Performance Improvement Plan Guidance
For SUNY Potsdam

Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion

Introduction
Founded in 1816, The State University of New York at Potsdam is one of America’s first 50 colleges—and the oldest institution in SUNY. Beginning from its roots as the St. Lawrence Academy, the College has evolved alongside public higher education in New York State, first being adopted into the Normal School system, then becoming a State Teachers College, and finally becoming part of SUNY. As it celebrates its bicentennial, SUNY Potsdam will mark 200 years of pioneering programs and prepare to embark on its third century.

SUNY Potsdam is a comprehensive and primarily undergraduate residential college known for its culture of creativity, and its respected programs in teacher education, its liberal arts and sciences core, and excellence in the fine and performing arts. The College’s traditional institutional mission is focused on interdisciplinary programs in the liberal arts and sciences, at both the undergraduate and graduate levels. In keeping with this tradition are distinguished programs in music education, elementary and secondary education, mathematics, anthropology, art and geology. New and vibrant programs include business administration, archaeology, community health and environmental studies.

SUNY Potsdam is also home to The Crane School of Music, founded in 1886 and known as the birthplace of American music education. In addition, the College is home to the state-of-the-art Performing Arts Center, which houses the growing Department of Theatre and Dance. Its highly regarded programs in fine art and creative writing also distinguish SUNY Potsdam as one of three arts campuses in the SUNY system.

In the midst of its milestone bicentennial year, SUNY Potsdam is in the process of completing a new strategic plan. This process began with the collaborative Looking to the Future Project, to solicit feedback from both campus and community on what the College might look like in its third century, which was conducted in the spring and summer of 2015. The next phase is currently in the works

With 698 faculty and staff, SUNY Potsdam serves 3979 students in 51 bachelor’s degree programs, 16 master’s degree programs, and one advanced certificate in Inclusive and Special Education.

Our students come from our local community/across the state/across the world. Average high school GPA of our incoming first-time, full-time students is 87. About 30% of these entering students have a high school GPA of 90 or above.

The primary challenge currently facing SUNY Potsdam is the College’s need to increase student enrollment and improve the overall financial condition. The core of our institutional values and priorities integrated in our institutional planning process includes: a commitment to learning and student growth through a community-oriented environment; a commitment to the liberal arts and sciences both as an important option for major study and as an essential foundation for all student learning; a commitment to the long tradition of excellence and innovation in liberal arts and sciences, music education, and teacher education at the undergraduate and graduate level; a commitment to collaboration between and among academic affairs and student affairs; and, an explicit commitment to engage students in their own learning by integrating the curriculum and the world beyond the classroom.
Mission / Standing

The mission of The State University of New York at Potsdam is to prepare students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community, rooted in our historic role in providing exemplary teacher and music education, and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience.

Among our peers, SUNY Potsdam is regarded as a leader in Applied Learning, Teacher Education, Music, Art, and the Performing Arts. SUNY Potsdam also distinguishes itself in STEM majors with 20% of our students majoring in these fields. SUNY Potsdam has a strong legacy and fine reputation in the areas of Mathematics and Computer Science.

To remain competitive with its peer institutions, SUNY Potsdam must increase retention and graduation rates. To that end, it is important that we improve the overall quality of our labs, science equipment, and technology infrastructure. Improving our technical infrastructure is a necessity as we strive to boost our distance learning offerings.

Program Mix / Centers / Distinct Programs or Activities

As the only public teacher preparation institution in the region, our academic programs are designed to meet local, regional, and state needs and include: Teacher Certification programs (initial and professional); specialized preparation in Art, Theater, and Music Education; Music Business for work in a broad range of music industry and arts related professional roles; Community Health; Biochemistry; Geology; Environmental Studies; Biology; Chemistry; Physics; Criminal Justice; and Sociology. Given the current needs in the state, we will refocus on Computer Science and Mathematics, which have been historically strong programs at SUNY Potsdam.

As a liberal arts institution, all students receive a strong foundation in the liberal arts and sciences. Academic programs in new and emerging fields include Graphic Design, Exercise Science, GIS (under development), Environmental Studies, International Studies, Music Business, Arts Management (in process) and STEAM (under preparation).

We are ramping up our online capability in order to more easily deliver certificate programs regionally and throughout the state. Some of the first programs will draw upon our strength in teacher preparation.

Campus Centers include the Sheard Literacy Center, Center for Excellence in Math and Science Education, Janice and Roger Johnson Center for Leadership in Music Education, Center for Applied Learning, Center for Creative Instruction, Center for Diversity, Center for School Partnerships and Teacher Certification, Center for Student Research, and St. Lawrence Valley Teachers’ Learning Center. The Crane Library houses the most extensive collection of music resources in Northern New York, including monographs, online and print periodicals, recordings and online recording archives, reference works and collected editions, and extensive archival material from The Crane School’s 130-year history.

The College's historical collection -- the papers, publications, photos, and recordings in both the College Archives and Crane Library that represent our institutional history -- are an active and vital primary source research collection for both students and faculty, feeding into the work of numerous faculty research sabbaticals, curricular revisions in multiple departments, and course-based student research projects. We are looking forward to fully acquiring the Frackenpohl and Washburn collections -- bequests from faculty composers -- and making them available for use online. That project will become
feasible after Art Frackenpohl’s death, when the accompanying financial endowment also comes to the College, allowing us to digitize the physical collections we’ve already received.

We also have a Special Collections that focuses on St. Lawrence County, the Seaway, and the Adirondacks, and it serves our environmental studies students regularly (in addition to others, for example, a geology student doing a presidential scholars project on the iron mines at Lyon Mountain). We also have the Bertrand Snell collection, which is a collection of congressional papers from Snell himself, which is not fully described but is usable, and has been used by students and local researchers alike.

The 1,900 objects in the Art Museum at SUNY Potsdam’s collection are a diverse selection of post-war American and European art, Contemporary art, ethnographic art, early American and European art. Especially strong are the sub-collections in Japanese and Italian mid-twentieth century art unmatched anywhere in the U.S.

The SUNY Potsdam Charles T. Weaver Anthropology Museum regularly hosts exhibits created by student curators and serves as a teaching museum for students in the Museum Studies Minor. The core of the Weaver Collection is artifacts gathered in Central Africa.

STEM funds were used to fund regional collaborations with schools; develop a studio to support flipped classrooms and webinars; and additional smart classrooms.

Every program in The Crane School of Music has applied and experiential learning integrated through instrument study, ensemble performance, practicum experiences, capstone project, student teaching, and internships.

In the past five years, there have been approximately 250 Student/Faculty research projects, 639 students on a study abroad program, and 2,681 student internships.

All teacher education programs include field experiences and initial certification programs including a semester long student teaching internship. All Community Health students complete an internship as part of the program.

We have an active Educational Opportunity Program which excels at providing personalized attention to each and every student. We believe in the power of human connections and we excel at making every student feel that they are a part of something larger than themselves. We build connections with our students from the admissions stage, where interviews are required for every student, to graduation, where we provide students with caps and gowns to “process” at commencement. Potsdam’s Educational Opportunity Program is unique because of our: weekly community events which strengthen our EOP family while providing academic growth opportunities, men's groups, women's groups, EOP First Year Interest Groups, Supplemental Instruction, and mentoring program. In addition, we are the only program in the SUNY system to offer intersession Winter and Summer Academies, which are described below.

We have programs, Bridges and CSTEP, which are for academically at-risk students where students receive more intensive advising, mentoring and “student coaching.” These programs provide support to students in the following ways:

1. Identify students’ educational goals, interests, and career aspirations.
2. Create individualized academic and career success plans.
3. Monitor and guide students through SUNY Potsdam’s student support network including tutoring, counseling, career planning, study abroad, internships, and other applied learning experiences.

**Post-Graduation Success**

Our Crane School of Music alumni represent close to half of the music teachers in NYS, while our Computer Science graduates represent a remarkable number of CEO’s, Presidents and VP’s, given our program was the first in the 1960’s and the largest in the nation during the 1970’s. SUNY Potsdam recognizes that SUNY System is negotiating an MOU with the New York State Labor Department so that we will be able to better track the job attainment of our graduates. This will supplement existing surveys, information yielded from our career placement office, information from internships which turn into full-time employment and the work of our alumni office. Though we appreciate and look forward to using the new data from the New York State Labor Department, many of our alumni in the creative and performing arts are self-employed and therefore would not be tracked by this new data. We will continue to use our data from Career Services and contacts with Alumni to track information on these self-employed graduates.

Our existing data show that, since 2010, we have seen an increase in the percentage of our graduates who either go on to graduate school or who are employed. The trend for our undergraduates was a continuous increase in the percent employed until 2014 when the number of undergraduates continuing to graduate school increased (thereby decreasing the number in employment). We have also seen a positive increase in the percentage of our graduate students who are employed, to over 90% for the last three years. Very few of our graduate programs lead to further graduate school, hence the low percentages in that category.

These improving trends show that our degrees, both undergraduate and graduate, are highly marketable and our students are successful in either the job market or in finding employment.

**% Employed, Graduate School, Not Seeking Employment (Undergraduate and Graduate)**

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<th>Undergraduate and Graduate</th>
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<th>2013</th>
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<td>66%</td>
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<td>% Respondents Employed</td>
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<td>3%</td>
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<td>2%</td>
<td>4%</td>
<td>4%</td>
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**Alumni/Philanthropy**

SUNY Potsdam alumni are tremendous advocates for the College who contribute in many ways: through mentoring programs, recruitment activities, service on volunteer boards, as well as coordinating, hosting and sponsoring engagement opportunities for students, fellow alumni and potential donors on and off campus.

Alumni also give of their resources: SUNY Potsdam is concluding its largest ever comprehensive campaign, running from 2010-2016. To-date more than $30.6 million has been raised toward a $32 million goal, in support of student experiences. For example, more than $6.7 million has been raised for scholarships, directly supporting student access, recruitment, retention and completion. And, $4.5 million has gone to support experiential learning, outside the classroom, ensuring success after graduation.

**Strategic Plan / Excels Goals**

SUNY Potsdam is in the middle of implementing its Bicentennial Plan. The plan aligns with SUNY’s six big ideas in accordance with the Power of SUNY.

Major goals/commitments in the areas of Access, Success, and Completion include:

- Increasing the six-year graduation rate by 10%;
- Increasing student headcount enrollment to 4300 through the addition of new academic programs, increased marketing and recruitment, new market segment regions, and through pipeline development with SUNY’s 30 community colleges;
- Increase the percentage of underrepresented minority students to 40% of the student body;
- Increasing first-year retention to 86%.

SUNY Potsdam shares SUNY’s overall commitment to SUNY’s Completion Agenda and SUNY Excels. This will be reflected in reports on our strategic priorities/an amendment to our strategic plan.

Consistent with the information above, SUNY Potsdam’s priority areas of focus include increasing overall headcount enrollments; improvement in first year retention; increased graduation rates; growth in sponsored research activity; increased diversity among faculty and staff; extending applied learning experiences across all undergraduate programs; and securing additional partners for START-UP NY.

**Environmental factors**

SUNY Potsdam makes these commitments not only in the spirit of continuous improvement, but in recognition of current challenges/responsibilities.

New York State ranks 3rd among all states in the projected growth in the number of high school graduates through 2020. New York State Hispanic/Latino high school graduates are expected to increase by 13% from 2009 through 2020. During the same period, the number of New York State Asian/Pacific Islanders high school graduates is expected to rise nearly 40%. SUNY Potsdam, through its well established market presence and niche, is well positioned to take advantage of these increases which will help to meet its enrollment goals.

All SUNY schools have faced decreased state support. That, combined with SUNY Potsdam’s recent declines in graduate enrollment, have led to a less than optimal financial situation. In order to reverse our financial shortfall, SUNY Potsdam has developed a five-year financial recovery plan to bring us back
to financial health, based on aggressive recruitment of new students, enhanced retention, and reductions in overall personnel.

SUNY Potsdam has been working on upgrading an aging technology infrastructure. In 2014-2015, we implemented a $1.1 million upgrade to our campus network and infrastructure. This upgrade included a new contract for wireless services in our campus residence halls to provide better access and customer service to our students and to enable us to move into the distance learning arena.

SUNY Potsdam, like many other campuses is faced with budget challenges including aging facilities and the need to replace outdated equipment necessary for student learning. SUNY Potsdam has submitted a proposal through the SUNY Enabling Fund for academic equipment replacement and facility upgrades. This is necessary to meet the emerging needs of our academic program offerings.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture

In order to achieve enrollment growth and stabilization, SUNY Potsdam will utilize a comprehensive marketing and recruitment approach combined with aggressive development of new academic programs consistent with our mission and community needs. Marketing, Student Recruitment and Academic Program Planning are well embedded in nearly every aspect of SUNY Potsdam’s governance and management structures, including our institutional culture. Our primary goals are to reverse declining enrollments by improving the mix of our academic programs and enhancing our presence in downstate markets, thereby reducing our vulnerability to rapidly changing demographic and economic conditions.

SUNY Potsdam will augment existing marketing and student recruitment efforts at both the Undergraduate and Graduate levels. Most of our enrollment declines in the past five years have been at the Graduate level, reflecting national trends in teacher education programs. We are in the early stages of actively marketing and recruiting Graduate programming, as well as developing new programs to augment our graduate teacher certification programs. We plan to improve our publications and electronic media as well as increasing travel to feeder institutions and recruitment fairs designed to attract prospective Graduate students. We believe this is necessary to stabilize our Graduate headcounts in the range of 250-300.

With respect to the Undergraduate level, we plan to restore enrollments at 100 to 150 students per year and already have in place a very aggressive marketing and recruitment plan designed to attract first-time freshmen. We will be to expanding the number of Transfer students by expanding our market presence and exposure to SUNY’s thirty Community Colleges. In addition to our existing transfer recruitment activities, we are implementing a Transfer Pipeline initiative involving SUNY Potsdam faculty working collaboratively with their respective Community College counterparts to facilitate articulation agreements and improve Transfer pathways.

We are also developing an out-of-state recruitment initiative to expand our market exposure beyond New York and the New England states (e.g., NH, VT, MA, CT). This initiative involves a combination of social media, direct mail advertising, Alumni networking, and recruitment fairs in selected southeastern states (such as GA, AL, NC).

Across both levels, we have developed an aggressive International Student Recruitment strategy designed to increase international student enrollments from 33 to 94 over the next five years. This strategy includes focusing on China as a primary market and developing a campus based English as a
Second Language program. We have also just recently begun to utilize AIRC approved international recruitment agencies.

2. NYS Residents Served by SUNY
In 2014, 95 percent of SUNY Potsdam students were New York residents, a five percentage point increase since 2009, when about 90% of SUNY Potsdam students were New York residents. The decline in out-of-state students is attributed a decline in International Students, primarily Canadian students. In 2009, SUNY Potsdam had 6.7% international students but by 2014 this had decreased to only 1.7% (a decrease of 75%). This decline is mostly explained by the declining strength of the Canadian dollar coupled with lower market demand for teacher education in Ottawa.

The College in High School program allows advanced high school students to take courses that have been vetted by SUNY Potsdam’s academic departments at their high schools concurrently for SUNY Potsdam credit. In the 2014-2015 academic year there were 246 enrollments in 36 courses across ten area high schools and one unique theater arts partnership in New York City.

In 2015-2016 this program includes thirteen local high schools and three city schools offering more than fifty courses. Therefore, we anticipate final enrollments for 2015-2016 to surpass 2014-2015.

We will continue the expansion of this program through individual consultations with area high schools and will continue to pursue more opportunities to impress upon area students the importance of earning college credit while in high school and the resulting benefits upon entering college.

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<td>36</td>
<td>16</td>
<td>15</td>
<td>10</td>
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<td>13</td>
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<tr>
<td>Students</td>
<td>100+</td>
<td>246</td>
<td>95</td>
<td>93</td>
<td>77</td>
<td>86</td>
<td>95</td>
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<tr>
<td>Revenue</td>
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<td>$43,050</td>
<td>$16,867</td>
<td>$16,047</td>
<td>$13,286</td>
<td>$14,065</td>
<td>$15,537</td>
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*Full year data not yet available.

3. Diversity
SUNY Potsdam is committed to serving a diverse student body, one that is increasingly reflective of New York State’s changing demography, and to ensuring that all faculty, staff, and students are well prepared to thrive in a diverse society.

According to the June 2015 Data Brief: Diversity, Equity and Inclusion, SUNY Potsdam saw a major increase in the number of under-represented minority students enrolled from Fall 2009 to Fall 2014 – from 7.5% to 21.0%, an increase of 180%. In fall 2015, approximately 40 percent of our first-time full-time freshmen identified as students of color. Over the next several years, we anticipate that the number of underrepresented minorities will grow to approximately 40 percent of the total student body.

As our student body has changed, however, the diversity of our faculty and staff has lagged behind. Again, according to the 2015 Data Brief, SUNY Potsdam has seen growth in international faculty over the 2009-2014 period, but the percentage of faculty who identify as a member of an under-represented minority group is low compared to sector peers. In order to serve our diverse students well, Potsdam has committed to diversifying its faculty and staff, a commitment we make despite the need to reduce our personnel numbers overall. Although our location in the North Country poses hiring challenges, as does the significant percentage of faculty and professional staff who hold permanent appointment,
Potsdam is committed to seeing every one of our few openings as an opportunity for a diverse hire. We have developed a number of strategies for yielding more diverse candidate pools, including working with search committees to identify national pipelines, and we are confident our renewed efforts will bear fruit. At the same time, we must work aggressively with our SUNY sister institutions to increase the pipeline of under-represented students who advance to the graduate level in professional fields.

In order to provide strong leadership to our efforts, we are currently searching for a new, full-time cabinet-level chief diversity officer who will assist the campus in achieving our goals for diversifying our faculty and staff, as well as our efforts to ensure an environment of inclusive excellence for the entire campus community. The chief diversity officer will work with our newly reformulated campus-wide Diversity in Action Coalition, which oversees our diversity efforts, and with the SUNY network of CDOs will develop a campus-wide diversity plan. Over this academic year, the campus initiated a number of training initiatives to ensure the cultural competency of our students, faculty, and staff. We expect these to increase over the next years, as we continue to assess the efficacy of our efforts.

We also recognize that SUNY Potsdam has a growing number of students who identify as transgender, non-binary, and/or who are transitioning, as well as students with a variety of sexual orientations. We look forward to receiving SUNY data so that we can assess how well we are serving this growing population. In the meantime, we have created a campus-wide committee to work with faculty, staff and students on mechanisms for recording pronoun preferences, ensuring bathroom and residence options, assuring a welcoming environment, and providing support. We are aware of and alarmed about the increasing number of suicides among transgender youth and are committed to providing a safe environment for our LGBTQ population.

Consistent with the recommendations of the SUNY Diversity Task Force, we will be developing student and faculty recruitment and retention plans to assure progress. We are deeply committed to becoming a campus community reflective of our state’s diversity.

4. Capacity
In 2014, Potsdam was one of the first four campuses to complete an Open SUNY Institutional Readiness Assessment demonstrating the campus commitment to Distance Learning. Potsdam has begun to act on the report’s recommendations with a $1.1 million investment in web and network upgrades. The College has also put into place processes for quality online course assessment and periodic review. We are now better positioned to pilot complete online programs and propose to develop and launch online versions of the Masters in Music Education, a Bachelor of Arts degree completion in Archaeological Studies, and the certificate program in Applied Anthropology in the next three years. These programs were selected specifically to enhance the Open SUNY offerings and to capitalize on Potsdam’s outstanding reputation and faculty. We will also create for-credit and not-for-credit certificate programs by logically grouping together existing discreet online course offerings.

Enhancing online offerings at Potsdam will allow easier access to certificates and highly specialized degree programs to both traditional and non-traditional student populations, particularly working teachers. The flexibility of the online format and entrance points as well as the variety of degree options will positively impact the number of program completions through Potsdam. The selected programs will strengthen existing ties with institutions offering associates degrees and with other comprehensive colleges. The culminating student teaching and applied internships will serve community-based organizations, non-governmental organizations, cultural resource management groups, and other public or private sector employers.

We currently have an average of 1,663 course enrollments per year. We anticipate increasing our annual online course enrollments by 1,080 by the year 2020.
2.2 Completion
Increasing student access, retention, and completion is an important component of SUNY Potsdam’s completion agenda. Over the past five years, SUNY Potsdam has nearly doubled the number of students of color, increasing from 18% in fall 2010 to 33% in fall 2014. A high proportion of students of color come from the metropolitan New York city region and other urban areas within New York State. The transition to a small rural campus setting like SUNY Potsdam can be challenging for these students. Among our rural students, many are first-generation college students. Approximately 40% are Pell eligible. For all of our students, an enhanced early alert and advising system is critical.

SUNY Potsdam’s six-year completion rates are below the comprehensive sector average, reflecting our more financially vulnerable student population. With a more aggressive early alert and intervention strategy, SUNY Potsdam has the potential to raise our rates considerably. Consistent with our SUNY Excel Performance improvement plan, the goal is to increase SUNY Potsdam’s six-year student completion rate to – at a minimum – the Comprehensive Sector average.

SUNY Potsdam has committed to increasing our freshman to sophomore retention rate to 86 percent. We arrived at this goal by looking at the maximum performance in our sector and the performance of our aspirational peers. With this as a baseline, we anticipate an increase in six-year graduation rates by 10 percent. SUNY Potsdam will also increase the number of advanced certificate programs offered.

We aim to move students through the pipeline faster by an investment in improved advising, student supports and more effective and efficient remediation. In addition to raising our first-year retention to 86 percent, we are paying particular attention to retention in the second year and beyond.

The following table shows the relationship between goals in the areas of headcount enrollment, retention, and degree completion. These goals for 2020-21 suggest headcount enrollment will increase to 4300, retention will increase to 86%, and the 6-year graduation rate will increase to 62%.

### Impact on Increased Retention and Graduation

<table>
<thead>
<tr>
<th>Metric</th>
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<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Total Student Headcount</td>
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<tr>
<td>Percent 1st Year Retention (First-time, Full-time)</td>
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<td>84%</td>
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<td>4.3</td>
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<tr>
<td>6-year Baccalaureate Graduation Rate</td>
<td>56%</td>
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<tr>
<td>Total Degrees Awarded</td>
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<td>1,053</td>
<td>1,074</td>
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6. Student Achievement / Success (SAM)
SUNY Potsdam submitted data to SAM for the first time in 2014. As a result of our plans to increase Access, Success, and Completion, we anticipate that over the next five years, our SAM data will yield increases in graduation and continued enrollment at SUNY Potsdam, a decrease in students transferring to other institutions, and a decrease in the unknown status category.
7. Graduation
SUNY Potsdam’s commitment to increased graduation rates centers on our commitment to improved retention and student supports for all students and to reducing the achievement gap between under-represented minority students and their peers.

Key activities and initiatives include:
- Full implementation of Degree Works
- Improvements to overall advising
- Implementation of StarFish Early Alert program
- Increased student satisfaction and improved service delivery as a result of student focus groups and surveys – will continue these focus groups and surveys as part of our institutional assessment strategy

SUNY Potsdam was among the first of the SUNY campuses to fully implemented degree works and is in compliance with the SUNY Trustees’ seamless transfer policy.

8. Time to Degree
SUNY Potsdam has made a commitment to improving on-time degree completion. In 2014, SUNY Potsdam implemented “The Potsdam Promise,” whereby the College promises to provide sufficient class offerings of required courses, or appropriate substitutions as determined by each academic department, in a student’s declared first and only major to permit the student’s graduation in four years. The College promises to pay one additional semester’s tuition and course-related fees in the event a student’s graduation in eight consecutive semesters is delayed owing to lack of available, appropriate courses or substitutions.

SUNY Potsdam is an active participant in the SUNY SMART-Track initiative, which focuses on on-time completion for the purpose of reducing student default (see section 10 of this report for more detail). SUNY Potsdam also plans to increase online course offerings to provide students with greater access to course offerings both during the regular term, but also during summer and winter breaks when many students would like to return home. We expect the impact of the increase in online course offerings to
improve time to degree. More information about our plans to increase to online course offerings is in section 4.

Winter Academy is a 2- to 3-week intersession program during which students have a chance to develop their writing, reading, and fitness skills, while placing a heavy emphasis on self-discipline. The program also offers a one-credit, graded career planning course. With more of our students coming from multilingual backgrounds where English is not the language spoken in their homes and with other students arriving with writing and reading skill deficits, the emphasis on English skills has helped our students be more successful in their college curricula. Our data also indicates that participants are much more likely to use the College Writing Center through their participation, as measured both against their non-participating peers and against their own fall participation levels prior to the Winter Academy.

Summer Academy is a 3-week experience, during which our students have the option of taking either of two courses with which Potsdam students traditionally have difficulty during the school year. In general, in the two subjects that we have been offering, many Potsdam students (not just EOP students) have struggled with hybrid online history courses and statistics courses. But history is a general education requirement while statistics offers the First Year Math (FM) Gen ED and is required for many majors. Over three years, our students have averaged a B+ in their American History courses and an A- in their statistics courses. Required, intensive tutoring has made a difference. Fitness is also a daily part of the Summer Academy experience and this helps improve students’ energy levels for their classes. Starting with the summer of 2015, the fitness classes have provided PE credit, meaning students earned 4 academic credits through their successful participation in Summer Academy.

2.3 Success

9. SUNY Advantage

SUNY Potsdam is proud to be a leader in applied learning in the SUNY system and to be represented on the Provost’s Advisory Task Force on Applied Learning. NSSE data for 2014 indicates that 94% of senior students self-report participating in a high-impact practice. While we know that not all of NSSE’s high-impact practices are what we consider to be applied learning, there is considerable overlap, and our applied learning baseline is strong. Our SIRIS data for SUNY’s applied learning categories backs up the NSSE data; 3500 students enroll in applied learning courses each semester, in addition to the 700+ students served by the Center for Applied Learning as they engage in individualized experiences.

<table>
<thead>
<tr>
<th>Number of Student Registrations in Applied Learning Courses</th>
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<tbody>
<tr>
<td>Fall 2013</td>
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<tr>
<td>------------</td>
</tr>
<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Honors</td>
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<tr>
<td>Internship</td>
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<tr>
<td>Leadership</td>
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<tr>
<td>Research/Field Study</td>
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<tr>
<td>Service Learning</td>
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<tr>
<td>Study Abroad</td>
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<td>Writing Intensive</td>
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The Center for Applied Learning at SUNY Potsdam was founded in 2015, and is sustained by operating funds and endowment income. The Center is composed of Experiential Education, International Education, and the Center for Student Research. These offices are co-located, ensuring that our major campus applied learning areas are working collaboratively to assist every SUNY Potsdam student in engaging with high-impact applied learning experiences. The Center is working closely with the Office of
Institutional Effectiveness to close the loop on current assessment data, analyze growth trends, and identify gaps in the data being collected.

We are committed to closing the 6% NSSE gap, and reaching all of our students with high-impact applied learning practices. We have seen significant recent growth in all core applied learning areas, and we will both continue our successful practices as well as experiment with innovative ways to close the final gap. The staff of the Center, in collaboration with our faculty-driven Applied Learning Think Tank, are pursuing several major goals beginning in 2015:

- Advising, Supporting and Recruiting Underserved Students
- Transcripts of Student Achievement
- Advancing Learning Outcomes
- Faculty Compensation/Recognition for Applied Learning Mentoring
- Applied Learning as a Graduation Requirement

Each of these goals supports the campus mission to prepare engaged global citizens enriched by critical thought, creativity, and discovery, and keeps the retention and diversity goals of the campus's in the forefront of all applied learning projects. Progress on each goal will ensure that SUNY Potsdam meets the goals of the applied learning guidance and timeline issued by Provost Cartwright.

10. Financial Literacy
SUNY Potsdam has implemented a number of measures to increase financial awareness and reduce student default including:

- Designating a financial aid counselor to coordinate the financial literacy outreach to students;
- Increasing financial aid presentations in classrooms, faculty outreach and campus events;
- Including financial literacy messages in weekly Facebook postings and Smart Track emails;
- Development of method to target specific populations using Smart Track modules.

SUNY Potsdam began participation in the Smart Track initiative in the spring of 2015, reaching 850 students, all first time students/first time borrowers. A total of eight messages were sent throughout the semester, beginning in mid-March and continuing, once a week, until the end of the academic year.

We also provide the Smart Track link on our website, include it in mailings and as part of Financial Aid presentations.

We will expand use of the Smart Track modules once the new version of SUNY Smart Track's financial literacy program is released, and make the program a part of every student's SUNY Potsdam experience. The Financial Aid office has increased the number of presentations to student groups, including classrooms. The office has also improved communication with student support services and faculty. Students receive regular financial aid and literacy messages through social media and email.

SUNY Potsdam’s default rate is well below the national average, and the default rate decreased in the most recently published statistics.

2.4 Inquiry
Historically, SUNY’s reporting of sponsored research activity has focused on grants administered via the Research Foundation for SUNY. As a comprehensive college, we are committed to growing this type of sponsored activity consistent with our faculty’s teaching commitments. One of our faculty members, for example, has just earned an NSF Faculty Early Career Development Grant. The College has been working toward modest growth in sponsored programs expenditures with 2.8 million in FY 2015 and a current goal of 3 million.
Over the past 6 years, we have submitted 96 grant proposals. We appreciate that SUNY is now working to expand the definition of this activity to include philanthropic, community and state grants which are research focused.

Because of financial restraints, we have been extremely cautious with faculty hires in the recent past and have not replaced faculty who have retired or left the campus. We are investing this year in searches for 25 faculty, funded through reallocation of existing lines, with an emphasis on diversity hires to better reflect our student population. These new faculty will be able to contribute to grant writing, curriculum development, student advising, and retention. We are also conducting a thorough review of our office of sponsored programs to ensure that we are appropriately supporting faculty research.

12. **Student hands-on research, entrepreneurship, etc.**

Please see our response to question number 9 above. SUNY Potsdam’s Office of Institutional Research works closely with the System IR office to ensure proper reporting of applied learning activity.

Since 2014, SUNY Potsdam has been using SIRIS to report courses offered that carry one of the following designators: research, leadership, service learning, entrepreneurship, writing intensive, honors, and community service. We already had course designators for writing intensive, honors, and service learning courses as a way for our campus to advertise these types of courses to students. In 2014, we added designators for Research, Leadership, and Entrepreneurship. Each semester, the Director of Institutional Research sends out a list of these courses to Department Chairs and asks for an updated list of courses that fall into these categories. Designators are then attached to the courses and they are reported through SIRIS.

13. **Scholarship, Discovery and Innovation**

In spite of the 4/4 load, our faculty is highly productive. However, our only means of gathering data is from the Annual Faculty Information Form. Although we have looked into systems for tracking this data, we have not yet found one that is affordable to implement. SUNY Potsdam 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)**

Since the approval of SUNY Potsdam’s START-UP NY plan in March of 2014, the College has made the program a priority to bring jobs to campus, the community and to create strong academic linkages with businesses and the College’s mission.

The College’s START-UP NY efforts have identified primary businesses for participation which would align with SUNY Potsdam programs and academic mission, including but not limited to tourism, computer science, environmental science, renewable energy, food production, music industry and the arts. In an effort to market StartUP NY to prospects, SUNY Potsdam has worked closely with community partners including lead economic development agencies such as the St. Lawrence County Industrial Development Agency, area Chambers of Commerce, local economic development offices and Empire State Development. The College has also actively engaged entrepreneurial alumni and regional businesses to help guide the College’s mission to create jobs, internships, research opportunities and experiential learning experiences for our students. Throughout our campus, we have begun identifying potential internships and research opportunities that are potential linkages to businesses.

START-UP NY marketing efforts include attendance at Trade Shows in the North East region of the United States and Canada, a direct marketing campaign to a targeted audience, personal solicitations to alumni and businesses, community presentations to stakeholders, and a variety of direct, targeted marketing efforts.
To date, SUNY Potsdam has received 23 inquiries for StartUP NY projects. Of these, one formal application was submitted to the START-UP NY Review Committee, but ultimately the applicant did not pursue final StartUP NY status. Currently, SUNY Potsdam is in active conversation with three potential prospects. Although SUNY Potsdam has not yet successfully attracted a START-UP NY project, we have capitalized on our networking with the business community and created a highly successful Economic Fusion Day for our students and community partners. Our success in attracting internship opportunities is being tracked by our Center for Applied Learning (see above).

15. Alumni / Philanthropic Support
SUNY Potsdam is leveraging both our Bicentennial in 2016 and the close of our Take the Lead Campaign to increase alumni participation - both in philanthropy and engagement. External messages and communications are now focused squarely on ensuring increased transformational experiences and opportunities for our students as Potsdam prepares for its third century. The College is actively working with alumni to assist with recruitment and retention efforts, mentoring of current students, creating linkages with businesses for internship support to prepare students for success (including the Start-UP NY program), and providing consultation that helps align the College’s academic programs with real-world needs. The priorities for the Take the Lead Campaign, which aims to raise $32 million by the College’s Bicentennial in 2016, includes academic excellence, scholarships, transformational student experiences, the Annual Fund for Potsdam (unrestricted gifts) and the arts. We have been working in collaboration with the System-wide office of Philanthropy to support the multi-year target of $5B by 2020-21. Despite being the smallest comprehensive college, SUNY Potsdam has raised $30.6 million to-date, and has bucked a national trend of declining numbers of alumni and friend donors, making us one of the most successful fundraising programs among our peers.

16. Civic Engagement
SUNY Potsdam has recently invested in an online database program to track civic engagement as it is a key element of our mission and student support program. SUNY Potsdam would be happy to share what it has learned through use of this tool and to serve on a System-wide task force to discuss appropriate data collection measures. Before this purchase, individual programs tracked information on their own. This new database will help standardize the way we track information. Staff in the Dean of Students’ office are working with the Center for Applied Learning to understand how extra-curricular civic engagement enhances our academic applied learning goals, and how existing projects and programs might be supported, enhanced, or tracked as part of our applied learning efforts.

17. Economic Impact
SUNY Potsdam has worked with the regional economic development councils, the NYS labor department and multiple organizations to determine its average annual impact. Overall, in 2011 the College produced an Economic Impact Study that found that SUNY Potsdam generates approximately $375.9 million dollars’ worth of economic activity in the Jefferson, Lewis, and St Lawrence County region each year, this is 143.2% return on $26M derived from student tuition revenue. This makes SUNY Potsdam one of the largest employers and economic factors in St. Lawrence County and one of the largest economic engines in the region. SUNY Potsdam continues to works closely with the St. Lawrence County Industrial Development Agency and other local economic development agencies to create a strategic plan to attract companies in the Music Business Industry, tourism, agriculture, and manufacturing. (These efforts coincide as appropriate with our START-UP NY program.) Therefore, SUNY Potsdam’s total economic impact on the region goes beyond the data captured in the 2011 report, and in the future we plan on more closely working with local and regional entities to monitor metrics that give a more global view of the College’s true impact on the region.
Section 3: Conclusion and Expected Impact on your Campus
We recognize that the overarching goal of SUNY Excels is continuous improvement. We believe the goals that we have provided on all Excels measures will significantly advance SUNY Potsdam in our service to the community, state and beyond. SUNY Potsdam is making its most aggressive goals in the following areas: improvement in first- and second-year retention; increased graduation rates; growth in sponsored research activity; increased diversity among students, faculty, and staff; extending applied learning experiences across all undergraduate programs; and securing additional partners for START-UP NY. Taken together, progress in each of these priority areas positions SUNY Potsdam as a more diverse institution in 2020, better prepared to serve an increasingly diverse student population.

Summary of Goals
During the next five years, SUNY Potsdam will have made significant progress in support of SUNY’s goals for increased student access, success and completion. Meeting these important goals will elevate SUNY Potsdam’s stature and ranking when compared to our SUNY and non-SUNY peers. Most important, we are confident that our efforts will yield direct benefits to our students as well as to respond to emerging state and national workforce needs.

SUNY Potsdam will increase enrollments to 4,300 in 2020 through a more aggressive recruitment and student retention strategy. Part of this effort includes expanding seamless transfer initiatives and partnerships with SUNY’s community colleges, yielding a higher percentage of community college transfers, and, as a result, increased degree completion. We expect these efforts to support our goal of increasing from 245 incoming transfer students in fall 2014 to 300 in the fall 2020 - resulting in a 22% increase.

Among SUNY Potsdam’s highest priorities include reducing the gap between its performance in retention and graduation rates and those of its sector and national peers. Reducing this gap is clearly beneficial, as more students will be prepared to enter the workforce sooner or continue their education. SUNY Potsdam will have contributed to SUNY’s overall completion goals by:

- Increase first-year retention to 86%.
- Increase the six-year graduation rate to 62%
  - Growing the number of degrees awarded to 1,096.
  - Increasing online offerings through Open SUNY and meeting the current demand for online bachelor’s programs and also moving several advanced certificate programs online.
  - Ensuring that every SUNY Potsdam student will have an applied learning experience.

SUNY Potsdam will continue to be one of the largest economic contributors of the North Country region and will strengthen its business and community partnerships and maximize the opportunities available through START-UP New York.