away programs.

Inquiry:
- Increase overall grant volume by $1.4M within three years. Increase indirect cost recovery over FY 15 by a minimum of 25%. Increase industry-sponsored activity to $100k/year.

Engagement:
- Strengthen business and community partnerships and maximize the opportunities available through START-UP NY, North Country Regional Economic Development Council and other avenues.
- Increase donor funded scholarships and unrestricted giving with an expectation of meeting the $2.0 million mark in annual scholarship support to the college, with an overall goal of $4.5 million in funds raised by 2020.