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Executive Summary

Part of the State University of New York (SUNY) system of higher education, The College at Brockport is a comprehensive master’s institution offering 50 undergraduate major programs and 48 master’s programs. The institution’s primary commitment is to student success, achieved through a combination of major and General Education requirements and co-curricular programs to which students have broad access and participation. Student success at Brockport is multifaceted, involving academic quality and engagement, co-curricular and support programs, each of which reflects our commitment to students functioning in a culturally diverse world.

The College mission reflects long-term commitments to excellence in both liberal arts and professional education at the undergraduate and graduate levels. These commitments advance the development of the whole student through attention to the highest quality scholarship, civic engagement, and environments for learning and student life. We believe it is our holistic approach to student success that has contributed to Brockport’s appearance in the Kiplinger and US News and World Report rankings.

Covering the years since 2007, this self-study reveals significant accomplishments in new and ongoing initiatives, and makes evident areas in which the College needs improvement. Participation in the self-study process has been widespread, with faculty and staff, administrators, and students at all levels fully involved in research and analysis of our programs and services.

The period under review can be characterized as one of institution-wide integration and consolidation. Dr. John Halstead had been President of the College for two years in 2007, which was the year that Dr. Anne Huot began her service as Provost and Vice President of Academic Affairs and Dr. Kathryn Wilson began as Vice President for Enrollment Management and Student Affairs. The consolidation of this leadership team early in the review period has led to a reorganization of the College’s Schools to reflect more disciplinary logic. The consolidated Division of Enrollment Management and Student Affairs represents the combination of two distinct divisions prior to 2007.

In addition to these reorganizations, the College has worked to consolidate our ongoing planning initiatives. The College mission underpins all planning, and focuses on academic and co-curricular quality, student success, and quality of teaching, scholarship, creative endeavors, and service. From 2005 until spring 2011, The Matrix: An Integrated Approach to Planning and Accountability, operated as the College’s strategic plan, with nine goals in areas as diverse as academic excellence, diversity, physical infrastructure, and a comprehensive campaign. The 2011-2016 Strategic Plan includes goals of becoming a nationally recognized comprehensive master’s institution, building a more transformational environment for students, and providing a more robust and diverse student experience for the 21st century.
Despite several New York State funding cuts during this review period, the College has operated on a strategic financial plan that has kept the mission of student success viable. Hiring of well-prepared and productive faculty has been ongoing and successful; consolidation of many staff positions has created leaner, more efficient operations; and the combining of SUNY’s General Education requirements into fewer categories has not only provided financial savings, but has also made it possible for undergraduate students to graduate in a more timely fashion.
Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions Effective July 1, 2011)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

This signed statement should be attached to the executive summary of the institution's self-study or periodic review report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

The College at Brockport, State University of New York
(Name of Institution)

is seeking (Check one): ___ Initial Accreditation  X  Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

___Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]
(Campus President)
[Date]
7/1/11
Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE requirements of affiliation and “Related Entities” policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

The College at Brockport, State University of New York
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission’s compliance requirements for this institution and will uphold State University’s policies pertaining to MSCHE standards and requirements of affiliation.

(Signature)
(Campus President)
(Date)

(Signature)
(Chair, SUNY Board of Trustees)
(Date)
Chapter 1: Self-Study Introduction

The College at Brockport, SUNY, offers a multidimensional educational experience to 7,166 undergraduates and 1,247 graduate students through its academic and co-curricular programs. Students experience a robust and well-integrated curriculum, combining liberal arts and professional programs with activities as varied as the American Democracy Project, the Student Leadership Development Program, and several diversity and health and wellness experiences. Underpinning this well-rounded educational experience is the fact that our operations rely on shared responsibilities and rewards for students, faculty, staff, and administration. There is a process in place for assessing institutional effectiveness and student learning, informed decision making, setting priorities for resource allocation, and making changes in teaching and learning practices. With the common goal of student success, all campus stakeholders understand that the primary purpose of the institution is the education and maturation of students. A very productive faculty, dedicated to research and creative endeavors, actively participate in regional, national, and international networks, both for individual intellectual and artistic rewards and to share with Brockport students their up-to-the-minute knowledge and skills. Together with an administration committed to these goals, students, staff, and faculty share a clear view of Brockport’s history, current educational experience, and most importantly, our future possibilities.

History

The beginnings of The College at Brockport far predate the SUNY system.

As the Brockport Collegiate Institute (1835-1866), the first “College at Brockport” offered teacher training, elementary classes for young children, and academic and professional training for older students, accepting women and minorities when many other colleges were largely closed to them.

Brockport State Normal School (1866-1942) was one of the four state Normal schools established in New York (NY), Brockport State fulfilled the mission of training for teaching in methods and subject knowledge. Attached to the Normal School was a “practice” or “demonstration” school, attended by local community students and staffed by student teachers working with experienced teachers.

From Brockport State to SUNY Brockport (1942-2004), the College was authorized to grant the bachelor’s degree in 1942. It became part of the new SUNY system when it was established in 1948, after which the school underwent tremendous growth. Expanding from Hartwell Hall, which housed the entire campus, and from a student body of a few hundred and a combined faculty and staff of 50, by 1964 SUNY Brockport enrolled several thousand students and several hundred faculty and staff; the campus had added residence halls, a college union, and academic buildings.
The purpose and organization of the College had also grown, evolving into a liberal arts college with a number of master's degree programs. By 1981, the College had added high-rise residence halls, the library and several other buildings. By 1997, the campus expanded to include the MetroCenter in downtown Rochester and the largest International Education program in the SUNY system.

From 1997 to 2004 President Paul Yu led Brockport to new levels of excellence and recognition, from updating and expanding information technologies, improving campus communication, and increasing admission standards. During this period Brockport became noteworthy for its increase in average SAT scores from 1002 in 1998 to 1071 in 2004; its increase in first-year retention rate from 71% in 1998 to 83% in 2004; and its increase in funded faculty research grants from $3.5 million in 1999 to $5.7 million in 2004. Dr. John B. Clark's interim presidency (2004-2005) brought several capital and academic campaigns that continue to produce value for the College.

In 2008, the institution began branding itself as The College at Brockport, State University of New York. President John R. Halstead has led the College since August 2005, bringing a strong, student-centered philosophy and extensive experience in strategic planning. His seven-year term as president of Mansfield University of Pennsylvania, eighteen years as a vice president, and post-doctoral work at Harvard University's Institute of Educational Management brought a transformational perspective to the College. The Nine Goals and Six Major Initiatives for Ensuring the College's Success (The Matrix: An Integrated Approach to Planning and Accountability) articulated by President Halstead at the beginning of his tenure here produced a stronger focus on student success and established targets for achieving success through accessibility and excellence combined. The Matrix has evolved into the College's 2011-2016 Strategic Plan (SP).

President Halstead's tenure has also marked great improvement and expansion of the campus infrastructure, guided by a Facilities Master Plan (FaMP) that will serve the College well for the next 20 years. Several new construction projects have been completed, including the $18 million new townhome complex, the $6.5 million Harrison Dining Hall renovations, and repairs to the Drake Memorial Library and other facilities. The construction of the $44 million Special Events Recreation Center (SERC), a state-of-the-art, multi-use facility supporting our academic programs, recreational and athletic needs, is well under way and will open in fall 2012.

With an average student-faculty ratio of 17 to 1, a Brockport student will experience small, student-focused classes allowing for the stimulation and individual responsibility that produce the most interested and thus successful students. Ninety-two percent of all Brockport classes have 39 or fewer students. By far the majority of faculty teaching Brockport classes are full-time and hold terminal degrees. Close to 15% of full-time faculty are from underrepresented populations, providing our students with a healthy diversity of perspectives.
The College also has a strong General Education (GE) program designed to broaden students’ perspective beyond their majors and to strengthen basic intellectual skills of writing, speaking, critical thinking, and mathematical analysis. Delta College Program, an alternate GE program, focuses students’ work on interdisciplinary study and professional development. Our Honors Program thrives with smaller classes and a senior thesis project, enhancing our best students’ experience here. Students are expected to be involved outside the classroom as well, and they are provided many opportunities to do volunteer work, internships, field experiences, and community service. Saturday of Service and Make a Difference Day are two widely celebrated outreach activities; students, faculty, and staff volunteer on- and off-campus to improve the life and look of our community. Kiplinger’s Personal Finance and US News and World Report have recognized The College at Brockport as one of the best values in higher education. In 2012 Brockport was ranked 57th among master’s universities in the Northern region by US News and World Report and 75th among public colleges and universities by Kiplinger’s. The College consistently offers an educational experience that is diverse and transformative.

After a decade of improving the quality of students and faculty at the College, and of diversifying co-curricular experiences, we are poised to take Brockport to the next level: a nationally recognized comprehensive master’s college focused on student success (History of the College, 2008).

**Governance**

The administration structure is led by the College President, who works in close cooperation with President’s Cabinet, President’s Advisory Council, and College Senate to establish goals and policies, and to organize the College’s direction toward achieving those goals and policies through all stages of shared governance. President’s Cabinet consists of the vice presidents for academic affairs, enrollment management and student affairs (EMSA), administration and finance, and advancement, plus the executive director of public and government relations and the president of the College Senate. Individually and collectively, President’s Advisory Council includes more than 30 members, from deans and directors to members of President’s Cabinet. This body consults with the president on matters such as new College initiatives and priorities, and it is through the contact among members of Advisory Council that continual communication among the several levels and areas of College leadership takes place. College Senate meetings consist of leadership at various College levels, with elected representatives from academic departments and divisions, student support units, and related educational units.

The vice presidents lead the College’s four divisions. While each division has its own process, each follows a transparent, well-established procedure for decision-making. The provost and vice president for academic affairs leads the College’s five Schools, Library, Information and Technology Services (LITS), Graduate Education and Scholarship, and academic support functions that fall under the leadership of the vice provost for academic affairs. The provost meets regularly with her cabinet on current and long-term planning; this
division works by input from all campus stakeholders, organizing and deliberating on recommendations from various task forces, the campus at large, the College Senate, and in cooperation with other administrative divisions. EMSA, Administration and Finance, and Advancement similarly gather information from feedback, goals, and initiatives in regular and ad hoc consultation throughout their structures.

Since 1973 the College, along with 28 other SUNY institutions, has been associated with United University Professions (UUP), a collective bargaining unit working to enhance and preserve the quality of the institution, available to faculty, professional staff and some administrative positions. Most College support staff belong to the Civil Service Employee Association (CSEA), NY’s largest union. With students, faculty and administration cooperating to achieve goals and to meet standards, the College enjoys a transparent culture supporting decision-making about curricular and co-curricular matters.

**Mission and Strategic Plan**

With widespread input on goal- and objective-setting, the College is led by a diverse team of stakeholders. Its organizational structure is designed to facilitate accomplishment of its goals and mission. The College mission emphasizes three essential elements to its students, faculty, staff, and community:

The College at Brockport, SUNY:

- Is committed to providing a liberal arts and professional education—at both the undergraduate and graduate level—for those who have the necessary ability and motivation to benefit from high quality public higher education;
- Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and
- Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

The College operated from 2005 until spring 2011 with *The Matrix* in place as our strategic plan. *The Matrix* was designed to guide planning and resource allocation and it articulates nine goals:

1. Build on our academic excellence including not only our rising reputation as a top SUNY institution, but also to encompass recognition of our faculty for scholarly endeavors, research dollars, and our prestigious graduate programs.
2. Continue to underscore our core values of student success and shared governance.
3. Make an institution-wide commitment to embracing diversity in its fullest sense by setting goals and linking these goals with Middle States’ expectations and our own expectations for achieving a more inclusive community.
4. Implement Strategic Plan II and allocate resources for designated implementation.

5. Address the physical plant—both new facilities and upgrading the existing facilities.

6. Engage the entire campus in the Mission Review II process in the 2005-2006 academic year prior to final sign-off to SUNY.

7. Following a feasibility study, plan to publicly launch The College at Brockport’s comprehensive fundraising campaign in concert with the College’s Foundation Board, College Council, and Alumni Board.

8. Strengthen Brockport’s presence and visibility within the colleges in the Greater Rochester Area, using the MetroCenter as a focal point for collaboration and enhanced visibility through greater utilization and marketing.

9. Celebrate the successes of our students, faculty, staff, and alumni as a point of pride for the College.

To support the goals of this mission, in 2007 President Halstead, together with an array of other College stakeholders, directed the College toward Six Major Initiatives for Ensuring the College’s Success:

1. Emblems of quality, with the goal of achieving accreditation in all disciplines for which it is eligible.

2. New program development fund to assist in the development of new programs.

3. Career span professional development for faculty to identify the major intellectual, scholarly, and professional development needs of our faculty at three stages of their careers.

4. Restoration of positions to better maintain the campus and enhance the student learning environment.

5. Lake Ontario research—a major research initiative with corollary benefits in economic development, job creation, and educational outreach in the Great Lakes region.

6. Presence in Greater Rochester Area, which involves building Brockport’s reputation in the Greater Rochester Area.

With the goals outlined in The Matrix met, the College has moved forward with its next five-year strategic plan with more focused and specific goals.
**Focus of the 2011-2016 Strategic Plan**: To be a nationally recognized comprehensive master’s institution focused on student success as evidenced by significant gains in select benchmarks.

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**College Priorities Related to the Strategic Plan**

- **Academic Quality & Engagement**
  1. Active Student Engagement in Learning
     a. In the Classroom
     b. Out of the Classroom
  2. Rigorous Curricular Programs
  3. Active Faculty/Staff – Student Engagement in:
     a. Student Learning
     b. Student Development

- **Co-curricular & Support Programs**
  4. Enrichment Programs to:
     a. Promote Student Development
     b. Promote Engagement in Learning
     c. Promote Engagement with the College
     d. Provide Services that Augment the Educational Enterprise

- **Learning Environment & Quality of Place**
  5. High Quality Facilities in which our Students Live and Learn
  6. A Robust and Transformational Environment to Advance Learning and Student Development
  7. Engagement of the Campus in the Community

- **Culture of Philanthropy & Alumni Connectedness**
  8. Graduates Remain Engaged in the Life of the Campus
  9. Investment by Stakeholders in the College as a Quality Place
The new strategic plan incorporates important benchmarks; indeed, as the College has incorporated assessment in all program areas more fully than ever in the past, it is crucial that our guiding document, the strategic plan, builds in specifically stated, measureable outcomes (see Appendix 1.03 2011-2016 Strategic Plan).

### Benchmarks for Success Related to the Strategic Focus

1. Better than predicted graduation rates.
2. Better than predicted retention rates.
3. Better than predicted outcomes on selected student satisfaction indicators taken from the National Survey of Student Engagement (NSSE) for undergraduate students and a local instrument to gauge graduate student satisfaction – The Graduate Student Survey of Student Engagement. The selected focus areas are:
   a. Advisement
   b. Faculty/Staff – Student Engagement
   c. Student Life
4. An earned reputation as a college that others look to for best practices.

The elements of the 2011-2016 SP will move the College forward in these ways:

1. The College will move from being a high quality regional college to one that is recognized nationally for best practices by our peers.
2. It will sharpen our focus on providing a transformational environment that prepares students for rewarding careers and civic engagement in a diverse and globally interdependent society.
3. We will create a more robust student experience for the 21st century by further diversifying our student body and expanding our market niche beyond Western NY to include the NYC metropolitan area and select out-of-state markets and international markets for our distinctive academic programs.

With its attention to coordinated, focused efforts, this plan will yield far greater gains than individual or isolated efforts. Further, the culture of continuous assessment, improvement...
and investment that the strategic plan outlines will result in meaningful and enduring change. While continuing to assess our progress on the elements of the College’s Mission Statement, we will concentrate our investment on the priorities set by the 2011-2016 SP and the goal of becoming a nationally recognized comprehensive master’s institution focused on student success.

**Student Profile**

Between 2000 and 2008, the freshman average cumulative high school GPA increased from 87.3 to 90.9; SAT scores for math and critical reading—two key academic areas—improved from 1,046 to 1,123 during the same period. In 2009, the College began a holistic review of selected freshman applications as an indicator of quality, focusing on retention as much as on entry-level quality indicators, and today we have begun to see positive outcomes from this shift: a freshman retention rate of 85% in 2010 and 84% in 2011, the highest the College has ever had (see Chapter 7).

Brockport’s total enrollment has increased slightly since 2008 to roughly 8,500 students, with this growth occurring largely among undergraduates. Graduate enrollment, although fluctuating some, has averaged approximately 1,300 students in this period. The largest College student population comes from Western NY. However, recent recruiting efforts have increased applications and deposits by close to 50% from downstate students. Expanding these efforts beyond NY is the next step in the College’s goal of increasing our national reputation. A solid 14.2% of the freshman class in fall 2011 was from underrepresented populations; the College’s diversity index for the entire undergraduate population is .25 and compares very well with similar SUNY institutions. Women make up a little over half of the undergraduate student population (57%) and two-thirds of graduate students (67%). Among those students whose racial/ethnic status is known, non-white students are roughly 14% of the undergraduate population and 12% of graduate students. In any given year during the review period, between 50 and 60 international students representing 20 or more countries have chosen to come to Brockport. Common Data sets with a summary of enrollment, demographic, and retention information for 2005 through 2010 are available at [www.brockport.edu/ir/Covers/cdscov.htm](http://www.brockport.edu/ir/Covers/cdscov.htm).

The incoming undergraduate class of 2011 was comprised of a slightly larger portion of first-time, full-time students (1050:882). Given the large number of transfer students the College typically welcomes, we have begun efforts to retain more of them by developing several transfer student initiatives, including orientation activities, peer mentoring, and academic planning seminars. The undergraduate ratio of full-time to part-time students as of fall 2011 is 9 to 1. Over one-third (36%) of our undergraduates live on campus. Brockport awarded 1,815 bachelor’s degrees in the 2010-2011 year and 462 master’s degrees or certificates of advanced study.
Faculty Profile

Brockport faculty are a leading contributor to the campus learning environment and intellectual growth of students, especially in terms of their accomplishments in teaching and scholarship. Spanning the five schools, many faculty have received prestigious teaching awards, including 99 recognized with the SUNY Chancellor’s Award for Excellence in Teaching and 27 faculty/emeriti honored as Distinguished Faculty, the highest teaching award attainable within the SUNY system (see Appendix 1.02 Chancellor's Distinguished Faculty List, 2011).

In addition to their contributions to undergraduate and graduate studies, General Education and study abroad programs, our faculty provide students access to independent study opportunities, internships, studios, clinics, laboratories, and other, customized learning experiences. A low student to faculty ratio, one-on-one faculty interactions with students, including advisement, are a hallmark of the Brockport brand, and are frequently cited as a reason students choose to study at the College.

Brockport also boasts an extraordinarily well-published faculty. In 2010-11, 74 faculty members were awarded a total of $5.4 million in sponsored research funds from federal, state and private sources—providing our undergraduate and graduate students with many opportunities for hands-on learning. Furthermore, 17 faculty have served as Fulbright Scholars and 10 have been recognized with the SUNY Chancellor's Award for Scholarship, an award that was introduced by SUNY in 2004.

The College is committed to hiring and retaining the highest quality faculty. Currently, there are 595 full- and part-time faculty, and 94% of full-time tenured or tenure-track faculty hold terminal degrees. Diversity among faculty is supported in part by several faculty research and development opportunities, such as the Dr. Nuala McGann Drescher award, the Presidential Fellows postdoctoral program, and the Promoting Excellence in Diversity Grant.

As of August 2010, the Division of Academic Affairs has several institutional priorities related to faculty, including the following:

1. Further improving faculty/staff-student engagement in educationally purposeful activities in and out of the classroom
2. Leveraging our human capital through improving the infrastructure to support scholarly and creative activity
3. Providing a greater percentage of instruction by full-time faculty
4. Maintaining a coherent faculty development program

The 2011-2016 SP incorporates and builds on these faculty priorities in its attention to academic quality and engagement, in particular active student learning, rigorous programs, and faculty-student cooperative learning toward a transformative educational experience.
Chapters 4–10, Standards 1–14

Subcommittees were formed at the beginning of the self-study period to examine and report on Standards 1–14. In many cases, each subcommittee was created of personnel with some knowledge of the area under scrutiny, though each subcommittee also had members from outside the subject area, to insure that issues would be raised from a variety of vantage points.

Chapters 4 through 10 offer an examination of Standards 1–14, with particular attention to student success within each standard. Chapters gathered standards together in categories prioritized by particular goals and emphases of the College; thus Standards 1 and 7 were studied together and reported on in Chapter 4, since we believe Assessment (Standard 7) at every level should have a strong influence on Mission and Goals (Standard 1) to “close-the-loop” of assessment institution-wide. Chapter 5 groups Planning and Resource Allocation (Standard 2) with Institutional Resources (Standard 3), since the former depends so largely on the latter.

Similarly, we found that Integrity (Standard 6) should follow from solid Administration (Standard 5) and Leadership and Governance at every institutional level (Standard 4). Placing Integrity, thus, at the end of Chapter 6, following Leadership and Governance and Administration, allowed us to keep integrity in mind as a kind of outcome and governing priority of leadership of every type.

Chapters 7 and 8 group standards in what we believe are transparently logical categories. Student Recruitment, Support, and Retention (Chapter 7) covers Standard 8 (Student Admissions and Retention) and Standard 9 (Student Support). Faculty and Academics (Chapter 8) likewise gathers together information on Faculty (Standard 10), Educational Offerings (Standard 11), and General Education (Standard 12).

Perhaps the most loosely organized is Chapter 9: Related Educational Activities (Standard 13). In this chapter, the subcommittee studied institutional areas related to and supporting the academic core, consisting of academic support programs, for example, and experiential learning. This chapter also evaluated the performance of the College’s various locations and other instructional sites, non-credit course offerings, and certificate programs. Two important areas discussed in this chapter are International and Online Education.

Finally, Chapter 10 caps off the self-study with an examination of Assessment and Continuous Improvement (Standard 14) naturally placed at the end in an attempt to demonstrate assessment’s relationship to improvement. Each chapter includes strengths and weaknesses, and each offers recommendations for improvement.

Because an institution of higher education is an organic whole—or should be—several elements of the College appear more than once in the self-study, some more frequently than others. Still, we try to avoid analytical redundancy, but rather offer views of single elements from multiple perspectives (e.g., enrollment management, from the point of view of...
institutional resources, student services, faculty and academics, and assessment). Our goal is
to offer, in the end, an examination as multidimensional as a Brockport education. Below,
we list several of these recurring topics. Chapter subcommittees collaborated to varying
degrees, but no chapter was written in a vacuum, and all subcommittees were and are
cognizant of their overlap with others. (Figure 1.1 Selected Topic Overlap chart)

For an explanation of the extent of collaboration that took place among the seven
subcommittees to address areas of overlap in the self-study, see Appendix 1.01 Selected
Discussion of Topic Overlap.

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Chapter 2: Nature and Scope of Self-Study

2007 Mid-term Report
In its Report to the Faculty, Administration, Trustees, Students of SUNY College at Brockport, (October 2002), the evaluation team of the MSCHE noted four “overarching” concerns:

1. The College’s structural budget deficit and facility maintenance;
2. Increased use of adjunct faculty which it characterized as “serious,” potentially impacting program quality and student satisfaction;
3. Decline in minority faculty, staff and students;
4. Rigor, independence and balance of our graduate programs with regard to our undergraduate offerings and as it relates to overall enrollment at the College.

The College recognized the seriousness of these concerns and successfully addressed them in the five-year report to MSCHE in 2007. The self-study that follows, therefore, covers processes and procedures used at the College since the 2007 report. However, we have kept the four areas of concern within our purview so as to insure continued health of the College’s financial situation, acceptable balance of full- and part-time faculty, growth of diverse populations among students, faculty and staff, and strength of our graduate programs as newer concerns are projected for the near future.

The statewide fiscal situation is one major area of concern for the College, as state support allocations to SUNY continue to be significantly reduced. In addition, demographic trends in NYS bear watching, since high school graduation rates are decreasing. After extensive work by SUNY System Administration and the campuses, the Legislature passed, and the Governor signed, the NY SUNY 2020 legislation that includes a five-year rational tuition policy permitting SUNY to increase undergraduate tuition up to $300 annually. This will provide much needed revenue although it does not fully offset the 2011-2012 reductions in state support. To insure continued student access, SUNY campuses will provide a Tuition Credit to students who already receive NYS Tuition Assistance Program (TAP) financial aid. Despite this tuition increase Brockport’s tuition rate is well below both independent NYS schools as well as the in-state rates of public schools in surrounding states.

Intended Outcomes of Self-Study
The current self-study’s focus on student success has provided a useful lens through which to assess each of the standards and, thus, to enable the College to clarify institutional priorities to maintain and indeed enhance the transformational experience of students at Brockport. The detailed examination of Brockport’s recent performance within MSCHE’s fourteen standards will give college stakeholders a realistic picture of current practices, areas to celebrate, and areas where there are gaps between expectations and performance. The
recommendations we make regarding each standard will provide a roadmap for setting our priorities and accomplishing our initiatives over the next five to ten years.

**Campus Involvement in Self-Study**

The self-study process is coordinated by a steering committee comprised of College faculty, staff, and a student representative from both undergraduate and graduate populations. The process has involved the entire campus community, with several opportunities for faculty, staff, and students from across academic disciplines and institutional divisions to participate, along with members of voluntary boards.

In September 2009, President Halstead and Provost Anne Huot appointed the Co-Chairs of the Middle States Reaccreditation Steering Committee, Dr. Joel Frater and Dr. Donna Kowal. They attended the Middle States Self-Study Institute in November 2009 to prepare the launch of Brockport's self-study.

In December 2009, the co-chairs submitted a proposal to the President and Provost containing a recommendation that The College at Brockport should adopt the Comprehensive Self-Study Model with special emphasis on student success. The recommendation was accepted. At this time, a program manager and the Middle States Steering Committee were appointed.

The College at Brockport’s Middle States Reaccreditation Steering Committee (MSSC) held its first formal meeting February 26, 2010. President Halstead charged the committee with “facilitating a campus-wide assessment of overall institutional effectiveness that addresses the fourteen Middle States standards in the context of the College’s core mission and institutional strategic goals.” President Halstead stressed that this is an opportunity to reaffirm our core values and determine future priorities; Provost Anne Huot identified key ideas for self-study preparation, particularly use of existing committee structure and the importance of significantly engaging the entire college community in the reaccreditation process. Both President Halstead and Provost Huot confirmed the College’s culture of shared responsibilities and rewards in their charge to involve the campus at large.

Materials for the self-study were made available via ANGEL (the College’s learning management system), including Middle States documents and resources, links to pertinent websites, etc. This platform provided a secure venue to manage the reaccreditation process. Additionally, MSSC members and subcommittee co-chairs were provided a copy of *Student Success in College: Creating Conditions that Matter* by George D. Kuh, et al. (2005).

Formal announcement of the College’s Middle States Reaccreditation was made at the start of the fall 2010 semester as part of a kick-off to engage the campus community.

After organizing the structure of the self-study and drafting a set of guiding research questions (GRQs), the MSSC began to invite feedback on the GRQs from the campus community—faculty, staff, and students—through an ANGEL survey. A website was also developed to disseminate reports from the MSSC to the provost and president.
Subcommittees were formed to analyze and report on data pertaining to MSCHE’s fourteen standards—e.g., Faculty and Academics: Standards 10, 11, and 12. Much of the subcommittees’ work was completed in the fall 2010 semester, when the first draft of the self-study was produced.

The Steering Committee’s co-chairs attended the Middle States Annual Conference in December 2010, attending workshops tailored for completion of institutional self studies. The MS Annual Conference was not a new experience for Dr. Frater, who also has served for some time as the College’s Middle States Liaison, and Dr. Michael Fox, the College’s Vice Provost. Spring 2011 brought time for feedback from various campus constituencies, including the campus at large (through open forums) and leadership at all levels (e.g., the president, provost, and vice presidents).

Summer 2011 involved extensive editing of the self-study document based on feedback on the drafts. The self-study draft was shared with the campus community on October 6, 2011 and additional feedback was collected through ANGEL and several open forums. This feedback was used to further fine-tune the self-study in preparation for submission to MSCHE.

Throughout the self-study, “students,” unless otherwise defined, refers to undergraduate students, and “campus community” includes the Brockport campus and all additional locations (e.g. MetroCenter).
## Chapter 3: Organization of Steering Committee and Chapter Subcommittees

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<thead>
<tr>
<th>Co-Chairs and Program Manager</th>
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<tbody>
<tr>
<td><strong>Joel Frater, EdD</strong></td>
<td>Co-Chair, Middle States Steering Committee</td>
</tr>
<tr>
<td></td>
<td>Assistant Provost for Diversity &amp; Associate Professor, Department of Recreation and Leisure</td>
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<tr>
<td><strong>Donna Kowal, PhD</strong></td>
<td>Co-Chair, Middle States Steering Committee</td>
</tr>
<tr>
<td></td>
<td>Director, College Honors Program &amp; Associate Professor, Department of Communication</td>
</tr>
<tr>
<td><strong>Kathy Mangione, MA</strong></td>
<td>Program Manager, Middle States Accreditation, May 2010 - present</td>
</tr>
<tr>
<td><strong>Anne M. Canale, MS CDIT</strong></td>
<td>Program Manager, Middle States Accreditation, December 2009 - April 2010</td>
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<table>
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<tr>
<th>Middle States Steering Committee</th>
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<tbody>
<tr>
<td><strong>J. Scott Atkinson, MS</strong></td>
<td>Director, Financial Aid</td>
</tr>
<tr>
<td><strong>Leah A. Barrett, MBA</strong></td>
<td>Assistant Vice President for Student Affairs, Enrollment Management and Student Affairs</td>
</tr>
<tr>
<td><strong>John Daly, PhD</strong></td>
<td>College Senate President, 2011 - 2012, Associate Professor, Department of History</td>
</tr>
<tr>
<td><strong>Jose Torre, PhD</strong></td>
<td>College Senate President, 2010 - 2011, Associate Professor, Department of History</td>
</tr>
<tr>
<td><strong>Steven B. Lewis, MPA</strong></td>
<td>College Senate President, 2009 - 2010 (Spring 2010), Web Manager/ Information Security Coordinator</td>
</tr>
<tr>
<td><strong>Elisabeth Meyer Gonzalez, MA</strong></td>
<td>Assistant Director, Student Learning Center</td>
</tr>
<tr>
<td><strong>Janie Hinds, PhD</strong></td>
<td>Professor, Department of English</td>
</tr>
<tr>
<td><strong>Kadathur B. Lakshmanan, PhD</strong></td>
<td>Professor and Chair, Department of Computer Science</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Department</td>
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<tr>
<td>Faith Prather, PhD</td>
<td>Associate Professor, Department of Public Administration</td>
</tr>
<tr>
<td>Karen M. Riotto, MBA</td>
<td>Assistant Vice President, Finance and Management Administration and Finance</td>
</tr>
<tr>
<td>Andrea Rubery, PhD</td>
<td>Associate Professor, Department of Political Science and International Studies</td>
</tr>
<tr>
<td>James Spiller, PhD</td>
<td>Associate Dean of Graduate Education and Scholarship &amp; Associate Professor, Department of History</td>
</tr>
<tr>
<td>Tayler Brown</td>
<td>Undergraduate Student Representative, 2011 - present</td>
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<tr>
<td>Paul Giglio</td>
<td>Undergraduate Student Representative, 2010 - 2011</td>
</tr>
<tr>
<td>Jennifer Battisti</td>
<td>Graduate Student Representative, 2012</td>
</tr>
<tr>
<td>Kathy Mangione</td>
<td>Graduate Student Representative, 2010 - 2011</td>
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Members of the Steering Committee served as liaisons to seven subcommittees comprised of faculty, staff and student representatives from across the disciplines/units. Each subcommittee was charged with researching a specific standard(s). (See Appendix 3.01 for subcommittee membership and assigned MSCHE standards of excellence.)
Chapter 4: Mission, Goals and Assessment

Standards 1 & 7

This chapter examines the measures used by the College to evaluate how well the institution is meeting its mission and goals. It also examines how effective these measures are and the extent to which new measures should be initiated to further the College’s assessments and understanding of institutional and student success. Finally, this chapter examines the impact resource allocations have had on the successful delivery of the College’s Mission and goals relative to student success.

Student success is promoted by maintaining a campus environment that advocates and practices academic and co-curricular excellence. Intentional goal-setting and accomplishment steers the institution, and contributes to and is reflected in the quality of the students’ experiences, as well as their learning and maturity as productive adults. The Chapter 4 subcommittee’s analysis of the College’s mission and goals relative to Standard 1 shows that there is a consistent direction toward institutional improvement and a consistent focus on student success in the College’s mission.

Institutional assessment contributes to student success by ensuring a tight and closely examined relationship between College mission, planning, distribution of resources, and other relevant processes. Academic Affairs has integrated the 2011-2016 Strategic Plan (SP) with mission elements from department to School to divisional levels. Other divisions of the College have completed a similarly integrated plan. A strong effort to accomplish a cross-divisional integration of goals in the new planning cycle has begun with several cross-divisional retreats, organized to synchronize the work among the College’s divisions. This planning effort is dedicated to improving the College’s position as a “nationally recognized comprehensive master’s institution focused on student success.”

Standard 1: Mission and Goals

The Chapter 4 subcommittee’s review of mission and goals showed that the College has met the criteria for Standard 1 as defined by MSCHE. The College has had a clearly-defined mission and goals consistent with that mission throughout this review period. Both mission and goals are well-publicized, reviewed and evaluated at many levels of the institution, and thus have been developed with widely collaborative input and discussion. Linked to high-level institutional goals are the goals focused on student learning in programs, in the classroom, and in co-curricular experiences.

The College’s Mission Statement clearly defines its purpose within the context of higher education and indicates who we serve and what we intend to accomplish. Our stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the College will fulfill its mission. The mission and goals are developed and recognized college-
wide with broad participation of its members and governing body; our mission and goals are
used to develop and shape programs and practices, and to evaluate their effectiveness.

The College mission reflects long-term commitments to excellence in both liberal arts and
professional education for undergraduate and graduate students, to making student success
an important priority, and to creating academic and other programs that reflect our
commitment to a culturally diverse world. These commitments advance the development of
the whole student through attention to the highest quality scholarship, civic engagement, and
environments for learning and student life.

Mission

Our current Mission Statement was drafted in 1997 (see Chapter 1), during the presidency of
Dr. Paul Yu. Directed by that Mission Statement, the College has since engaged in successive
planning efforts aimed at continually improving what we do and how we do it. During the
current review period, the College has operated under a number of guiding documents:
Strategic Plans I and II (SP I and II), The Matrix, the Memorandum of Understanding
(MOU) with SUNY (see Appendix 4.01 MOU SUNY Brockport and SUNY), and a
document called Key Performance Indicators (see 2008-2009 Key Performance Indicators,
www.brockport.edu/internal/ir/KPI%202008_09_final.pdf) designed to collect longitudinal
data on functions of interest to both internal and external audiences.

The College’s strategic planning efforts have evolved over time. Thus, we begin this
chapter’s analysis earlier than the current self-study review period. In addition to adopting
the 1997 Mission Statement in 1998 after widespread input from campus stakeholders (see
Appendix 2.01 Faculty Senate Approval of Mission), the College also committed to an
episode of strategic planning in 1998-1999 in what was generally considered to be an
inclusive, collegial process. Just after our last Middle States review, the College followed up
with a second round of strategic planning in 2002-2003, known as SP II
(www.brockport.edu/planning). Reflecting the importance our College community places on
shared responsibilities and rewards, this stage of planning involved broad input, from
administrative leaders, the College governing board, the faculty, the College Senate (then
Faculty Senate), professional staff, and students.

President Halstead arrived in 2005 and immediately announced his ambitious agenda of Nine
Goals and Six Initiatives, still consistent with objectives from these earlier efforts, but intended
to focus the College’s efforts sharply on student success and building external relations and
support. In the spring of 2007, these Goals and Initiatives were consolidated with a number of
other planning goals into a formal document called The Matrix. With institutional goals,
assignments of responsibilities, and status check measures, The Matrix: An Integrated Approach
to Planning and Accountability has served as our primary planning document from 2007-2010
(see Appendix 2.02 College Senate Approval of the Matrix).

In 2006, the College signed the most recent MOU with the SUNY System Administration
(see Appendix 4.01 MOU SUNY Brockport and SUNY).
The Institutional Effectiveness and Accountability Committee (IEAC) in the 2009-2010 academic year served as the predecessor of the Chapter 4 subcommittee (see Appendix 4.02 IEAC Committee Charge). The IEAC engaged in extensive discussions of the brief College Mission Statement, articulating more specifically ten elements implicit in the Mission Statement (referred to hereafter as “Mission elements”). The IEAC also recognized that the Mission Statement overlooks an explicit mention of three areas of critical importance: facilities/physical environment, alumni connectedness, and advancement. Consequently, the committee appended goals to cover these additional three areas.

Comparing the historical record of planning documents to the IEAC’s list of Mission elements (Appendix 4.08), it is easy to see that elements strongly supportive of the College Mission have guided the College through Strategic Plans I and II, and more recently through The Matrix. These mission-derived elements are connected to the “four constructs” structure serving as the architecture for the most recent Strategic Planning effort from 2009 through spring 2011: the 2011-2016 Strategic Plan (Appendix 4.05 Relationship of Strategic Plan to Mission Elements).

Brockport has worked very hard in the last decade to achieve higher student quality standards through improved admissions selectivity. Looking at demographic trends in the college-age population in the Western NY region, it has become obvious that increased selectivity will be difficult to maintain without widening the geographic area from which the College can expect to draw highly qualified students. Also, we have increasingly recognized that extending the College’s name recognition at the national level is key to recruiting a more diverse student body, thus providing a richer educational experience. All of these factors have led to a realization that the College should develop a national presence and that there is some urgency to do so.

In 2008, the College leadership initiated a process designed to study and develop our “brand.” This effort was motivated by a need to identify improved means by which the College can inform stakeholders of our mission and value(s). The process was assisted by a team of external consultants who engaged in extensive fact-finding about the College as they worked to design a new College logo, to develop The Brockport Promise and to advise on improvements in the “look” of our major publications (www.brockport.edu/about/identity/tools.html). The mission was the core and starting point of the branding work and thus the products of the “brand” that have been developed are completely consistent with the College’s mission.

In spring 2009, the College launched an ambitious effort to raise our institutional profile to a national level. The guiding aspiration, as announced by President Halstead, is to move the College forward toward becoming a “nationally-recognized comprehensive master’s institution focused on student success;” indeed, this is the goal of our 2011-2016 SP, as we believe the College is ready to move to the next level of institutional quality. Each administrative division of the College has participated in an extensive planning exercise to develop the strategies and institutional focus required to advance the College toward this
goal. Dr. Halstead introduced a visual model of the College community’s shared vision, organized around the Four Constructs, and highlighting areas from which to identify benchmarks in support of student success to earn national recognition for the College. NSSE data were used to identify areas important for national recognition. Where the College NSSE results indicated a need for improvement, goals for these have been used as important benchmarks for success of the 2011-2016 SP. These benchmarks have been written into the Division and School strategic plans (see Appendix 4.13 Divisional Strategic Plans and Appendix 4.12 School Strategic Plans).

The resulting 2011-2016 SP has been organized around this general framework. Specific strategies designed to bring about the desired outcomes, based on the benchmarks and priorities in this SP, have been developed; the academic deans and other campus leaders introduced detailed plans and began implementation of the SP in July 2011.

The 2011-2016 Strategic Plan states:

- The College at Brockport’s strategic planning efforts have been continuous over an extended period of time, and have provided focused road maps to guide the institution toward achieving specific, relevant and ambitious goals.
- We are now focusing on the priorities of the 2011-2016 SP and the ambitious goal that provides the overarching framework. See Chapter 1 for an outline of the SP framework. Within and across divisions this framework has been used to develop goals, strategies and assessments for each construct.

**Strengths and Significant Accomplishments**

- Through several episodes of strategic planning the College has carefully aligned its goals and objectives with the College’s Mission.
- The 2011-2016 SP clearly orients the College toward becoming a “nationally recognized comprehensive master’s institution focused on student success.”

**Challenge**

- Maintaining the impetus on strategic goals in times of economic uncertainty.

**Standard 1: Recommendations for Improvement**

1. Continue with the full implementation of the 2011-2016 SP.
2. Continue to assess institutional strategic priorities to ensure their relevance in a fluctuating budget climate.
Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. The Chapter 4 subcommittee’s review of Institutional Assessment indicates that the College meets the criteria for Standard 7 as defined by the MSCHE, especially in regard to having an “organized and sustained assessment process to evaluate and improve the total range of programs and services.” “Institutional assessment” refers to high-level assessment of major indicators of institutional health.

Measures of Success

Key Performance Indicators and Institutional Planning: Our evaluations of College goals and key performance indicators (KPIs) have served us well in our efforts to track the status of the College’s major goals and initiatives. Some of the KPIs are summarized and available for public viewing on the College’s Accountability web page (see 2008-09 Key Performance Indicators, www.brockport.edu/ir/KPI%202008-09_final.pdf).

The College’s first KPIs, developed in 1997-1998 focused primarily on informing external audiences about college effectiveness, faculty, resources, and students. Some of these original KPIs have remained consistent over time (e.g., data on enrollment, quality indicators such as student SAT scores and percentage of faculty with terminal degrees, retention and graduation, alumni giving), but changes in the College’s senior leadership and in the Office of Institutional Research have resulted in more attention to measures of student success (e.g., data on licensure and certification examination results where applicable; see Chapter 8, Standard 10). While the earliest versions of the KPIs featured information on expenditures and revenues, this information has now migrated to the annual All Funds Budget Report produced by the Budget Office. At this time, the most important KPIs used to inform college decision-makers have come from our MOU with SUNY System Administration, The Matrix, and have developed further during the most recent strategic planning effort.

The Chapter 4 subcommittee designed and administered a brief survey inquiring about the extent to which the College’s KPIs are used in planning and assessment by high-level decision-making groups ranging from the President’s Cabinet, to major advisory groups for the vice presidents, to College-wide committees with broad advisory power. This information has not only helped us see whether (and how) current KPIs are used, but also whether or not our data can be improved (e.g., did these groups need the established indicators or other kinds of data not included in the College’s formal KPIs?).

Findings from this survey indicates that some KPIs are followed with great interest, especially common institutional assessment indicators like student retention and graduation rates, regional recruitment percentages, diversity and similar data. Other KPIs are less frequently addressed in decision making but remain important as indicators of quality (e.g., pass rates on national examinations in specific major fields such as Nursing and Educational Certification). To complement this information, the subcommittee examined goals laid out
in College planning documents from the past decade to see what other data elements were suggested. The information generated from our NSSE surveys (Appendix 7.13 NSSE Surveys 2008-2011), the Faculty Survey of Student Engagement (FSSE) (Appendix 7.26 FSSE Reports 2008-2011), the SOS (Appendix 7.27 ACT SUNY Student Opinion Survey) and the Cooperative Institutional Research Program (CIRP) (Appendix 7.28 CIRP Freshman Survey 2009) are frequently discussed and used to evaluate perceptions of the extent to which we are achieving our mission. As a result of the 2009-2011 SP process, data such as NSSE and SOS results have become much more important than they have been in the past and will be used in redeveloping KPIs.

KPIs have been supplemented in recent years by the College’s Annual Report (Appendix 4.04 2008-09 Accomplishments) on the accomplishments of the College’s goals and initiatives as summarized in The Matrix. The 2011-2016 SP embeds appropriate benchmarks and assessments for tracking progress toward goals at all levels, and are delineated in divisional and unit level plans (Appendix 4.13 Divisional Strategic Plans and Appendix 4.12 School Strategic Plans).

Mission Elements and Institutional Assessment

Despite changes in Brockport’s leadership and the multiple iterations of our planning in the past decade, we have consistently kept a focus on our mission, which provides consistent direction from which we have derived more specific goals throughout our major planning efforts (see Appendix 4.08 IEAC Mission Elements and Appendix 4.05 Relationship of Strategic Plan to Mission Elements). The following will suffice as examples. Our stated purpose is to provide a quality collegiate education to students who have the necessary ability and motivation. Throughout our planning documents, one goal is to recruit such students, those that are at or near the top of SUNY’s selectivity scheme for grouping students according to measures such as SAT scores and high school GPA. Four planning documents—SP II, MOU, The Matrix, and the 2011-2016 SP—emphasize our objective of increasing enrollment of high ability students.

Good practice in admissions, however, does not begin and end with SATs and GPAs. With an admissions goal of 1050 new first-year students per fall semester, since 2009 the Admissions Office reviews 20% of applications “holistically,” in response to the recommendation of the Enrollment Management Task Force (EMTF). Holistic application review is designed to improve the College’s admissions process by bringing other dimensions into evaluation of selected applications. Another stated purpose is to prepare students for success after their time at Brockport, manifested specifically by admission to graduate and professional schools and/or launching them in their careers. Related especially to the latter, goals present in all four planning documents invoke expanding opportunities for career-related experiences for students (e.g., internships, volunteer and service learning). The Institute for Engaged Learning (www.brockport.edu/iel/) has been developed to provide such opportunities. The emphasis on both classic liberal arts study and professional/career training contributes to the Rochester area’s need for well-trained
professionals committed to supporting community engagement. Improving our regional presence as a college of choice for advanced degrees and increasing enrollment in the graduate programs are also important priorities. Supporting the region economically by offering a well-selected portfolio of graduate programs is an important aspect of the College mission.

Establishing career-span professional development for faculty has been a leading goal as well, and we have among other things committed resources to create Faculty Learning Communities (FLCs) (www.brockport.edu/celt/flc.html). Under the auspices of the Center for Excellence in Learning and Teaching (CELT), these communities provide opportunities for new and existing faculty to collaborate, re-design courses, and re-energize themselves as they explore topics of mutual interest. Related to this are our new initiatives designed to encourage scholarship and creative productivity (www.brockport.edu/etc/forms/grant/). Aimed at assisting faculty in developing their own scholarly programs, these initiatives offer improved support for faculty travel, and they encourage use of the Teaching Innovation Fund.

To embrace diversity more fully, our College created a new, senior-level leadership position, assistant provost for diversity; reconstituted a campus-wide Diversity Committee; drafted a Strategic Plan for Diversity; and initiated new events celebrating diversity while continuing commitment to our flagship event, the Annual Diversity Conference. We hosted our eleventh annual conference in fall 2011. An Annual Report on Diversity has been published for the last two years (Diversity Annual Report www.brockport.edu/diversity/documents/diversityreport09-10.pdf). Diversity objectives are also a component of divisional and unit plans for 2011-2016.

Addressing the College’s physical plant has been another major goal and, along with other state-operated SUNY institutions, we have completed a Facilities Master Plan (FaMP) for the campus (www.brockport.edu/famp). This plan will guide the physical development of the campus for at least the next 20 years. As is customary with college planning efforts, work on the FaMP has been shared among a wide range of campus constituencies to study, among other facilities issues, current and future classroom and office space needs. The new Special Events Recreation Center (SERC) was funded in our current capital plan and construction is in progress. We have also been funded for a new liberal arts building, now in the design phase, with occupancy planned for fall 2014. Planned expansions of several buildings, including Drake Library, Dailey Hall, and the Rakov Center will provide improved physical space for a number of campus offices and programs.

Related to these infrastructure goals is the College’s objective of improving community outreach, starting with the Village of Brockport and moving outward to the Town of Sweden, Rochester, Western NY and beyond. Relationships with business and political leaders, Lakeside Hospital, Brockport Central School District, the police and fire departments and local residents are strong and will continue to be maintained. Current academic and co-curricular relationships within the immediate area, and indeed across the
country and internationally, include internships and externships, service opportunities, and
fund-raising occasions. For example, in a purely academic arena, several master’s programs
serve the Greater Rochester area and beyond by providing a workforce and enriching their
communities; these services include the Master’s in Public Administration and the
collaborative Master’s in Social Work, to say nothing of the impressive number of teachers,
business leaders, and public servants we train and certify. The College also offers educational
opportunities to the public, through programs like the Writers Forum, the M&T Bank Art of
Fact Award and Writer’s Voice, Mornings with the Professors, and Scholars Day.
Community service projects include Saturday of Service, Make a Difference Day, and
contributions to local, regional, and national arts and culture through our sports programs,
widely recognized dance and theatre programs, and in the form of practicing artists, writers,
and musicians who graduate from our programs.

The College’s strategic planning has proceeded in two phases, each evolving in a continual
effort at institutional improvement. Earlier cycles of planning focused on meeting some
basic needs such as improving foundational “input” parameters (e.g., increasing number of
applicants and admitting more students with high academic potential). Having achieved
success in this phase, the College has moved on to focus more on “outputs,” since part of
the current SP emphasizes the student life cycle. Our intention is to more successfully
engage our students while they are on campus and to keep them engaged and supportive
when they become alumni. The stated goals are to improve on various “output” measures
of student success, such as graduation and retention rates, selected undergraduate National
Survey of Student Engagement (NSSE) scores, and other indicators of student satisfaction
and learning outcomes.

All divisions are responsible at this point for contributing to success in reaching these goals.
Documents related to the accomplishment of the College mission, The Matrix, and the
various strategic planning documents are widely known and available to all campus
constituencies and both internal and external audiences. Circulation of these and other goals
takes place through various College publications (e.g., The Daily Eagle, an electronic
newsletter sent out daily Monday through Friday); the Undergraduate and Graduate College
Catalogs, the College website; departmental, campus office, and committee web pages; and
importantly, the public addresses given by the College president and the provost at the
beginning of each academic year and at other key points in the academic calendar. Divisional
retreats to study current issues and make plans for continuous improvement take place in all
four divisions each year.

Since 2009, the vice presidents of all College divisions have used George Kuh’s book, Student
Success in College: Creating Conditions that Matter (2005), as a philosophical foundation for our
work on improving student success. In her annual meetings with faculty new to the College
as part of their orientation program (coordinated by CELT), Provost Huot discusses our
Mission and selected goals related to student success; she gives new faculty members copies
of the Kuh et al. book and engages them in a discussion of its relevance to the College.
After involving the campus community extensively in creating the various planning documents, progress at the institutional level on the implementation of the SP I and II, the *Nine Goals and Six Initiatives*, *The Matrix*, and *Accomplishments* has been consistently monitored and evaluated by the President’s Cabinet based on input from the three vice presidents and the provost. Among the many issues attended to by this group, the President’s Cabinet has three more or less standing agenda items: progress on goal of national recognition, enrollment, and budget.

The College began the quiet or leadership phase of a comprehensive fundraising campaign during this review period, after completing a feasibility study over the first years of President Halstead’s tenure here. As of 2011, $2,195,908 was raised, an exceptionally successful fundraising effort despite the national recession. Private funding of this sort continues to support the College mission and helps us meet our related institutional goals.

**Institutional Assessment of Teaching and Learning**

A variety of methods are in place to assess teaching and learning outcomes. For more than ten years, the College Assessment Project has required a yearly assessment study and report from all academic programs. The major purpose of these assessments is to determine the degree to which selected student learning outcomes (SLOs) are being achieved and to ascertain needs for improvement in curriculum and pedagogy (see Chapter 10 for a detailed discussion). In yearly reports, departments are asked to link assessment findings with corrective actions taken or to be taken. These reports are submitted to the school deans and the vice provost’s office. Similar periodic assessment projects are required for the SLOs of the major categories of the General Education Program. Information from these departmental assessments vary in usefulness depending on the interest and skill the particular department brings to the assessment process. The vice provost works with departments in an advisory role to impress the faculty with the importance of the assessment of SLOs and provides information on assessment practices. Recognition is growing that “closing the loop” is a very important part of the assessment cycle and we continually improve our documentation of these activities in support of the mission goals regarding academic excellence and student success. (See Chapter 10 for a detailed discussion of the assessment of student learning.)

The College has 13 programs with national accreditation at either the undergraduate or graduate level (see Chapter 10 for a discussion of accreditation). Most accrediting agencies require significant attention to assessment of student learning in the programs concerned.

In the effort to improve our assessment practices, the College has begun the implementation of a newly purchased software system, Tk20, especially designed to help align mission, goals, and assessment practices and to be a repository for assessment rubrics and data. Implementation of Tk20 is proceeding through the College’s Office of Assessment and Testing.
The College frequently administers the NSSE, a nationally normed survey, which provides a rich source of data on institutional life from the student perspective (see Appendix 7.13 NSSE Results). NSSE data are widely disseminated and discussed at the College.

Other Examples of Institution-wide Assessments

In 2010, the College also implemented Activity Insight (Digital Measures), a new software system for faculty annual report filings, to make reporting and analysis of faculty instructional activities, service, and scholarly productivity easier. The faculty annual report format was altered in spring 2011 to better reflect the goals formulated in the 2009-2011 Strategic Planning process and now codified in 2011-2016 SP (see Appendix 4.15, Digital Measures Template; see also Chapter 8, Standard 10). Student evaluation of instruction is carried out using the Instructional Assessment System (IAS). This provides faculty with institutionally normed evaluations related to the effectiveness of their teaching. These evaluations are one element used in certain personnel decisions such as granting tenure and promotion. Professional staff are also evaluated with an annual update of their Performance Program and an annual Performance Evaluation done by the immediate supervisor.

Each department and unit files an annual report with their dean (or other supervisor) giving a yearly structured report on activities and accomplishments.

Periodic Program Reviews (PPR) are done to review all academic programs on a seven-year cycle. These are one of the most important processes to ensure quality and are discussed in detail in Chapter 10.

Assessment of Student Learning in EMSA Units

Since January 2009, EMSA has placed a new focus on building a culture of evidence for its work as well. Training for development of student learning outcomes for programs and services, and the assessment of that student learning, also began at that time. Recognizing that assessment of student success is cumulative, comprehensive, and collaborative in nature, an EMSA assessment team was developed to begin implementing a comprehensive program for this division. The student learning outcomes that were adopted are found in Learning Reconsidered (see Appendix 4.06 Measurable Learning Outcomes Grid, Learning Reconsidered (2004). NASPA and ACPA. Washington, D.C., http://www.myacpa.org/pub/documents/LearningReconsidered.pdf), a collaborative publication identifying seven broad-based learning outcomes in which the Student Affairs and Academic Affairs divisions collaborate to build on student success. Learning Reconsidered defines learning as a comprehensive, transformative activity that integrates academic learning and student development, processes that have too often been considered separate. The division aims to reconnect learning in a more holistic manner to support student success within students’ lives.

Each EMSA unit is identifying and developing learning outcomes specific to their areas and their programs, including KPIs, benchmarks, and a strong understanding of best practices. (Links to the departmental and/or programmatic SLOs drafted for each EMSA unit are
When these SLOs are finalized, EMSA units will regularly assess them and report findings to College leadership, at which time the outcomes will be reviewed in the aggregate of all other assessments within the division and College-wide. A timeline for assessment has been developed that incorporates annual planning, budget development, reporting, and refinement and improvement of programs (Appendix 4.09 2011 EMSA Assessment & Planning Cycle). The data provided are used by the division leadership team to set resource priorities based on student satisfaction, student persistence, and student learning.

Assessment tools include data found in NSSE, Student Opinion Survey (SOS), departmental Educational Benchmarking, Inc. (EBI) and other nationally-normed surveys, unit-generated surveys, focus groups, program surveys, and observations. About 25% of EMSA units and programs have fully integrated SLOs and assessment into their work with full integration anticipated by December 2012. For example, the EMSA Assessment Team meets monthly and has developed a plan based on Keeling, et al. “Stages of Assessment Planning” (Assessment Reconsidered: Institutional Assessment for Student Success, 2008) to incorporate assessment and a culture of evidence into EMSA work.

The division of EMSA is an early adopter of the assessment software, Tk20. Currently the EMSA site is being populated with departmental learning outcomes, assessment strategies and program improvements. The division is beginning to utilize this software package to maintain assessment data and articulate the improvements and revisions to its programs and services. EMSA has assessment website that is utilized to communicate priorities, student learning outcomes and program improvements (http://www.brockport.edu/emsa/assessment/).

While the College’s divisions of Advancement and Administration and Finance are not directly involved with assessment of student learning outcomes, they administer appropriate evaluations and quality control measures aimed at evaluating and continuously improving their functions in accomplishing the College’s mission and goals. (See Appendix 4.11 Division of Administration and Finance Evaluation and Quality Control for sample measures.)

**Planning, Resource Allocation and Student Success**

The College’s planning processes at all levels include reflection on various aspects of the mission as we perform important institutional functions. The President’s Annual Call Letter to the College-wide Budget and Resources Committee outlines budgetary priorities for each budget year (Appendix 4.10 President’s Annual Call Letters 2010-2013). In response to the Call Letter, the vice presidents develop divisional budgets consistent with the roles and priorities of their divisions as they interpret their mission-derived goals. The divisional budgets then go to the BRC for discussion and endorsement. Much of the College budget, of course, covers ongoing and fixed expenses, and these are scrutinized on at least a yearly basis. Meetings of this committee are always open to the College community.
“Priority Needs” funds are set aside for important new initiatives (see Appendix 4.07, All Funds Budget Report for a record of these expenditures). These initiatives must be mission-derived for funding to be approved. A similar deliberative process takes place with the allocation of divisional resources under the direction of the vice presidents and the provost.

Faculty and staff hiring is a carefully controlled process requiring cooperative discussions between the vice presidents and provost, and is recognized as one of the most important College functions. All positions are filled through a highly consultative process requiring each position to be justified according to campus needs, strategic priorities, assessments, the impact on future budgets, diversity, and a strong connection between the position requested and the Mission (see Chapter 8). The College is fortunate to have an unusually cooperative group of divisional leaders who give the overall health of the College their highest priority as they approach decisions involving resources, budget, and hiring.

While institutional assessment does perform a demonstrably valuable function at Brockport, we do not always document the regular use of these indicators as well as we could in the minutes of major decision-making groups. Our best documentation of these frequent discussions is contained in the agendas of high-level committee meetings, divisional meetings, and retreats. Annual budget requests to the Budget and Resources Committee also provide evidence of the relation of assessment and planning to resource allocation.

We have not spent much time in the past evaluating the assessment process itself. The latest strategic planning process has given us the opportunity to rethink, redesign, and implement periodic evaluations of the Institutional Assessment process itself. This was the role assigned to the IEAC in 2009-2010, which will continue with that task now that the 2011-2016 SP is complete.

Strengths and Accomplishments

• The College administration has included the faculty, staff, and students in the formulation of strategic plans and kept all parties aware of progress toward strategic goals.

• All strategic plans have assigned responsibilities for objectives and performance indicators or assessments for all goals.

• The College has instituted an IEAC charged with monitoring the progress on strategic goals through the development of key performance indicators and methods of assessing them.

• The College supports strategic goals by assigning resources in support of these goals as a priority in the budget process.

Challenges

• Coordinating the achievement of a complex set of institutional goals.
Continuing to monitor the divisional strategic plans to ensure that linkages are reinforced and gaps are identified and resolved.

**Standard 7: Recommendations for Improvement**

1. Provide training, support, and funding at all organizational levels as needed to further promote a campus-wide culture of evidence.

2. Improve attention at all levels to documenting and making assessment information available for decision-making processes at all levels, KPIs, and data (e.g., showing evidence of such use in committee minutes and records of other decision-making groups).

3. Complete the 2011-2016 SP by assigning assessments for each goal, determining who is responsible for completing assessments, and implementing a formalized reporting structure.

4. Reconstitute the IEAC to work on further improving the College’s Institutional Assessment practices and monitor the progress on institutional-level goals derived from the 2011-16 SP.

5. Effectively implement the Tk20 assessment system to add greater organizational power to the assessment effort at all levels.
Summary of Chapter 4

Standards 1 and 7 were paired for examination in our self-study because of the necessary feedback loop between the two: to meet mission-derived goals, an institution must constantly assess its performance in general and specific areas. As this chapter has demonstrated, the College at Brockport performs such constant assessment, even throughout periods of administrative and guiding-document change. Department, School, and divisional annual reports, for example, were for a number of years framed by *The Matrix*. Also, the College president’s yearly *Accomplishments* document has reported to the College community on the progress toward our major goals and objectives with an eye to student success and institutional assessment.

In brief, the College’s mission directs all stakeholders to focus on student success, be that success evidenced in academic or co-curricular areas. As an institution that provides both liberal arts and professional education, Brockport recognizes that while success means different things to different students, a holistic education provided to all students will ensure that success. Our mission codifies that holistic philosophy, and our institution-level assessment assures its implementation throughout the College.
Chapter 5: Planning and Resource Allocation

Standards 2 & 3

This chapter reviews College policies and procedures used to allocate resources—human, financial, technological, physical—and examines how those policies and procedures directly relate to the College’s strategic direction as expressed in its mission, *The Matrix*, and 2011-2016 Strategic Plan (SP), with their priority of fostering student success.

Institutional plans, goals, and strategies are clearly linked to the institution’s mission, strategic goals, and aspirations. In the plans, goals, and objectives of the College, strategies and a variety of performance measures for the institution as a whole and for divisions and departments have been established, clearly defined, and widely communicated at all levels (See Appendix 4.13 Divisional Strategic Plans and Appendix 4.12 School Strategic Plans).

The College allocates funding according to short- and long-term priority needs within the constraints of the annual budget and always remains focused on its mission of student success: our academic and residential building improvements, diversity initiatives, Living-Learning Communities, summer fellowship programs, faculty-learning communities, student Leadership Development Program, and CELT/faculty professional development are just a few examples of intelligent stewardship of diminished resources. In response to deep budget cuts, we have produced a strategic five-year financial plan to keep the mission of the institution viable. This financial plan represents a commitment to the academic core as a primary principle.

During this review period, the College has made progress in hiring, retaining, and retraining; human resources initiatives include creation of a Manager Development Program (www.brockport.edu/hr/training/) and workforce and succession planning (www.brockport.edu/hr/procedures/documents/successionplanningpolicy2010-11.pdf). As the Division of Advancement proceeds with the quiet phase of our Comprehensive Fundraising Campaign to strengthen our financial resources, the College continues with infrastructure and building projects toward a goal of excellence in learning environment and “quality of place.” Brockport’s strategic planning through our FaMP has prepared us to complete facilities projects already begun (e.g., SERC) and to begin approved projects (e.g., a new academic building). Our commitment to sustainable resources has influenced the nature of new facilities and will continue to position the College as an institution worthy of the Leadership in Energy and Environmental Design (LEED) certification all of our recent facilities projects have received.

While the College has experienced significant budget reductions since 2008-09, the faculty is strong and dedicated to the mission, goals and objectives established in collaboration with other staff and administrators of the College for implementing the mission of student success.
Standard 2: Planning, Resource Allocation, and Institutional Renewal

The Chapter 5 subcommittee researched the Divisions of Administration and Finance and EMSA and found that these areas have many strengths; the College is aware of some structural improvements that need to be made and has created a solid plan to move forward and succeed. The College has met Standard 2 as defined by the MSCHE: “An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”

Enrollment Management

Planning and managing enrollment at the College is essential to its long-term success. The Enrollment Management Task Force (EMTF) is a team of administrators, faculty, and staff that review and make recommendations related to recruitment initiatives and student retention. The EMTF recommends stable enrollment for incoming freshman and transfer students and slight increases in returning students based on increased retention efforts; this team also recommends small increases in graduate enrollment.

In fall 2011 the College enrolled 7,166 undergraduates and 1,247 graduate students (Enrollment Summary website). Our total number of applications for the fall 2011 was 11,897, 8,575 freshmen, and 3,322 transfers. Students from underrepresented groups comprised 14% of the freshman class, and 19% of the transfer class (Applications, Offers and Deposits, http://www.brockport.edu/ir/IDP2011/AppOffEnr.pdf). Additionally, the Office of Undergraduate Admissions continued progress toward enrolling a more diverse student body by exceeding its goal of 10% of students from underrepresented populations admitted for fall 2011. Applications for African American first-year students increased by 24.8% and Hispanic applications increased by 35.1% from the previous year. (See Chapter 7 for further analysis.)

EMTF goals are to meet or slightly exceed student enrollments without sacrificing quality and increasing retention and graduation rates. Some of EMTF’s 2010-2011 academic year initiatives include establishing an Internet/web based recruitment market, hiring an admissions advisor for E-Recruitment, utilizing various social networks for recruiting, increasing fall Open House attendance and campus visits from potential students, and creating a Discretionary Scholarship Pool and a Spring Overnight Program for highest ability applicants. Undergraduate Admissions hosted its eighth annual Accepted Multicultural Students Visitation Program, which was incorporated into the Accepted Student Open House in spring 2011. Thirty of the 38 students (79%) that attended enrolled for fall 2010. The College implemented a comprehensive international student website to support recruitment and retention of international students, and is currently developing an
international recruitment program to support these targeted recruitment efforts. Chapter 7 includes a more thorough analysis of Brockport’s enrollment management initiatives. Managing enrollment at the graduate level is also a priority of EMTF, guided by recommendations from the Graduate Education Vision and Action Plan (GEVAP) Taskforce; however, this has not been implemented as of fall 2011. The College has taken steps to increase graduate enrollment rates by several initiatives, including a paperless admission process and inclusion of the graduate message in the College’s general marketing campaigns. Chapter 7 also provides more discussion of the initiatives related to graduate study at Brockport.

### Human Resources and Academic Initiatives

In 2007 the College prioritized several initiatives, including but not limited to a concerted effort to diversify the campus and address issues of inclusion and to improve professional development opportunities for faculty and staff. In our focus on retaining a diverse faculty population, the College offers faculty research and development opportunities through resources such as the Dr. Nuala McGann Drescher award, the Presidential Fellows postdoctoral program, and the Promoting Excellence in Diversity Grant (PED) (Appendix 5.10 Faculty Research and Development Opportunities). College administrators have participated in conferences targeting retention of a diverse professional population, as well as those engaging discussions surrounding race and ethnicity. The Affirmative Action Office has created an exit interview for separating employees to determine the reason for employee separation from the College (see Appendix 5.13, Human Resources Exit Interview Survey).

The College’s commitment to reaching a diverse population in recruitment is evident from the multitude of advertising venues used. All search committees are instructed to advertise in at least one minority publication, and several procedures are used to ensure the diversity of the applicant pool. Examples include use of Higher Ed Jobs’ “affirmative action hiring packet” as appropriate, distribution to all faculty search committees of a list of discipline-appropriate names secured from the Minority Women Doctoral Directory, and the Affirmative Action Office’s sending notifications of professional and faculty vacancy to 100 agencies and organizations serving diverse populations. In addition, the College utilizes recruiting tools such as membership in the Workforce Diversity Network, Diversity Agora, and the Industry Liaison Group. We also actively participate in the annual National Diversity Recruitment Conference. Despite these efforts the yield in underrepresented hires falls short of expectations (see Appendix 5.12 Faculty and Workforce Demographics).

Of note, in 2010, the temporary position of assistant to the provost for diversity was upgraded to a permanent position and given the title of assistant provost for diversity (APD). While the APD reports directly to the provost and vice president for academic affairs, this position works collaboratively with all divisions to ensure that the College’s goal of embracing diversity and inclusion is realized. Responsibilities include communicating the
College’s commitment to diversity and equity to the College community, developing and monitoring the College’s diversity plan, and preparing and analyzing reports to assess the College’s success. To provide the APD with a representative advisory board, the president has appointed a Diversity Committee. The responsibility of this committee, under the leadership of the APD, is to advise President’s Cabinet and the campus on issues relating to diversity for faculty, staff, and students, and to coordinate our annual conference on diversity. (See Diversity website, www.brockport.edu/diversity, Diversity Committee Charge (www.brockport.edu/diversity/charge.html) and Appendix 5.11 Diversity Strategic Plan and Presentations.)

The College has a large investment in providing resources to ensure the success of faculty and staff, as is evident in the 2011-2016 SP. The College has now expanded the number of in-house professional development opportunities, in addition to offerings through external specialized conferences and workshops. Opportunities include desktop and network computing, providing exceptional customer service, and manager development. Center for Excellence in Learning and Teaching (CELT) delivers services to advance teaching excellence and to empower instructors through the development and delivery of educational practices that facilitate meaningful learning.

Academic Affairs Restructuring

In the Provost’s August 2010 address, she emphasized the importance of all College stakeholders collaborating to maintain our focus on student success and strategic investment in the elements that will bring us national recognition. Areas for investment within Academic Affairs relate especially to our reputation:

1. The need for better infrastructure to support scholarly and creative activity
2. The desire for interdisciplinary opportunities
3. The need to grow our full-time faculty core
4. The need to define our vision for graduate education
5. The need for a coherent faculty development program
6. The aspiration to a more diverse and inclusive student body
7. The need to shape our student body across disciplines while maintaining quality and enhancing the student experience

These elements are reflected in the 2010 restructuring of the Schools within Academic Affairs. The goal was to develop distinct schools to more effectively market our strengths as a college, highlight our unique identity, provide opportunities for philanthropic investment, and develop strategies for making graduate education more central and visible. With these ends in mind, our four new Schools were born: The School of the Arts, Humanities and Social Sciences; The School of Education and Human Services; The School of Health and Human Performance; and The School of Science and Mathematics. In addition, Academic
Affairs called for the development of a Business School within three years, with appointment of a dean of the School of Business. (The search for this dean was successfully completed with a July 2011 appointment.)

During the 2009-2010 academic year, the GEVAP committees recommended reshaping the institutional structure and culture, policies and procedures in support of graduate education. In response, the Provost created two temporary positions, beginning January 2010, assistant to the provost for graduate education and scholarship and associate dean, graduate education and scholarship. They were tasked with fulfilling GEVAP's recommendation to identify an organizational model for graduate education that would best enhance the quality and competitiveness of our graduate programs and centralized graduate education in the culture, operations, and reputation of the College.

In addition, related to the College’s goal of national recognition and our focus on student success, the Provost wrote a Division Planning Charge. It lays out a plan for each Academic Affairs area to address, examine, and develop strategies for improvement and change (Appendix 5.03 Academic Affairs Division Planning Charge August, 2010). The other vice presidents of the College took similar actions in their divisions.

The outcomes for the Division of Academic Affairs Planning Charge resulted in the following priorities:

1. Maintaining and enhancing academic excellence through interdisciplinary teaching and learning, programmatic accreditation, rigor, faculty/staff-student engagement in educationally purposeful activities in and out of the classroom, advisement, and integrating graduate education more fully into the institution.

2. Leveraging our human capital through improving the infrastructure to support scholarly and creative activity, providing a greater percentage of instruction by full-time faculty, having a coherent faculty development program, enhancing diversity across the College, shaping enrollment management at the programmatic level.

3. Improving alumni connectedness.

**Strengths and Significant Accomplishments**

- A strategic reorganization of the Academic Affairs Division.
- Since the Middle States mid-term report, the College has achieved significant results in recruiting a diverse student body, and has made concerted efforts to diversify its faculty and staff as well. The College has taken advantage of new technology as a recruitment tool.
Challenges

- Completing reorganization of graduate education in light of current budget fluctuations.
- Maintaining enrollment of highly qualified first year and transfer students at a time of significant demographic decline in high school graduates.
- Revitalizing our graduate portfolio and increasing program enrollments.
- Continuing to diversify our faculty and staff.

Standard 2: Recommendations for Improvement

1. Continue to develop and assess the administration of graduate programs and scholarship with respect to our mission.
2. Continue efforts to diversify our faculty, staff, and students.
3. Collect data on the success of our promotional efforts related to diversifying our applicant pools and job offers and the retention of these employees at the College.

Standard 3: Institutional Resources

After careful examination of the evidence, the Chapter 5 subcommittee concluded that the College has met the criteria for Standard 3 as defined by MSCHE: “The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.”

The overall operational budget of the College consists of the full range of resources that one would expect to see at a college of this size. The core operational budgets of the academic and administrative units come from NYS support, student tuition, and fee revenue. While funding from the state has decreased significantly since 2007-2008, the College has responded with strategic financial plans to keep the College moving forward.

Financial Planning

While the campus develops and implements an All-Funds Budget that addresses its unique circumstances, SUNY System Administration has a critical oversight role to ensure that the College is a good steward of our resources, whether those resources are provided through state tax dollar support, or are generated through tuition or other charges. Such oversight may involve ensuring our adherence to appropriate SUNY and NYS policies, procedures, statutes, rules and regulations, or it may determine that Brockport has appropriate and sound budget and planning practices in place.
The College’s state-operated budget was $58.9 million for 2010-2011 and $58.5 million in 2011-2012. It is composed of tuition and other retained revenue ($39.1 million in 2010-2011, and $40.9 million for 2011-2012) and direct state operating support ($19.8 million in 2010-2011 and $17.6 million in 2011-2012). There was also an additional planned $3.2 million in revenues in 2010-2011 from other internal sources that would become part of the All Funds Budget.

The Campus budget process starts with the discussion of College priorities at the President’s Cabinet level followed by development of a Five-Year Financial Model (see Appendix 5.14) by the budget office, and is modified by the vice president for administration and finance. The President’s Cabinet then discusses and approves the Five-Year Financial Model, after which the model is sent to the College-wide BRC. Early each fall semester this model is updated and official student enrollment and tuition revenue estimates are developed. Estimates are also developed for student FTE and sponsored research support levels, which are modified as the SUNY and NYS budgets evolve. Additional estimates (e.g., residential occupancy, fees, salary expenditures, and Other than Personal Service [OPTS] are developed). A preliminary revenue/expenditure summary is calculated. This summary then guides campus budgetary action for the remainder of the year. Actual data are added as the fiscal year progresses and the model becomes much more accurate. The model is also revised after significant NYS budget actions. Each revision of the Five-Year Financial Model is reviewed by the President’s Cabinet and provided to the BRC.

When the BRC was created in 1997, the College budget process became more transparent. Budget updates are regularly communicated to the BRC, faculty, and staff as information becomes available. The president and his cabinet consider it essential to update and educate the campus community on the current status of the budget and to acknowledge any necessary actions needed to improve the financial health of the College (Budget and Resource Committee, www.brockport.edu/brc). Campus communications stress our commitment to successfully managing fiscal challenges and to implementing the major changes that are required. As unpredictable as the budget situation may be, the College will continue to be guided by its strategic plan.

The College addressed the concern, expressed in the 2007 MSCHE mid-term report, regarding our structural budget deficit and built up reserves from 2005 through 2007. However, continued maintenance of fiscal health in current and future budget plans has been impacted by the major budget reductions in state support that SUNY and the College have experienced since 2008-09. In particular, the 2008-2009 mid-year reduction, the 2009-2010 enacted budget and mid-year reductions, the 2010-2011 enacted budget reduction and the most recent mid-year reduction have all taken a very significant toll on our financial resource base. Since 2007-2008, our state support has declined by nearly $9.5 million (-35.6%) and considering also the contractual salary increases added to our expenditures during this period, the net reductions would amount to -$17.9 million (-67%).
At the same time, tuition increases have provided an additional $5.3 million. While SUNY was not allowed to increase tuition in 2010-2011, with the passage of the NY SUNY 2020 legislation, there was a $300 increase for undergraduate students in 2011-2012. This additional revenue was very timely, however, it did not compensate for the reductions in state support that were imposed in the 2011-2012 budget. Brockport’s net state support budget reduction for 2011-12 is just under $3 million, another significant reduction continuing the trend since the start of the 2008-09 budget year. Our estimated additional tuition revenue is about $2.4 million. The SUNY tuition credit program has been developed as a system-wide pool to provide additional financial aid to students already receiving state Tuition Assistance Program (TAP) awards. Each campus will provide an additional 25% of each TAP recipient’s tuition; this is estimated to be $495,000 for Brockport (subtracted from the $2.4 million). Based on the combination of actions outlined in this paragraph, the net budget reduction for the College for 2011-2012 is now less than $1 million, well below the reductions of prior years.

These recurring state reductions have led to major campus-based actions, primarily focused on a hiring freeze on vacant staff lines, the campus based Voluntary Separation Incentive Program, and participation in the NYS Early Retirement Incentive program. Presently, these reductions represent 65 FTE positions with a savings of over $3.5 million. There have been no layoffs. All divisions have reduced their discretionary spending, implemented internal resource reallocation strategies, and have become as self-sufficient as possible. The continual reductions in state support, combined with the inability to increase tuition in the 2010-11, has resulted in a situation where our resources are cut faster than we can reduce our expenditures. A structural deficit has resulted and we have begun to rely on reserves to achieve a balanced budget, with short-term and long-term options being developed.

With a reallocation of over $3.2 million from College actions and Divisional contributions to reserves, the College has sufficient flexibility to manage both the 2011-12 budget reduction and future year structural deficits, estimated to be between $1.7 and $2.9 million, without taking extraordinary personnel actions. The details of the budget plan have been shared with the BRC who will be informed of changes throughout the year.

Ultimately, resolving our structural deficit will rely on economic improvements in NYS and the implementation of the NY SUNY 2020 legislation that provides authorization for a five-year rational tuition policy that will allow SUNY to increase resident undergraduate tuition up to $300 each year. Additional resources in the form of increased state support and/or increased tuition revenues, combined with no additional budget reductions, could resolve the structural deficit in the next two years.

The College continues to look for creative approaches to significantly increase revenues and significantly reduce expenditures. BRC, as a recommending body sharing responsibilities with administration, has been involved in the current and future budget reduction process, using the College’s 2011-1016 SP as a guide for criteria based decisions.
The College’s Comprehensive Fundraising Campaign also plays an important role in financial planning and is discussed below under Development Initiatives.

**Facilities Planning**

Like the structural deficit, the College has addressed the MSCHE 2002 report’s concern about facilities and deferred maintenance, and we continue to work through widely representative decision-making bodies to ensure continual building and renovation necessary to keep our infrastructure up to date.

Working with SUNY and the State University Construction Fund’s (SUCF) academic building-condition assessment and system-wide capital plan funding requests, Brockport’s Facilities Planning Committee (FPC), with broad representation from departments throughout the college, recommends campus priorities for improvements to academic buildings, and campus infrastructure. This standing committee meets monthly (minutes may be viewed at [www.brockport.edu/facilities/FPC/](http://www.brockport.edu/facilities/FPC/)), reviewing and recommending priorities, primarily critical maintenance, for the College’s Five Year Capital Plan, as well as recommending alterations for projects typically costing less than $25,000.

SUNY requested that the State University Construction Fund (SUCF) assist all state-operated campuses to develop individual comprehensive facilities master plans. In 2009 the president established the College-wide Facilities Master Plan (FaMP) Committee, with both a steering and advisory committee, consisting of college community members from across the campus, including student representation. Ayers Saint Gross, along with several sub-consultants, were selected as the consulting team to facilitate this process for the College and began their work on campus in January 2010. Throughout 2010, the FaMP Committee and Ayers Saint Gross, in coordination with the College’s office of Facilities and Planning and our SUCF program manager, involved much of the College community in the FaMP planning process (Appendix 5.08 FaMP Meeting Minutes). The consultants assessed the condition of our grounds and buildings and analyzed the use of existing space. They conducted over 100 campus community interviews, as well as monthly meetings with both the Steering and Advisory Committees. In September 2010 the College began a campus-wide discussion of alternative concepts to enhance the campus learning environment and improve the overall “quality of place” to promote student success. Throughout fall 2010, the campus community continued these discussions, providing updated information and inviting feedback through the FaMP website ([www.brockport.edu/facilities/construction/sucf.htm](http://www.brockport.edu/facilities/construction/sucf.htm)).

The final plan was completed in April 2011 and distributed to the College community in various briefings and publications. It can be viewed at [www.brockport.edu/facilities/FPC/](http://www.brockport.edu/facilities/FPC/). Implementation of the plan began in 2011, and will continue through 2023 with coordinated guidance by the Office of Facilities and Planning and the College’s Facilities Planning Committee.

With its priorities in place, the College is addressing the $200-$300 million of deferred maintenance and repair with the SUNY 2008-2013 Five-year Capital Plan, funded by NYS at
$550 million per year. The College receives roughly $19 million per year as part of this plan; and has also received $39 million in Strategic Initiative funds over two years to construct the Special Events Recreation Center (SERC), as well as $29 million for a new academic building (see: 2008-13 Capital Plan, www.brockport.edu/facilities_construction/sucf.htm).

**Residential Facilities Planning**

As we renovate student housing, we seek to enhance the student experience. Our focus is on the student condition both academically and residentially. With each new or renovated facility we enhance modern amenities and technologies where students gather or study. Despite funding constraints, several ongoing facilities improvements are taking place. August 2007 was the ribbon-cutting ceremony for our 52 new townhomes. The homes are “green” and energy efficient, using geothermal heat pumps for heating and cooling.

Major renovations are also taking place. Four residence halls—McLean, McFarlane, Thompson and MacVicar—have been fully renovated, with MacVicar, the last project completed summer 2011, at a cost of $10 million. Harmon and Gordon Halls each received interior upgrades to carpet, paint, and ceilings in hallways and public areas. The high-rise residential halls are receiving all new windows and full bathroom renovations, scheduled for completion summer 2015. A program study for full renovation of our middle quad residence halls is just beginning (see http://www.brockport.edu/facilities/construction/residenceplan.htm and www.brockport.edu/facilities/construction/ConstructionSummer2010.pdf).

**Sustainability and Energy Conservation**

All major facilities projects are being designed as LEED silver certifiable; smaller projects also routinely incorporate sustainable features. Other “green” initiatives include a bike-sharing program, ground-source heat pumps, a carpooling service, a BASC shuttle service, the use of hybrid and electric vehicles, dark sky lighting, storm water management, an active recycling program, and a Green Living Learning Community. Paper used on campus is 100% recycled wherever possible, and has been reduced by nearly 50% in student computer labs through the implementation of a print quota system. Housekeeping uses green cleaning supplies and Energy Star equipment. Brockport has accomplished a 15% reduction in energy use on campus since 2002-2003, has earned nearly $1 million in energy incentives, grants, and rebates (see Appendix 5.09 2009-2010 Accomplishments and Appendix 5.07 2010-2011 Accomplishments Annual Report) and has become a leader in energy conservation for the state. For a more detailed summary of the College’s energy consumption reduction and energy conservation activities (Appendix 5.04 Energy Consumption Reduction and Energy Conservation Activities Summary).
Human Resource Planning

The College maintains strong personnel resources with a range of tenured and tenure-track faculty, administrative and support staff, and graduate and teaching assistants, as required to deliver instructional programs at all levels, and a range of research activities and community outreach services.

The Department of Human Resources (HR) provides the College community with consultation and innovative solutions in the areas of Personnel, Payroll, Benefits, and Affirmative Action and assists the College in hiring, retaining, developing, and rewarding a highly qualified workforce. It has created the Management Development Program (www.brockport.edu/hr/training/) to help employees in supervisory and management positions enhance their skills and confidence in leading others. This program is for all staff and faculty who are interested in improving their management skills and for assistance with succession planning.

One specific piece of the Manager’s Development Program is the Manager’s Toolkit (Appendix 5.06), developed in 2008 to assist campus managers and supervisors in succession planning. The purpose of the succession planning was to protect operational continuity, to create a more agile workforce that can respond to changing needs of the future, and to build a self-sustaining leadership pipeline. As part of the plan, a series of workshops are regularly offered to assist staff in building their career skills. This program will continue to develop in the future, creating a mechanism for “closing the loop” whereby employee aspirations and succession planning efforts are joined to generate focused, mutually beneficial development plans, which in turn directly inform the optimal use of resources to provide priority development opportunities. The approach is intended to be self-assessing, to provide for employee involvement, to enhance job satisfaction, and to inform a continuously evolving menu of development opportunities.

In 2010 HR launched a pilot leadership development program for staff. It is designed for higher-level responsibilities on campus. This program will be a self-study, peer study, and management study of the individual’s leadership strengths and weaknesses.

HR works with individual employees as well, for example to design a program that fits individual needs or to research programs to locate a nearby seminar to continue the employee’s training. Departmental consultation services are also available from HR.

Development Initiatives

The Division of Advancement’s mission is to increase the level of private support in order to sustain the quality and competitiveness of the College’s programs and focus on student success, strengthen alumni traditions and networks, and build and sustain long-term relationships that advance the reputation and visibility of the College. This division has three areas of development initiatives: the Comprehensive Fundraising Campaign, Brockport Alumni Association, and the Brockport Foundation.
The Comprehensive Fundraising Campaign is in the early stages of implementation currently moving from the silent to the public phase and is expected to generate $25 million. The initial “leadership phase” has raised over $6 million in gifts and pledges and is expected to be complete in 24 to 30 months. The entire campaign is expected to last about six years. The campaign will emphasize a mix of priorities for students, faculty, school and program support, facilities enhancements, and the Fund for Brockport. The College will seek both endowment and cash gifts to support immediate and long-term needs.

The goals of the Comprehensive Fundraising Campaign are:

- Ensure sustained academic excellence and innovation in educating students to live as active and engaged members of a global community
- Provide renovated and enhanced facilities to support academic programs, faculty, and students, to reconnect and engage Brockport alumni and friends
- Broaden and deepen the culture of philanthropy at the College
- Build endowments for permanent and flexible support of College priorities
- Develop a sophisticated, ongoing major and planned gifts program
- Increase annual giving to support the College’s operating budget

A primary role of the Alumni Association is to connect alumni with their alma mater. In addition, The Brockport Alumni Association hosts several receptions and events not only in the state but also around the country on a regular basis. It also provides financial gifts to the College so that we can award more than $15,000 each year in scholarships for current, incoming and legacy students.

A major resource for supporting campus priorities is The Brockport Foundation, which partners with the College to foster a culture of philanthropy that honors and supports the College’s mission of student success. The Foundation works with the Department of Development and Alumni Relations, and oversees the investment and financial management of all gifts to the College. This group of committed volunteers dedicates its time and talent to help ensure that sustainable funding for scholarships, academic and facility enhancements, and special events is available so that we may continue to provide our students with a transformational educational experience. The Brockport Foundation supported merit-and need-based scholarships that totaled $689,332 (see Appendix 5.07 2010-2011 Accomplishments Annual Report) and provided more than $1 million in support of initiatives to support student success.

The Division of Advancement also holds many annual stewardship events, such as: Benefactors and Scholars Dinner, President’s Donor Recognition Dinner, and Mornings with the Professors and lends support to other events including Homecoming Weekend, the Art of Fact Award, and Writer’s Voice. The Fall Classic Golf Tournament is an annual fundraising event for student scholarships.
The College has a structure in place to garner external support for major strategic initiatives involving students. In 2010 the third annual Brockport Foundation Summer Research Program received $35,000 of support. Research Foundation activities have made a substantial financial impact: $676,295 in direct program expenditures (salaries, fringe benefits and OTPS) support student success in the CSTEP, McNair, and Student Support Services Programs, and $699,554 in direct payments to students for wages, tuition and fee reimbursements, and fellowships.

The Brockport Auxiliary Services Corporation (BASC) likewise provides significant funding to support College priorities especially those aimed at enhancing the student living and learning environment. BASC provides the College with $700,000 in support annually. BASC also gave additional time and resources to support the College Recognition Dinner, the Brockport Summer Arts Festival, the Student Shuttle, the SERC interim parking and shuttle program planning and administration, the REOC building and parking in Rochester, College Suites student referral relationship, and the student print quota program. A more thorough discussion of BASC appears in Chapter 9.

**Strengths and Significant Accomplishments**

- Senior leadership collaboration on resource reduction and strategic investments.
- College-wide involvement in developing the FaMP; success at obtaining Strategic Initiative Funding for new building projects.
- “Green” initiatives have reduced energy expenditures by 15% and promise to save more money and protect the environment even more as a result of current and future building and renovation.
- More than $1 million contributed by the Brockport Foundation for initiatives that support student success, including scholarships, and grants for students and faculty, lectures, equipment, professional development, library, and support for the arts and athletics.
- Extensive College support towards improving the quality of campus life for students, faculty, and staff.

**Challenges**

- Developing public-private partnerships as a state entity.
- Ongoing uncertainty over the amount of state support, increases in tuition, and negotiated salary increases.

**Standard 3: Recommendations for Improvement**

1. Continue to look for ways of increasing revenue or other funding to offset state budget cuts and address the structural deficit.
2. Commit to the FaMP recommendations and invest in infrastructure, both new and consistent maintenance, with a focus on facilities and technology that promote a rich educational environment for students.

3. Continue to promote a culture of philanthropy among alumni, faculty, staff, and friends in order to increase levels of private support.

4. Continue to infuse technology into all instructional and support functions to increase efficiency and effectiveness.

### Summary of Chapter 5

During a period of declining state revenues, The College at Brockport has managed its financial house with exemplary attention and discretion. The College is actively engaged in an effort to eliminate the structural deficit by 2013 and to maintain sufficient resources to invest in strategic priorities. We have proceeded with a planned comprehensive fundraising campaign, and with attention to state budget cuts, the College has preserved viable enrollment numbers and profiles; has maintained a strong academic core by retaining a healthy number of full-time faculty; and has begun to extend its reach and reputation nationally by reorganizing the Schools and adding a School of Business Administration and Economics. The College has maintained and strengthened our facilities master plan, one goal of which is to build and to renovate within a seamless framework to significantly improve the entire campus experience. One goal of the FaMP, in coordination with SUCF, is to renovate many campus buildings. FaMP’s purpose is to do this within an overall framework to significantly improve the entire campus experience. The College continues to invest in infrastructure and has received funding to complete the SERC and a new academic building. Recent dormitory renovations and other renovations in progress qualify as NYS “green initiatives,” positioning the College as a leader among environmentally sustainable campuses. Human capital is likewise a high priority at Brockport, and a number of management-training initiatives both recognizes and supports our pool of exceptional talent among faculty, staff, and administration.
Chapter 6: Shared Governance, Ethics and Administration

Standards 4, 5, & 6

The College at Brockport has a strong history of commitment to shared governance. The administration, College Senate, and various campus-wide committees deal collaboratively with a range of issues from budget to the curriculum. This chapter examines the leadership and shared governance of the institution in the context of the mission and goals of the College, including the College’s ongoing commitment to student success.

Structures such as the College Council, College Senate, President’s Cabinet, President’s Advisory Council, college-wide committees Budget and Resource Committee (BRC), Facilities Master Plan (FaMP), College Technology, Enrollment Management, and the Brockport Student Government (BSG) contribute to effective decision making at Brockport. They provide ample opportunities for faculty, staff, and members of the campus community to participate in shared governance. These structures serve as pillars of shared government.

Standard 4: Leadership and Governance

The College has met the criteria for Standard 4 as defined by MSCHE: “The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.”

Infrastructure for Effective Decision Making

Decision making at Brockport is enabled by a clear structure and various administrative bodies, as is evident by the College's organizational charts (The College at Brockport SUNY Organizational Chart February, 2012, www.brockport.edu/etc/orgchart/orgchart-201202.pdf). Each of the four divisions (AA, Administration and Finance, EMSA, and Advancement) is led by a vice president. Three bodies help facilitate decision making at the president's level: the College Council, the President's Cabinet, and the College Senate. The President's Cabinet includes the president, provost, vice presidents and the executive director of public and government relations (www.brockport.edu/president/staff.html); this Cabinet makes policy decisions that impact the College. The College Council (http://www.brockport.edu/president/council.html) is comprised of nine members appointed by the Governor of NYS, the BSG President, elected annually by the student body, an alumni representative and a College Senate representative. The College Council reviews all major plans of the College, from the naming of buildings to those related to budget requests and student conduct, among others. Finally, the College Senate, made up of elected faculty and professional staff members, reviews the curriculum and policies that affect it. Within the Senate, senators may participate in six standing committees (see College
Senate Executive Committee 2011-2012 [www.brockport.edu/collegesenate](http://www.brockport.edu/collegesenate). These committees handle the efforts of the Senate as they relate to all curricular matters and faculty and staff policies, including, for example, General Education, scheduling, and sabbatical policy.

The Brockport Alumni Association, the Brockport Foundation, and BASC contribute as well to effective decision making. As entities independent of the internal governance structure of the College, like College Council these groups bring an “outside” perspective to governance. They also bring an important historical perspective: the Alumni Association, especially, contributes in part through representation of the College in its earlier manifestations.

In addition, several College-wide standing committees (e.g., Budget and Resource, Facilities and Planning, College Technology, Enrollment Management Task Force), combined with the College Senate represent multiple constituencies that make recommendations to the president through a well-detailed and documented process.

The College also provides the financial and institutional infrastructure for the BSG (www.bsgonline.org/). The BSG president and representatives participate in many of the College’s governing bodies and committees, including the College Council, the College Senate, and the Brockport Foundation. (For documentation of BSG participation see [http://www.brockport.edu/president/council.html](http://www.brockport.edu/president/council.html), [www.brockport.edu/collegesenate/bylaws.html](http://www.brockport.edu/collegesenate/bylaws.html) p.6; and [www.brockport.edu/giving/found/bios.html](http://www.brockport.edu/giving/found/bios.html).)

With sound structures for shared governance, College governance includes participation from people who interact with students from a variety of perspectives (e.g., faculty, staff in various areas such as student services). This enables the College to move in directions conducive to student success. Direct student participation also contributes to decision-making. Our recommendation below to enhance student involvement will help provide opportunities for students to become even more engaged on campus.

**Conflict of Interest and Evaluation of Leaders**

The College adheres to conflict of interest policies at multiple levels. Members of the Board of Trustees, College Council, other voluntary board members, and employees of the College are subject to the conflict of interest stipulations outlined in Public Officers Law (POL) 74, which states in part that:

“No officer or employee of the state agency, …should have any interest financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his duties in the public interest” (Appendix 6.1 POL 74).

The Brockport Foundation ([www.brockport.edu/giving/found/FoundationLaws_110708.pdf](http://www.brockport.edu/giving/found/FoundationLaws_110708.pdf)) and BASC ([www.basc1.com/Employment/pdfs/employee_handbook09.pdf](http://www.basc1.com/Employment/pdfs/employee_handbook09.pdf)) have written conflict of interest statements, which board members are
required to sign. The Faculty/Staff Handbook includes the following in terms of conflict of interest:

340.01 General Standards and Code of Ethics

As a condition of employment, State officers and employees must file with the Secretary of State a statement acknowledging that they have received a copy of Sections 73 through 78 of the Public Officers Law, and that they have read and will conform to their provisions.

The annual Internal Control Brochure (www.brockport.edu/intcontrol/brochure2011.htm), which is distributed to all College employees, includes links to the POL, the Ethics Law, and provides information about reporting fraud or theft. (Also covered in the “Integrity” section of Standard 6.)

Strengths and Significant Accomplishments

- Strong administrative leadership with institutional and non-institutional advisory councils.
- A well-functioning College Senate.
- College-wide committees and task forces empowered to make recommendations to administration based on broadly representative membership and feedback.

Challenge

- Despite broad student representation on College-wide committees, participation is uneven.

Standard 4: Recommendations for Improvement:

1. Increase the distribution of both undergraduate and graduate student participation on campus committees by finding more effective ways to communicate opportunities for students to serve and by offering effective training in College service.

2. Improve training for student participation on committees.

Standard 5: Administration

The institution has also met the criteria for Standard 5 as defined by MSCHE: “The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.” The subcommittee’s findings demonstrate that the College is characterized by a highly organized framework for administration and governance. This multi-layered structure provides careful oversight of the curriculum and academic standards of learning as well as organized support for faculty scholarship and creative work. Co-curricular and infrastructure administration likewise enables high quality programs in support of student life and learning. The overall
structure “fosters quality improvement” in both the academic and non-academic areas through assessment and quality control measures.

**Decision-making Policies and Procedures**

Both formal and informal decision-making procedures provide examples of effective self-governance at Brockport. For example, our College Senate has clearly articulated by-laws that govern decision making and articulate its relationship with administration, faculty, and staff ([www.brockport.edu/collegesenate/Bl-1013.pdf](http://www.brockport.edu/collegesenate/Bl-1013.pdf)). The College Senate also has a published regular schedule of meetings open to all faculty, professional staff, and students available on their website. The College president meets regularly with the Executive Committee as well as the past, current and future Senate presidents. The provost also meets regularly with the Senate president.

Clear policies and procedures related to decision making help facilitate learning, research, and scholarship, thus fostering student success. This transparent communication between administration and the campus community provides an infrastructure that enables faculty and staff to share their views, demonstrate considerable initiative, and raise concerns. Faculty members with ideas are encouraged to share them through the traditional chain-of-command (chair-dean-provost), in the College Senate, or at relevant open forums. The purpose of these venues is well-publicized throughout the College community (and cited elsewhere in this chapter).

In addition, the administration offers other venues for feedback. For example, related to an initiative in April 2011, the provost directly invited faculty to submit creative ideas for more efficiently offering one or more General Education courses. Administration likewise gives faculty and staff a voice in matters that affect instruction, scholarship, and quality improvement. The fact that faculty and staff are encouraged to participate in these ways helps ensure continual support of learning, scholarship, and student success.

In recent years, a fairly clear process of decision making has emerged in Academic Affairs. The provost convenes a committee or task force (interested faculty typically are invited to participate, though some may be selected by deans and chairs). The committee is charged to deliberate, involve the larger campus community, and submit three to four models for the provost to consider. During this process, the committee holds multiple open forums for members of the campus community to provide feedback. The committee’s work typically is accessible through a committee website or in an ANGEL user group, and communication with stakeholders takes place through various modalities. Once the committee submits its report (also available to the campus community), the provost holds additional open forums. Acting on feedback, the provost then sends a report with recommendations to the College Senate. The Senate’s Executive Committee refers the report to a standing committee where it is deliberated, sometimes amended, and finally put before the body for a formal vote. The final recommendations are then returned to the provost and president (see Chapter 2 for job descriptions). This process has been used to shape the restructuring of Academic Affairs...
and to deliberate on course scheduling, faculty teaching workload, General Education, sabbaticals, and graduate education. Task-force reports on several of these issues (e.g., workload, General Education, course scheduling) are available on the Academic Affairs website (www.brockport.edu/acadaff/initiatives.html). The College Senate maintains all records on its own website and in FileCity2, a campus-wide data storage area that allows for the availability of data among users to which all faculty and professional staff have access.

Although processes may vary, all divisions follow well-established and transparent procedures to facilitate decision making. Once each month, the President’s Advisory Council meets to share information. Each semester the president hosts a town hall meeting to provide updates and receive feedback from the campus community (see Appendix 6.04 President’s Advisory Council Minutes and Agendas). All vice presidents meet regularly with their leadership teams. Members have the opportunity to raise ideas and/or concerns through regular one-on-one meetings as well as team meetings. College representatives also work collaboratively with the BSG, BASC, Brockport College Council, Brockport Foundation and the Brockport Alumni Association. Each of these organizations has a board of directors and/or officers. All divisions regularly report to the College Senate to maintain transparent and well-informed relationships. For example in 2010-2011, the College Senate received updates on the budget, enrollment, the College’s Comprehensive Fundraising Campaign, and new construction. Individual senators then report back to their departments or divisions.

In addition, open forum sessions are available online about SERC, the budget, FaMP, the Middle States review, and other issues of importance to the campus. Together with reporting to all units through senators, information is disseminated to the campus community electronically.

Furthermore, the UUP president is included regularly as a speaker at the fall convocation. The union president writes a regular column in the UUP publication The Beacon, and is included in meetings about budget and hiring issues, as is the CSEA campus representative. College administration and union leadership meet monthly to air any concerns.

For the purposes of the self-study, a survey was administered to garner perspectives related to shared governance. The results indicate that most departments have and follow governance documents that guide their decision making. Governance documents for academic departments are available on the Academic Affairs website Faculty and Staff Resources page at www.brockport.edu/acadaff/facstaff.html. In most cases, faculty in academic departments actively participate in decision making. One example is that departments make recommendations to the dean regarding departmentally elected department chairs. The majority of survey respondents felt that governance responsibilities were distributed equitably across their department. The Department of History, for example, has seventeen full-time members. It is led by a rotating chair elected by the members of the department (three-year term) who makes decisions related to departmental governance in consultation with a three-member “Governance Committee.” In addition,
Numerous faculty-led and -staffed committees make decisions in academic and administrative roles related to, for instance, advising and curricular content. All of these activities are organized and articulated at regularly scheduled department meetings run according to Robert’s Rules with distributed agendas and meeting minutes. In contrast, the Department of Nursing does not have a rotating chair. Most of the past chairs have served multiple three-year terms per faculty vote and approval of the dean. Full- and part-time faculty serve on a variety of department committees that meet regularly with published agendas and meeting minutes. Except for department and strategic planning meetings chaired by the department chair, other committees are chaired by faculty with expertise or interest in a particular committee’s mission.

BSG designates students for campus committee representation. BSG played an integral role in placing at least one student on over 20 College committees in academic year 2011-2012.

The administrative structure of the College helps assure that we can effectively address challenges, for example, budget issues as related to the need to grow and change academically. This ability to grow is critical to our providing excellent instruction and support services to students. Our administrative structure enables us to provide many key services to students and generally assures that important issues and concerns get a full hearing, which in turn helps provide an environment for students to realize their full potential.

**Strengths and Significant Accomplishments**

- A strong and positive relationship exists between the administration, the campus community, and collective bargaining units.

**Challenge**

- Maintaining a positive relationship between the administration, the campus community, and collective bargaining units during times of fiscal constraint.

**Standard 5: Recommendations for Improvement**

1. Continue decision-making processes currently in place.
2. Continue to refine methods of communication and connectivity among stakeholders.

**Standard 6: Integrity**

The College has met the criteria for Standard 6 as defined by MSCHE: “In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.”

Brockport’s administrative structure and procedures are conducive to transparency and availability of documentation. The College publishes all of its formal procedural documents,
increasingly relying on web-based systems for dissemination. There is an active Internal Control program providing “the tone from the top.” Internal Control (www.brockport.edu/intcontrol/) offers education and training for more effective operations and periodic reviews to ensure that risks are appropriately identified and managed. The Brockport Foundation and BASC have written conflict-of-interest policies and forms. (For examples see BASC Employee Handbook, www.basc1.com/Employment/pdfs/employee_handbook09.pdf, Bylaws of SUNY Brockport Foundation, Inc., http://www.brockport.edu/giving/found/FoundationBylaws_110708.pdf, and Standard 4 p. 48.)

Transparency

Distribution of information across the campus through the web is carried out on a number of platforms. These include various webmail and scheduling systems (e.g., Microsoft Exchange and Mirapoint), the ANGEL Learning Management System (a campus supported web-based tool often used for collaborative and group work that allows sharing of information, scheduling meetings, posting reports, minutes, course syllabi, and other course work), and file storage systems (Filecity and Filecity2, which allow groups to share, post, catalog, and archive information). News updates are shared with the campus community in The Daily Eagle, updates that include e-mail links to the College website where one can find archives of all announcements (www.brockport.edu/eagle/search.php).

“Ask Ellsworth” is a web-based program that provides answers to frequently asked questions of prospective and current students. There is a link to Ask Ellsworth (www.brockport.edu/ask/) on the College’s home web page and at the bottom of every Brockport web page. In addition, important and urgent matters are sent through regular e-mail (e.g., important budget updates), and hard copies of other items are sent using interoffice mail or The Daily Eagle. And on the Graduate Studies web page, “MasterPieces” (www.brockport.edu/graduate/admitted/matric_packet.html) provides links to a variety of services for graduate students.

Policies and procedures are also readily available online to the campus community. These include undergraduate and graduate student policies, procedures, and student rights and responsibilities. Included in these are adjudicative procedures, such as the process for appealing a grade, filing a grievance, or defending against a charge of plagiarism (see The College at Brockport Policies, www.brockport.edu/policies/index.pph). The College’s Affirmative Action statement appears on the same website, in addition to recent College graduation/completion and transfer out rates. Additional policies are available for faculty (see Faculty Guide to Academic Practices and Policies (http://www.brockport.edu/acadaff/faeguide/) Faculty and Staff Resources, (www.brockport.edu/acadaff/facstaff.html) and Human Resources Policies and Procedures (www.brockport.edu/hr/procedures/).
Informed Communities

Complete editions of current and recent undergraduate (Undergraduate Studies Catalog, 2011-2013) and graduate catalogs (Graduate Studies Catalog, 2011-2013) are available in paper copy and online, and are updated every two years. Beginning in 2011, catalog editions are accessible only in the online format and will be updated continually. Online catalogs are appropriately cataloged and archived. Easily available information includes admission and program requirements for all majors (Undergraduate Programs of Study, www.brockport.edu/academics/ugradpgms.html), academic standards, tuition and fees, financial aid information, and graduation requirements (Undergraduate Admissions, http://www.brockport.edu/admissions/; Academic Advisement, www.brockport.edu/~acadvice/). A description of student services such as dining services, student residence options, services for students with disabilities, and career counseling are easily accessed (Student Services, www.brockport.edu/life/). Information that pertains specifically to graduate students appears in the graduate catalog.

Course descriptions are online, along with textbook requirements and course schedules for current and recent terms. A directory of department, faculty, and staff contact information promotes communication among all members of the College community (Faculty and Staff Directory www.brockport.edu/publications/phone/fsdir.html). Widespread anecdotal evidence suggests that professors also make extensive use of ANGEL for their courses to post syllabi, assignments, and other learning materials online and to communicate one-on-one and in groups with students.

The College website (www.brockport.edu) is likewise a major source of information for faculty and staff. Policies on hiring, promotion, and travel are available, along with an updated Faculty and Staff Handbook (www.brockport.edu/hr/resources/handbook.html). Additional sites for faculty include: Academic Freedom and Responsibility of Faculty, Academic Advisement and Student Planning, Convening and Cancellation of Classes, etc. (Faculty and Staff, www.brockport.edu/home/faculty.html). The College extends educational opportunities via the web for employees and supervisors to further develop their skills. When information is not readily available, one can consult the Faculty and Staff Directory (www.brockport.edu/publications/phone/fsdir.html) to find the appropriate person or department to contact.

Information for the wider college community is also available on the website. Alumni have a dedicated web page to promote continued involvement with the College (www.brockport.edu/alumni/). Portions of the website are also dedicated to subjects of interest to many parents of college students, e.g., information on computers students should buy, a FAQ, and a Time for Parents online newsletter.

The Chapter 6 subcommittee found the materials on the College website to be comprehensive, easily accessible, periodically updated, and designed to keep all members of
the College community well informed. Clear communication within the College community supports student success by ensuring transparency and easy accessibility of information.

**Efforts to Foster Integrity through Inclusiveness**

The College promotes a climate of academic and institutional integrity in several ways. Governing entities regularly communicate new and established policies. Our Internal Control process safeguards accuracy, reliability, and adherence to prescribed policies. All current policies are available for review on the website. The **Office of Human Resources website** ([www.brockport.edu/hr/](http://www.brockport.edu/hr/)), for example, includes all policies governing hiring and promotion practices that insure integrity and inclusiveness. The College’s **Affirmative Action Officer** ([www.brockport.edu/aaot/](http://www.brockport.edu/aaot/)) approves personnel actions and is available for consultation. SUNY also promotes integrity on campus through policies regarding academic freedom, collegiality, and integrity; as well, policies are in place requiring disclosure of conflicts of interest by campus employees ([www.brockport.edu/hr/resources/handbook_teaching.htm](http://www.brockport.edu/hr/resources/handbook_teaching.htm)). Expectations regulating conflict of interest are presented to employees upon their acceptance of a position and are available for review on the HR website (see **350 Conflict of Interest**, [www.brockport.edu/hr/resources/chapters/350conflictofinterest.htm](http://www.brockport.edu/hr/resources/chapters/350conflictofinterest.htm)).

We also have a student code of conduct, described on the **Student Policies website** and a campus judicial system that involves faculty, staff, and students ([www.brockport.edu/policies/index.php](http://www.brockport.edu/policies/index.php). **Code of Student Conduct** Section VIII Student Rights When Charged with a Violation ([www.brockport.edu/policies/docs/code_of_student_conduct_2011_2012.pdf](http://www.brockport.edu/policies/docs/code_of_student_conduct_2011_2012.pdf)). In addition, the College currently has tasked a working group to examine the College’s efforts with respect to **Title IX** compliance through creating clearer processes and procedures for reporting and educating the campus community ([webdev.web.brockport.edu/titleix/index.html](http://webdev.web.brockport.edu/titleix/index.html)).

Respect for others and a supportive campus climate in which all members feel welcome and engaged with each other are foundational to student success. The campus encourages inter-cultural collaboration through programs offered by Community Development, Residential Life/Learning Communities, EOP, Leadership Development Program, and others. In addition the **Collegiate Science and Technology Entry Program (CSTEP)** and **McNair** programs support student success among underrepresented and low-income populations ([www.brockport.edu/cstep/](http://www.brockport.edu/cstep/), [www.brockport.edu/mcnair/](http://www.brockport.edu/mcnair/)).

Brockport’s student scores on undergraduate Student Opinion Survey (SOS) items relating to Sense of Community, Student Life, and College Environment increased from 2006 to 2009 on all questions ([Appendix 6.02 SOS Survey Results, 2009](#)). On a five-point rating scale (5=very satisfied, 1=very dissatisfied), Brockport scores in 2009 on these items ranged from 3.16 to 4.17. These responses appear to indicate overall satisfaction with campus climate by most students. In addition, Brockport ranks quite favorably on some SOS campus climate items in comparison with other SUNY campuses. Specifically, in 2009 we ranked in the top
five among SUNY comprehensive colleges in the following areas related to community, student life, and the College environment: Respect for Students by Faculty and Non-teaching Staff; Racial Harmony on Campus and the Rarity of Acts of Racial Prejudice on Campus; and Student Government and Clarity of Rules of Student Conduct. In all but one of these, we also ranked in the top five among all SUNY campuses.

However, undergraduate SOS responses, 2006-2009, reveal that except for Faculty Respect for Students and Non-teaching Staff Respect for Students, non-white students reported lower satisfaction responses than white students. Non-white students were less satisfied regarding Racial Harmony on Campus and Acts of Racial Prejudice are Rare categories (Appendix 6.02 SOS Survey Results, 2009) though satisfaction among this population increased between 2006 and 2009.

The College administration has promoted several initiatives to foster a more inclusive campus environment. These include reconstitution of the Diversity Committee, the development of a Diversity Strategic Plan, and the creation and staffing of an assistant provost for diversity (APD) and the Presidential Fellowship, a post doctoral fellowship (see Chapter 4). The College Senate adopted in 2010 a formal set of guiding principles for diversity (see Appendix 6.03, College Senate Guiding Principles for Diversity). The APD reports to the provost on all issues relating to diversity and works with various committees, governance bodies, and the campus community to identify areas where respect for diversity can be measured and/or improved. In addition, the APD has the major responsibility of providing leadership for the yearly Diversity Conference (see www.brockport.edu/divconf/archive.html for an archive of Diversity Conferences). Over the last several years, participation in the Diversity Conference has increased dramatically. It has become a signature event at the College, growing into a community-wide affair. Numerous local high schools and community members, for example, took part as participants and observers at the 2011 Diversity Conference.

We are dedicated to maintaining strong community ties as well. The Village of Brockport is a small community of 8,400 people, many who are alumni and/or current and former employees of the College. The College sponsors a number of events and associations to maintain these historically important ties. For example, the Alumni Association hosts an open house one Friday each month in the Alumni House on campus, specifically aimed at the broader Brockport community. We also have a “Mornings with the Professors” series in which faculty share their research and expertise with a broader community. The Art of Fact Award, sponsored by M&T Bank, and The Writer’s Voice take place in Rochester, extending our community reach beyond the village. The Writers Forum, a reading series sponsored by the College for over 40 years now, brings approximately eight well-known writers to Brockport to give a public reading, to interact with their audience, and importantly, to teach a class and interact with students in our Writer’s Craft course (ENG 495/595). Each of these events is free and open to the public. We have an Office of Community Development (www.brockport.edu/lcd/) that works with underrepresented populations and engages in
community service initiatives. The 2010-2011 year-long celebration of Brockport’s 175th anniversary also included numerous events for the broader community as well as a strong web presence. Many emeritus faculty and retired faculty and staff have participated in these events as volunteers or participated in the celebration. Alumni are also very well represented on and make significant contributions to the Foundation Board and the Alumni Board.

The College has clear policies that provide a reasonable and clear framework within which learning can take place. Access to relevant policies helps members of the campus community address concerns to maintain focus on teaching, learning, and student support. The integrity and climate of the campus for the most part enhance students' experiences and foster success. However, as our discussion of diversity, inclusiveness, and the campus climate suggests, undergraduate minority students need more support within our campus climate. We need to do more to promote the success of our minority students. In addition, graduate students are currently not included in the SOS; the College needs to correct this omission in future surveys.

**Strengths and Significant Accomplishments**

- Undergraduate SOS results testify that Brockport has created an increasingly welcoming campus climate for many students.
- Annual Diversity Conference and other diversity initiatives, including the restructuring of the Diversity Committee and strategic planning efforts within each school.
- Strong ties to community.

**Challenges**

- Improving Campus Climate for Minority Students: According to the undergraduate SOS, non-white students are less satisfied than white students regarding racial harmony on campus.
- Understanding Campus Climate for Graduate Students: We currently face a lack of knowledge about the experiences and perceptions of our graduate students.

**Standard 6: Recommendations for Improvement**

1. Continue efforts to assess and improve campus climate.
2. Survey graduate students regarding their experience on campus as a whole.
3. Follow through on aspects of 2011-2016 SP that address issues for underserved students.
Summary of Chapter 6

The Chapter 6 subcommittee found leadership and governance to be widely shared at the College: several campus-based entities, including College administration, College Senate, President’s Cabinet, four College-wide committees, and Brockport Student Government make up the ongoing groups that contribute to decision making and oversight of policies and procedures; non-campus-based groups like the Alumni Association and College Council contribute as well. Several ad hoc groups, such as the provost’s task forces on General Education and Workforce, also contribute for shorter periods to shared governance. College administration is sufficiently independent to ensure leadership perspective, albeit with feedback from the campus community. It is largely through these processes that the College practices a strong commitment to ethical standards and integrity. Together with a transparent system of participation and distribution of information, efforts such as our Internal Control process and our Student Code of Conduct are designed to foster integrity and inclusiveness. Assessment of College efforts in these areas takes place and results of these assessments guide the College in initiatives to improve where needed. The shared responsibilities and rewards of teaching and learning, governance, and campus life promote widespread investment in student success.
Ensuring student success begins with recruiting students who have the greatest potential to be successful. Enrollment Planning must be strategic in nature and be informed by the College mission of student success. Programs and initiatives as described below are created to meet the needs of students wherever they may be in the student life cycle—ensuring student safety and wellness; supporting at-risk students through early detection and intervention; and engaging our students while providing the necessary support to ensure persistence to graduation. Brockport’s self-study of Standards 8 and 9 demonstrates that our many programs address the spectrum of academic success, personal and social development, and the achievement of personal goals; programs are in place for each stage of the student experience, with special attention to the early years, and programs support both high achievers and students with special needs. Persistence through the many possible challenges in each are (e.g., cost of attending, gaining and/or maintaining appropriate study skills, and/or filling in secondary-school knowledge or skills gaps) contributes to student success.

**Standard 8: Student Admissions and Retention**

The College is committed to providing students with an excellent educational experience and opportunities for personal and social development. We must therefore enroll students who have the best potential to succeed and those for whom the College is the “right fit,” while enrolling an appropriate mix of students. In addition, the College is responsible for providing the necessary resources and support to enable students to graduate and achieve their personal goals. This chapter demonstrates that the College is successful in meeting the criteria for Standard 8 as defined by MSCHE: “The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.”

The core mission of student success at Brockport is embedded in the cycle of recruitment, enrollment planning, retention through support programs, and persistence to graduation. The Chapter 7 Subcommittee examined relevant departments, student cohorts, and campus initiatives in both undergraduate and graduate education. Further, the subcommittee gathered information from representatives of each student support function program (Appendix 7.01 Interviews Student Support Services) using an interview template developed by the subcommittee (Appendix 7.02 Report Template Student Support Services).

**College Mission & Admissions**

Recruitment goals are constructed through multiple levels of approval. The Enrollment Planning Group, a committee with membership including vice presidents, assistant vice presidents, and several directors, updates the SUNY five-year plan on an annual basis.
Recruitment goals are assessed using historical and longitudinal data, retention rates, and market demographics. Using this information, the Enrollment Planning Group provides quantity and quality enrollment recommendations to the Enrollment Management Task Force (EMTF). The EMTF is a campus-wide committee that makes recommendations to guide the planning for undergraduate and graduate recruitment and retention processes as well as academic program enrollment (see Chapter 4). The recommended recruitment goals are forwarded to the President’s Cabinet for final approval.

Recruitment success for incoming freshman and transfer students at Brockport is measured by quantity and quality. Quantity represents the number of enrolling applicants, while quality is a measurement of incoming student aptitude and ability. Goals for minority recruitment, graduate students, and special admission are also set using both quality and quantity measures.

The economic situation and demographics in Western NY have made enrollment planning efforts challenging. Roughly 75% of our undergraduate students are from the Western NY region, which is predicted to experience declining high school populations. According to the NYS Office of Higher Education Research and Information Systems (2009), Brockport’s primary markets are projected to decrease 18% between 2009 and 2019 (SUNY Projection of High School Graduates NYS 2007-08 2012-13, www.highered.nysed.gov/oris/demographics/hsprojections.pdf), directly related to a drop in regional high-school graduation rates. To respond to these market conditions, the College has developed specific strategies to increase our market reach. In particular, the College seeks to recruit students from NYC, Long Island, and Westchester County, as these markets comprise approximately 50% of the graduating high school seniors in NYS (College Board, 2010).

Brockport markets to prospective undergraduate and graduate students through a variety of advertising campaigns, including print, radio and online advertising, and social media. EMTF seeks to maintain undergraduate enrollment numbers at targeted levels without compromising quality. We have implemented new technologies and marketing efforts so as to reach potential students more efficiently and effectively. The College has created a web presence on college search sites to establish a recruitment market using various social recruiting networks to increase student outreach and the College’s exposure, including Facebook, Next Step, Google, and YuMe, as well as lead generation programs from a variety of college marketing resources (Cappex.com, Zinch.com, Petersons.com). In the spring of 2010, the College hired an admissions advisor for E-Recruitment whose primary responsibility is to oversee these new initiatives. The College’s Accountability web pages provide information related to our institutional profile and outcomes (Outcomes, www.brockport.edu/accountability/outcomes.html).

The EMTF assesses both recruitment and retention efforts using tuition deposits, enrollment, quality indicators, and returning students as evidence for success for both the undergraduates and graduate students. Our recruitment efforts have shown results: fall 2010 was a record year for recruitment. There were 7,166 enrolled undergraduates and 1,247
enrolled graduate students in fall 2011. The College’s total number of applications for fall 2010 was 13,002—9,532 freshmen and 3,470 transfers, which is the largest number of new full-time student applications in 25 years, freshman and transfers combined. While recent undergraduate enrollment has successfully exceeded both qualitative and quantitative targets, additional investments will be needed to ensure that the College stays ahead of the demographic downturn. EMTF is currently discussing fine-tuning enrollment through program-based recruitment, which is included in the 2011-2016 SP.

Full-time graduate enrollment has fluctuated since 2007 Part-time graduate enrollment saw an overall decrease (Appendix 7.30 Graduate Enrollment Summary). According to a recent survey conducted by the Counsel of Graduate Schools (2010), flexible online courses are becoming more popular for students entering positions that require a master’s degree. This is an area of interest, and the College plans to respond more comprehensively to this opportunity.

**Enrollment Planning & Quantity**

The College actively attempts to reach annual enrollment targets for freshman, transfer, graduate, underrepresented, international, and out-of-state cohorts. Since the 2006 recruitment cycle freshman recruitment has produced a 16% increase in freshman applications and about a 2% decrease in the freshman acceptance rate from 43.8 to 41.8%. Use of the Common Application has widened program visibility and access across the nation. In 2009, the freshman enrollment target increased from 1,000 to 1,050 to compensate for a declining graduate enrollment and decreased state funding. Brockport has met the enrollment quantity target six of the last eight years (Appendix 7.05 Undergraduate New Student Fall Enrollment by Cohort).

**Diversity:** Brockport’s Mission Statement recognizes racial/ethnic diversity as an important measure of preparing all students to succeed in an increasingly global world. Minority representation on campus is necessary to support this goal. During this review period Brockport’s recruitment from underrepresented populations has seen gains. In 2007, 12.1% of first-time incoming students were from underrepresented populations (Appendix 7.06 Minority Fall Recruitment Numbers). Recruitment initiatives developed for new markets with significant focus on Long Island and metropolitan NYC can be expected to increase diversity among our student population, with successful admission of a more diverse student population. Applications from Long Island and NYC have increased by 46.4%, acceptances by 31%, and deposits by 42.7% between 2009, when the new recruitment initiatives began, and 2011 (Appendix 7.4 Freshman Recruitment by Region).

Additional efforts focus on expanding the international student population at the College. In fall 2010, the Office of International Education hired an international recruiter with the responsibility of recruiting international students through the coordination of marketing and
communication to students abroad, the admissions process, and orientation of incoming international students.

The graph below shows the diversity trends for the College for undergraduate and graduate students as well as the College as a whole. The diversity index ranges from 0 to 1 and measures the probability that any two students chosen at random will be of different race or ethnicity. A higher index number denotes increased diversity. The 2011 College diversity index increased to over .25 for undergraduates and .23 for graduate students.

Transfer Students: The College has also invested in improving the transfer student experience. Since the national economic situation has driven many students to community colleges, we are investing time and resources in the study of data and best practices for recruiting and retaining transfer students.

Full-time transfer enrollment goals have increased from 850 to 875 for the fall 2010 semester and remained at 300 for the spring 2011 semester. Each year approximately 60% of transfer students come from two major community colleges, Monroe Community College and Genesee Community College, both in close proximity to Brockport.

Brockport annual exceeds its transfer enrollment goals and experiences some difficulty accommodating the increasing volume of transfer students in some academic programs. Nursing, Kinesiology, Sport Studies and Physical Education (KSSPE), and Business, for example, have increased in transfer popularity, requiring early closure in the admissions cycle. The College is considering expanding program-specific transfer admissions requirements to better control the enrollment of more popular academic programs.
**Graduate Students:** The College has aligned graduate studies with the College mission and strategic plan. Toward this end, the Office of Graduate Studies follows recruitment and retention of graduate students, with particular attention to minimum admission standards and reports on admissions yield data available for each program.

The fall 2011 graduate headcount has declined 17.9% from the 2005 level of 1,519 to 1,247. However, because of the increased full-time enrollments, graduate FTE has not decreased nearly as much. There has been an increase in graduate applications over the past five years. In fall 2008, the provost engaged an external consultant to examine the Office of Graduate Studies. The consultant’s report recommended that the College hold a campus conversation on graduate education. Facilitated by the GEVAP Committee, the campus conversation on graduate education culminated in the 2009 GEVAP report ([www.brockport.edu/acadaff/gevap.pdf](http://www.brockport.edu/acadaff/gevap.pdf)).

Since 2009 several process improvements within Graduate Studies have simplified the application review and acceptance processes, including an online application process, direct departmental access to the applications, deposit requirements and class registration deadlines for matriculated students. All these improvements will help programs determine acceptance rates and more predictable enrollment projections.

**Enrollment Planning & Quality**

As a result of SP I, the College made a strategic decision in 1998 to improve the academic quality of its undergraduate student body, and entrance requirements were adjusted to increase the average grades and test scores of new students.

Undergraduate Admissions reviews each applicant’s high school transcript, standardized test scores, and supplemental application as a means to measure the likelihood of student success. The high-school transcript substantiates the applicant’s strength of program (grades 9-11), course grades, course exam scores, cumulative GPA, and class ranking. Of these five quality indicators, the official, cumulative high school GPA and SAT (or converted ACT) are the two most commonly used variables for determining initial admissibility. Subjective information, such as the supplemental application, academic recommendations, and student résumés, are also reviewed for desirable student characteristics that will enhance the engagement, enthusiasm, and diversity of the campus community.

Undergraduate Admissions also assists the Delta College Program and the College Honors Program to identify eligible students for these enriched learning programs. Quality indicators are reviewed through a supplemental application process managed by the directors of each program, which include an interview for the Delta College Program and personal essay for the College Honors Program (Appendix 7.9 Delta College Program Application and Appendix 7.10 Entering Freshman Honors Application).
Assessment of graduate student quality is determined by the departmental graduate coordinator or faculty within each program, including determinations for assistantship eligibility.

**Retention**

In addition to recruitment efforts, significant resources have been invested in retention efforts. The EMTF plays a significant role in tracking retention and graduation rates and making recommendations for improvements. Retention rates for first-to-second year and second-to-third year are primary measures of success. In the past five years, several initiatives and programs have been developed and implemented. They include Living Learning Communities, the First Year Experience Program, re-introduction of Summer Orientation, Strategies to Eliminate Probationary Status (STEPS), the Sophomore Experience Program, the Leadership Development Program, undergraduate research programs, internships, high-risk drinking reduction programs, and integrated health and counseling services. The College has made steady progress since the last self-study, with first-year retention rates increasing from 71 to 85% since 1998 (see retention rate chart below). Retention is now higher than the College has ever before experienced. These significant improvements have created a sense of pride in the institution and a commitment to maintain our quality. (Figure 7-1)

First-year retention outcomes for incoming transfer students increased to a high of 82.7% in 2008; however, it decreased to 78.7% in 2009. Foundations of Excellence® in the First College Year for Transfer Students Self-Study (Appendix 7.29) was completed in 2010 under the guidance of the Policy Center on the First Year in College (www.jnqi.org). The findings led to the formation of the Transfer Experience Program in 2009, which is designed to actively engage and monitor incoming transfer students (www.brockport.edu/transferyear). As a result of these efforts the five year graduation rates have increased from 48.7% (1996 cohort) to a
current status of 62.6% (2004 cohort). Six year graduation rates have increased from 52.4% (1996 cohort) to a current status of 66.6% (2004 cohort).

**Cost of Attendance and Financial Support**

As a state college, a portion of Brockport’s cost of education is subsidized by NYS. The current yearly full-time tuition amount is a comparably good value, $5,270 for NYS residents and $14,320 for out-of-state residents; Brockport has been nationally recognized for being one of the best values in higher education (see Chapter 1).

Eighty-four percent of Brockport students received some form of financial aid in the 2010-2011 academic year. In that year, the total cost of attendance (room, board, tuition, fees, travel expenses, books, etc.) was $18,876. The average financial aid package and Expected Family Contribution (EFC) for those first year students receiving aid was $9,150 and $8,319 respectively, leaving an average gap of $1,407 to cover the total cost of attendance. However, this gap is an average unmet need factor for first year undergraduate students. Individual cases may range significantly depending on factors including family income, assets, and the EFC.

Some teaching or graduate assistantships are available across a variety of departments or disciplines and several sponsor-supported graduate scholarships are available (see Appendix 7.11 Graduate Education Scholarship Report). Current federal student loan limits are generally sufficient to meet the full cost of attendance, but as costs continue to rise, they, too, will experience a shortfall in available financial resources.

Brockport’s Office of Financial Aid supports students and their families through the aid application process and provides additional support through training in financial literacy. In conjunction with many other support programs, the Financial Aid office reaches an estimated 1,100 students annually by integrating the financial literacy program into the classrooms, residence halls, campus workshops, and online. Technological improvements and focus on “client” satisfaction in the Office of Student Accounts and Accounting have improved online account access significantly. In response to student feedback, the following online services were implemented in April 2011: web payment, electronic billing with the option for students to authorize their parents or others to receive copies of bill notifications, electronic payment planning, and online direct deposits for refunds. In 2010, the Financial Aid office earned the National Financial Literacy Leadership Award for its outstanding advocacy of financial literacy within the College community (www.brockport.edu/newsbureau/1450.html).

The Undergraduate Extraordinary Scholarship Program awards $2.7 million annually to incoming freshmen with a view to recruiting high parameter students by decreasing their cost of attendance. While Brockport is still competitive, fiscal concerns have forced the College to reduce and eliminate some scholarships. In 2010, the College reintroduced a discretionary scholarship program, The Eagle Scholarship, which provides the office of undergraduate admissions with the flexible incentive needed to yield individual high
parameter applicants. Beginning fall 2012, freshmen admitted into the Honors Program who are NYS residents will receive a full tuition scholarship and those who are out-of-state residents will receive a $9,000 tuition award (www.brockport.edu/honors/apply/index.html). In addition, there are a number of endowed scholarships provided through the Brockport Foundation available to students who meet various eligibility criteria (see www.brockport.edu/scholarships) and some departmental graduate awards and scholarships.

**Strengths and Significant Accomplishments**

- The College’s admissions functions stemming from the holistic review of applicants enhanced recruiting in new markets and brought about substantial increases in minority recruitment.
- Increase in graduate applications, along with institutional commitment to restructuring and revitalizing graduate study.
- The Office of Graduate Studies has incorporated technology to recruit students and process more applications.

**Challenges**

- Deriving methods of collecting and analyzing data on why students do not choose to attend Brockport or why students do not persist to graduation.
- Establishing a graduate structure that best facilitates graduate student recruitment, support and retention.

**Standard 8: Recommendations for Improvement**

1. Continue to increase student diversity through domestic and international recruitment, retention efforts, and improvements in student life.
2. Improve monitoring of at-risk students and increase retention/graduation through appropriate intervention strategies.
3. Obtain more comprehensive data on students who do not attend or persist to graduation and analyze these to determine more effective strategies to increase yield and retention respectively.
4. Track retention data for underrepresented populations among the student body, compare these data to majority population data, and identify and address barriers to the success of diverse student populations.
5. Evaluate the effectiveness of the Transfer Experience Program.
6. Implement a system to improve the collection and analysis of data pertaining to graduate education and graduate students, including the demand for on-line instruction, as well as retention and graduation rates.
Admission and Retention (Standard 8) would be far less successful without robust student support services at the College. Putting student success at the center of our mission commits the College to providing students with support for their educational experience and personal and social development. The College is equally obligated to providing the necessary resources and support to enable students to persist to graduation.

The College’s body of support programs is comprehensive and multifaceted, designed to meet a broad range of student needs while fostering the development of personal qualities needed for success in college and beyond. The College has met the criteria for Standard 9 as defined by MSCHE: “The institution provides student support services necessary to enable each student to achieve the institution’s goals for students.” What follows is a descriptive inventory of the various support programs that contribute to academic success as well as personal and social development.

The College recognizes students as adults with full citizenship rights. To that end we comply fully with the Family Educational Rights and Privacy Act of 1974 (FERPA) regulations. Training in FERPA protocols is mandated for all faculty and staff (www.brockport.edu/parents/ferpa.html).

Planning for Success

The Offices of Academic Advisement and Registration/Records support students from the application phase through graduation. The Degree Audit Report System (DARS) allows students to monitor requirements associated with a major, a minor, the General Education Program, and all other requirements for graduation. DARS includes a detailed summary of credit recognized from other institutions.

DARS is also available to graduate students to facilitate their advisement. All graduate degree programs have been encoded in DARS except the Dance program, which has unique course requirements; DARS is currently being programmed for all Graduate Certificate programs as well. Advisement at the graduate level is handled by departments for students matriculated into degree programs.

Student ownership of their academic planning extends to Registration and Records. The Banner system enables online registration, which can be executed from any point on the globe. Course offerings and all relevant details are available online (e.g., dates, time, instructor, textbook requirements). Approximately 17,000 registration transactions are recorded annually. Learning outcomes associated with this office are related to the level of awareness students have of the tools available online. Achievement of these outcomes is measured by the number of user Personal Identification Number (PIN) resets and failures to comply with College policies related to enrollment.

Every student interacts with the Office of Academic Advisement services and/or systems at least twice a year. Native Brockport students are required to take an Academic Planning
Seminar (APS) in their freshman year, in part to educate them about the College’s advising system as well as the many resources available to aid in their success. A version of the course is also available to transfer students. Other tools, such as the Academic Advisement Transfer Guide give prospective students a way to plan community college course work if they intend to transfer to Brockport.

Support for Students in Special Admissions Categories

For students admitted in special categories, academic support is critical. The EOP, Transition, and Exceptional Talent (ET) Programs offer support during students’ academic careers in the form of tutoring, block scheduling, freshman seminars, and intervention strategies tailored to the needs of each group.

Students who have demonstrated academic achievements but who fall short of the regular admissions criteria, typically in terms of their SAT scores, may be offered acceptance into the Transition Program. These students complete the same course work, have the same housing options, and the same grade requirements for continued enrollment as regularly admitted freshmen but the Office of Student Retention keeps in closer contact with them during their first year than with regularly admitted students. The number of students admitted into the Transition Program constitutes approximately 7% of the incoming class.

EOP conducts a pre-freshman summer program designed to help students from financially disadvantaged backgrounds prepare for college. Annually, about 75 students join a total EOP enrollment of 350. EOP is also committed to assisting students who wish to continue their education beyond the undergraduate level: Brockport participates in SUNY’s Graduate Opportunity Program (GOP), which offers a limited number of graduate tuition waivers annually.

The retention rate for ET, which serves approximately 40 students, runs approximately 10% lower than the overall freshman cohort. As a result, a part-time academic coordinator for Athletics was hired in 2011 to help connect athletes with various campus services and to raise retention rates. The ET Program accepts students whose admission criteria warrant an enhanced freshman seminar, block scheduling, and tutoring. Supplemental tutoring courses connect the content of GE course(s), History, and/or Fundamentals of Composition, with the study skills taught in the seminar.

Supporting Academic Success

The Office for Students with Disabilities (OSD) coordinates equal access and reasonable accommodations for undergraduate and graduate students with documented disabilities under the Americans with Disabilities Act and the Rehabilitation Act of 1973. Since 2010, the average number of students registered with OSD is 321, plus an additional 25 to 30 students who have temporary disabilities; there is anecdotal evidence that at least some of these are graduate students. The focus of OSD has evolved from one of compliance to proactive support of student success.
The Student Learning Center (SLC) is a comprehensive peer tutoring and study skills support center open to all students. The SLC manages all aspects of the College’s writing, math, and content tutoring programs as well as a study skills support program. Among other things, success of the SLC is dependent upon student tutors and the cooperative relationship between SLC staff and faculty who identify tutors and share input regarding tutoring protocol for each course. The SLC collects both qualitative (feedback on tutors/tutoring) and quantitative data (numbers of students receiving tutoring) from students and tutors each semester to assess its services (Appendix 7.12 Student Learning Center Assessments). Undergraduate and graduate students consistently report that tutoring improves their comprehension of course content and study strategies. Tutors regularly report that tutoring enhances their own knowledge of the subjects they tutor.

Students may achieve academic enrichment and distinction by participating in one of two programs, the Delta College Program or College Honors Program. The Delta College Program is a unique interdisciplinary program that utilizes collaborative and experiential learning methods to create a learning community that devotes special attention to skills important for career entry and success (www.brockport.edu/delta/). Designed for academically high-achieving students, the College Honors Program offers seminar-style courses taught by distinguished faculty and emphasizes students’ mastery of knowledge and skills (www.brockport.edu/honors/index.html). Both programs serve students from all academic majors and provide an alternative means for satisfying General Education requirements. New scholarships for Honors Program students are expected to increase admission of high-achieving students to the program and the College.

All Brockport students have the opportunity to enhance their academic and personal growth through overseas study. In the past three years, the Office of International Education has supported a total of 1,000 students by developing and maintaining a robust marketing of international study opportunities to both Brockport students and students from other colleges and universities. Student success through this program, like others, is defined both by academic achievement and personal development. Participation, which has increased in each of the last three years, is one measure of success.

Academic advisement is recognized as central to student success. Academic advisement is largely the responsibility of faculty in academic departments. According to NSSE (Appendix 7.13, NSSE Reports 2008-2011) Brockport students rate satisfaction with advisement slightly below the mean score of all participating institutions. The 2011-2016 SP includes improvement of advisement college-wide as an important goal. A Task Force on Advisement charged by the provost has been working in the fall semester 2011 to study advisement and offer suggestions for improvement of the advisement process. Opportunities exist for better training and coordination with faculty advisors, and for help from additional system tools such as “what if” modeling for those contemplating a change in majors. (See “Academic Advising,” Chapter 8, for a detailed discussion.)
Technical and Informational Tools Supporting Academic Success

Library, Information and Technology Services (LITS) strives to make computing capability broadly accessible to classrooms and students. Virtual Desktop Interface (VDI) software services are being piloted that will provide students with access to a consistent suite of academic software, whether accessed from a personal computer or one of the hundreds of public computers in various campus locations.

All general-purpose classrooms have media technology and network access. Specialized computer labs support specialized needs, such as art and the sciences. Students and professors are linked through ANGEL, the learning management system, which provides broad capability for sharing of documents, discussion forums, testing, and surveys. The College Catalog, course offerings, and offered online, and the Banner system provides online remote access to student records and online course registration (see above, Standard 8, for more thorough discussion of ANGEL).

The LITS Help Desk provides assistance to all students, faculty, and staff, both on and off campus (www.brockport.edu/lits/helpdesk/). Significant improvements in the past few years were achieved with the institution of a walk-in office in Room 110 of the Drake Memorial Library and the installation of Bomgar technology, which allows a technician remote access to the caller’s computer for more speedy diagnosis and resolution. Call tracking software is used to measure important metrics such as wait time. At the MetroCenter, which predominantly supports graduate students, three LITS staff members provide assistance whenever the MetroCenter is open.

Drake Memorial Library delivers services in person and on the web. Web-based services include online research consultation, online chats with reference librarians, and tutorials that train students to use the extensive research. To support student research, the library maintains over 500,000 monographs, 100,000 bound periodicals, and 30,000 online serial subscriptions. Over 9,000 patrons typically visit the library weekly. In 2010-11 alone, more than 5,000 students participated in library instruction (Appendix 7.18 Drake Library Annual Report 2010). (Chapter 8 discusses information literacy instruction in more detail.)

Support for Success after Graduation

Underrepresented or economically disadvantaged students may opt to participate in Brockport’s CSTEP or McNair Programs, if they plan to pursue graduate study. Students who plan to pursue a licensed profession or career in the Science, Technology, Engineering and Math (STEM) fields may participate in the CSTEP Program. Underrepresented, economically disadvantaged or first-generation college students preparing for graduate school and doctoral study may participate in the Ronald E. McNair Program. Students in these programs enjoy weekly professional development seminars, mentors, assistance with graduate school applications, and an opportunity to engage in internships or research. Annually, about 75 to 80 students take advantage of CSTEP, and 40 to 45 engage in the McNair Program (Appendix 7.19 CSTEP McNair Annual Report 2009-10). Some McNair
students pursue graduate studies at The College at Brockport, and some maintain
involvement with the program by assisting undergraduate program participants. Chapter 6
briefly discusses these programs, and Chapter 9 investigates their assessment practices in
detail.

On-campus employment allows students to overcome one of the most persistent barriers to
the job market: the need for prior experience. Virtually all offices and departments on
campus rely on some level of student employment. Approximately 2,000 students are
employed on campus, and an additional 400 are employed by the Brockport Auxiliary
Service Corporation (BASC). These work experiences offer financial resources as well as the
development of skills and experiences that bridge students to the professional world. Jobs
are advertised on the Office of Career Services JobShop database. Many opportunities are
available for students eligible for Federal Work Study; if they are not eligible, “temporary
service” positions are available in some departments (Career Services.

The Office of Career Services also provides support in two major functions: 1) exploring
and selecting a career path and 2) forming and executing a strategy to secure the desired
career. Tools for self assessment and various references connect the spectrum of academic
majors with potential careers. The College maintains a network of alumni and volunteer
professionals for student access, supporting both the exploration and strategic phases of
career development (see www.brockport.edu/career/connection/ and Appendix 7.20 EMSA
Career Services SLOs).

Career Services provides graduate and undergraduate students assistance in the process of
securing a job by addressing activities such as résumé writing and interviewing skills.
Specific practice in securing employment is mirrored in the process of finding an internship.
All Brockport students may participate in credit-bearing internships through this office. The
benefits range from skill development through workplace experience to formation of

Success as Personal and Social Development

The College fully supports a successful transition into the working world through programs
that develop professional skills and significant experiences to prepare students for a career.
Leadership, civic engagement, teamwork skills, self discipline, communication skills, and
personal effectiveness are sought by employers and developed through the broad offerings
of EMSA. These areas collaborate with students, faculty, staff, and the community in
creating, supporting and implementing diverse programs and services to enrich the personal
growth and development our students. Some recent initiatives include a more focused effort
to develop service orientation and civic engagement, and the capacity for accomplishment is
coordinated through Community Development (www.brockport.edu/lcd/). This office
serves as a resource for all students as they prepare for the challenges and rewards of living
in a global society through community service opportunities, student organization involvement, international support services, and Greek Life.

Recognizing the premium placed on leadership in the professional world, the Leadership Development Program supports undergraduate students interested in cultivating leadership traits while fostering personal and professional growth (www.brockport.edu/leadership/). In addition to forming mentoring relationships, students learn to promote positive social change in the community. In its third year, the program has over 300 students enrolled.

Positive results are evidenced by pre/post testing, journals, workshops, end-of-year evaluations, and student testimonials. Results from the Multi-Institutional Study of Leadership Data point to elevated scores earned by Leadership Program participants when compared to a control group (Appendix 7.14 Multi-Institutional Study of Leadership Results Overview).

In fall 2011, 2,551 undergraduate students lived on campus. The Office of Residential Life/Learning Communities supports student success by fostering the development of personal characteristics such as accountability, autonomy, service, collaboration, and leadership. The Faculty in Residence Program (Appendix 7.15), in its ninth year, promotes the connection between undergraduate students and faculty by providing mentoring, referral, and academic support where possible to the campus community at large. Since fall 2008, Living Learning Communities (LLCs) offer students focused programming and the transformative experience of living with peers of similar interests. Extracurricular interaction with faculty from academic departments provides an opportunity to clarify academic and career goals. LLCs allow undergraduate students to share and develop their interests, such as Education, Health and Wellness, Civic Engagement, World Citizenship, and Environmental Sustainability. Specific learning objectives have been developed for the LLCs (Appendix 7.16 Living Learning Communities Service Learning Outcomes) and effectiveness of LLCs may be measured by results of selected NSSE questions (see Appendix 7.17 Pertinent NSSE Questions).

Strong College connections with the Village of Brockport and surrounding region encourage the success of our students through the exercise of citizenship. The College supports a broad array of “outreach” activities by students, faculty, and staff, both close to home and as far away as China. Relationships with local, regional, and international organizations, including internships, free academic programming, and community service all contribute to the support of students in their transition to life after graduation. (See Chapter 4 for a more thorough discussion.)

Safety, Health and Wellness: The Climate for Success

The NYS University Police contribute to a safe and secure environment through patrols, investigations, emergency response, and educational offerings (www.brockport.edu/up/programs.html). Additionally there is a Community Policing liaison in each residence hall and for each Greek organization. Overall, campus security has been enhanced in the past
two years by a Campus Safety Alert System. Loudspeakers throughout campus buildings and
47 “Blue Light” telephones complement the telecommunication notification process. At the
MetroCenter, the facility coordinator attends the Police/Community Interaction Committee
to advocate for neighborhood security. The facility coordinator also chairs a safety task force
and develops “Downtown Safety” initiatives. Evening security escorts are provided within a
block of the building. For general support, a professional staff member is present whenever
the center is open.

The support provided is in part measured by number of interactions, such as the 9,000 rides
provided to students through the Campus Safety Escort Program or the 1,600 students
reached through Community Policing. However, these numbers do not capture the many
daily interactions between University Police and the College community. Results of this
function are measured by statistical data concerning criminal offenses and disseminated to
the public as per the Federal Clery Act (see Campus Safety Report, www.brockport.edu/

Another important platform for student success is health and wellness. The Student Health
Center (www.brockport.edu/healthctr/) handles approximately 9,000 visits a year. Mental
health care is provided by the Counseling Center (www.brockport.edu/cc/), which offers
outreach and training services. Annually, approximately 1,500 students make 3,000 visits to
the Counseling Center. The Wellness Program is extensive and includes award winning by-
stander training programs, high-risk drinking reduction efforts, and programs related to
healthy eating and weight reduction (www.brockport.edu/healthct/). Learning outcomes for
the department are measured by pre- and post- tests, the SOS, Core Alcohol and Drug
Survey, and patient satisfaction surveys. Overall effectiveness is evidenced by the
Association for Ambulatory Health Care accreditation for both the Health and Counseling
Centers.

For many students, fitness and physical development are conditions that support success in
all areas of life. Approximately 600 students participate in Intercollegiate Athletics
(Brockport Athletics www.gobrockport.com/) where self-discipline, leadership, team work,
goal orientation, and confidence are developed. Physical fitness activities are widely
accessible to all through Recreational Services (www.brockport.edu/recservices/). In 2009-
2011 there were 133,000 usages of recreational services, including 89,000 usages of the
fitness center. Recreational Services supports 19 sports clubs with 406 sports clubs
members.

**Measuring the Effectiveness of Student Support Programs**

Two major external survey tools are utilized to measure student perceptions of institutional
support: SOS (Appendix 7.27) and NSSE (Appendix 7.13). Internally, learning outcomes and
their assessment have been widely used within academic programs, and initiatives are now
underway throughout the institution, including support services, to establish a “culture of
evidence” pertaining to Student Learning Outcomes (SLOs) and program assessment.
EMSA has made good progress in their efforts and has developed a division-wide assessment team and identified student learning outcomes for each area. The EMSA website (www.brockport.edu/emsa/assessment) shows the breadth with which support functions have structured learning objectives in place or under development.

**Early Warning Systems for Students at Risk**

A Banner-based Early Warning System was implemented in fall 2011, enabling instructors to enter an early warning alert to address at-risk behavior in a more proactive manner. Early-warning detection is a strong presence in freshman programming. The Early Warning Advisement Questionnaire (Appendix 7.22) results are tracked and used to develop new support initiatives, such as study skills programming.

Beyond the first year, systems for identifying at-risk students are embedded in Residential Life, Intercollegiate Athletics, Honors Program, Delta College Program, CSTEP, McNair, EOP, Exceptional Talent, and Transition. Such programming offers heightened engagement with faculty, staff, and peers, and helps detect struggling students early in their academic careers. Finally, the Student Behavioral Consultant Team (SBCT) established in 2007 (www.brockport.edu/sbct/) offers a centralized forum to receive and analyze the concerns of peers, faculty, and staff and to identify students whose behaviors put themselves or others at risk (Appendix 7.23 Sample Student Behavior Consulting Team Resolution).

At the graduate level, student performance is monitored by academic departments and referred to the Office of Graduate Studies for appropriate action.

**Strengths and Significant Accomplishments**

- A wide array of College offices and programs meet a broad range of student needs and foster the development of personal qualities required for success in college and beyond.
- The emergence of LLCs and expansion of the Leadership Development Program demonstrate Brockport’s commitment to new strategies for student success.
- Successful orientation of first-year students through APS and equivalent courses provide advisement and introduction to College services and campus life.
- Strong academic support programs (e.g., Student Learning Center, OSD, Career Services, TRiO Programs, Drake Library).
- Strong support of study abroad and internship opportunities.

**Challenge**

- Providing effective advisement services in the face of increasing student advisement loads for faculty and dealing with the disparity of advisement loads among departments at both undergraduate and graduate levels.
Standard 9: Recommendations for Improvement:

1. Build on the work of the Academic Advisement Task Force and devise means to increase the effectiveness of academic advising and ensure that each entering/continuing student has an assigned faculty advisor.

2. Evaluate the effectiveness of LLCs and, if justified, consider expanding the number of LLCs offered to all students.

3. Survey graduate students to identify their unique needs and improve systems to meet these needs.

4. Improve on current student support efforts aimed at improving four- and six-year graduation rates.

Summary of Chapter 7

With our mission of promoting student success in many dimensions of growth, the College has concentrated on support for students academically, personally, and socially, both during and beyond their educational experience. Beginning with recruitment of students best suited for success at Brockport, enrollment management makes sure that appropriate numbers and quality of courses and programs are in place to ensure the numbers and quality of students admitted. Retention is a high priority at Brockport, and several initiatives and programs are designed to maintain, assess, and respond to retention rates, including a wide variety of student support programs, thus linking outcomes for Standards 8 and 9. Support takes the form of broad access to information and people through the most recent technological infrastructure; to continuous availability of staff and faculty for information, advisement, and assistance; to programs specially designed to educate and develop students in particular areas of interest, such as graduate study, leadership, or athletics. Student support programs bolster retention, which in turn creates a robust community within which organic student support can take place.
Chapter 8: Faculty and Academics

Standards 10, 11, & 12

Hiring qualified faculty, fostering their professional development, and offering high-quality instruction in General Education (GE), the academic major and the minor curricula, are critical to student success. The Faculty and Academics Subcommittee found that the College’s exceptional teacher-scholars develop, implement, and monitor course and program offerings in a professional manner. The College’s instructional programs, including GE and course work leading to graduate and undergraduate degrees, are designed and delivered with learning goals and objectives consistent with the College mission of blending the liberal arts and professional programs coherently. We aim to enrich each student’s academic experience through GE courses early in their academic experience, and through a variety of culminating projects such as internships, theses, and capstone courses.

Results presented in this chapter are derived from responses of the vice provost (administers the GE Program), school deans, department chairs, the director of the Center for Excellence in Learning and Teaching (CELT), the director of Professional Education Unit (PEU) and the grants development officer to survey questions developed and distributed by the subcommittee (Appendix 8.01 Chapter 8 Committee Survey Results). In addition, subcommittee members reviewed several College documents, most of which are accessible on the web, pertinent to answering the six self-study Guiding Research Questions assigned to this subcommittee, including the Faculty Roles and Rewards document (Appendix 8.02) and departmental Appointment, Promotion, and Tenure (APT) documents.

Standard 10: Faculty

The Chapter 8 subcommittee’s research revealed that “the institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals,” as defined by MSCHE (Standard 10).

Indeed, the College has established several new initiatives and revised many existing procedures to recruit, mentor, and develop faculty best suited to carry out the institutional goal of student success. In the near-term, due to NYS financial difficulties the College may face challenges in renewing and augmenting its faculty ranks when there are vacancies created by retirements and/or programmatic needs. Despite these challenges the College continues to invest in its academic core by authorizing 26 FT faculty positions to be filled for the 2012-2013 academic year. For its part, the College supports faculty recruitment and retention by demystifying the tenure and promotion process with specific and transparent APT documents that publicize minimum performance requirements. Mentoring and support programs, including cohort-based faculty learning communities, are available to faculty.
With the help of well-conceived and -structured search procedures, several support initiatives and programs for faculty, and shared responsibility and rewards among the faculty, the College has been successful in recruiting and retaining individuals whose teaching, scholarship/creative publication, and service efforts align with the College mission of fostering student success.

**Faculty Recruitment & Faculty Composition**

Soon after establishing student success as the institution’s highest priority (SP II, 1998), the College, by the action of a College-wide committee, established a set of guidelines, *Faculty Roles and Rewards* (Appendix 8.02), outlining the professional obligations of its faculty with respect to teaching/learning, scholarship/creative activity and service. These guidelines identify teaching as the faculty’s highest priority and the creation of high-quality learning opportunities for students as a faculty member’s foremost responsibility. At the same time, active research and publication are regarded as a necessary condition for quality teaching. By taking this position, the Faculty Roles and Rewards Report reaffirmed our teacher-scholar model, and accordingly, the College strives to recruit individuals who are passionate about teaching, committed to pursuing scholarly/creative activities, and dedicated to engaging students in curricular and co-curricular activities.

The majority of FT faculty are tenured (T) or tenure-track (TT). Nearly 94% of our FT faculty hold terminal degrees (see Figure 8-1).

![Figure 8-1](image)

*Source: Common Data*
As of fall 2011 there were 350 (57%) FT and 268 (43%) part-time (PT) faculty. SP II established 70% FT faculty as an institutional goal, which served as a mandate to increase FT and reduce PT faculty across the College. The 2011-2016 SP renews this commitment (see Figure 8-2 Faculty Composition).

College faculty recruitment efforts are guided by our Faculty Allocation Process (Appendix 8.04) used to weigh instructional needs when faculty positions are created or refilled. The College uses an online recruitment system and a standardized search procedure (https://www.brockportrecruit.org/userfiles.jsp/shared/frameset/Frameset.jsp?time=139563076565, www.brockport.edu/aao/search.html). Most departments require faculty candidate-finalists to teach a class during their campus interview. Students provide feedback about their perceptions of the candidates’ teaching skills and search committees consider this feedback when making hiring recommendations.

Despite competition, the College has been very successful in recruiting FT, TT faculty, as the data in Figure 8-3 show. However, recruiting faculty from traditionally underrepresented groups is recognized as a continuing challenge. In fall 2011 15.2% of FT and 7.3% PT faculty were from underrepresented populations (Human Resources Payroll Records, 2011).
The Presidential Fellow positions were created specifically to enhance faculty and/or curricular diversity, especially in the GE program.

Hiring PT faculty is the responsibility of department chairs. While many departments maintain résumé files of potential PT faculty, others struggle to identify and hire individuals with the right credentials to teach courses, especially during daytime. To assist in the recruitment of qualified PT faculty, the College places advertisements in regional newspapers.

**Retention of Faculty**

Each academic department’s APT document specifies the minimum performance requirements for recommendation of term appointment renewal, continuing appointment (tenure), and promotion. Departmental APT documents are accessible on the Academic Affairs website (www.brockport.edu/acadaff/apt/2006/).

Facilitating faculty success at all levels is one of our highest priorities. CELT and academic departments have a number of mentoring programs in place. We also make available cohort-specific programs for newly hired, early career, and faculty at other career stages.

Each year an orientation is offered to new faculty—both FT and PT—that includes several workshops and networking activities designed to welcome and orient them to campus and to educate them about professional development opportunities. CELT also facilitates an online peer group for new faculty, who are also linked to pertinent faculty development websites, such as the Faculty Guide to Academic Practices and Policies at Brockport (www.brockport.edu/acadaff/2010-2011 Faculty Guide.pdf).

TT faculty enjoy several options for mentoring at Brockport, particularly at the department level. At least one departmental mentor is assigned to a new faculty member; more than one from a department, or mentors from other departments may also be arranged. Instead of (or in addition to) a designated mentor, department chairs sometimes assume this responsibility.

Although the College has undertaken no formal evaluation of departmental mentoring programs, we have convincing anecdotal data suggesting that formal mentoring is highly successful in developing and maintaining qualified faculty (Appendix 8.05 Departmental Mentoring Program Samples).

At the end of each academic year, all FT faculty (and PT faculty who teach more than one course/semester) submit an annual report summarizing their accomplishments in each of the three performance areas. Department chairs provide feedback on these reports and provide guidance on their performance and progress toward tenure and promotion. This feedback similarly allows PT faculty to calibrate their instructional activities.

It is worth noting that the College makes an Instructional Assessment Survey (IAS) available to its FT faculty and PT faculty teaching more than one course/semester, to assess student satisfaction in courses they teach. The IAS specifically asks students to rate the course and the effectiveness of the instructor (see Appendix 8.15 IAS Samples). Some departments also
use a department-created assessment tool. Student satisfaction is clearly one important criterion chairs and APT committees use to provide feedback to all faculty, especially to the new and TT.

Support

The College has a vibrant faculty development center in CELT, and since 2005, it has been charged with overseeing College-wide activities supporting tenure-track faculty’s teaching, publication, and service. CELT matches less experienced faculty interested in improving their teaching skills with experienced, Chancellor's and other teaching-award-winning faculty outside of their discipline. This arrangement allows the former group to tap into the expertise of the latter group and to develop strategies for sustaining their scholarship program and navigating campus culture. In 2010, CELT began matching new or aspiring department chairs with experienced chairs. In addition, CELT continues to sponsor at least one faculty member from each school to attend a pedagogy conference, with positive feedback on the benefits to instruction.

Faculty across departments and schools have common interests and concerns, and faculty learning communities (FLCs) have been created to develop them (see Appendix 8.16 FLC Outcomes). Coordinated by CELT, these topic-based communities encourage groups of faculty to explore their mutual interests in a specific academic or methodological area. Cohort-based communities focus on the unique needs of faculty at a given academic career stage or in unusual roles such as department chair. To date, 12 such FLCs have been formed.

Other CELT activities that foster faculty development include Brown Bag Discussions, Software Training, webinars, and talks by experts, all discussing, training, and managing new information and skills issues related to teaching, learning, scholarship, and service (Appendix 8.03 CELT Annual Report 2010-2011).

Support for faculty scholarship was expanded during 2010-2011 from $500 - $600 per year, contingent on faculty presenting papers at professional conferences, to $750 per year full-time faculty scholarship accounts (FSAs). Administered by the School deans, these accounts may be used to fund conference attendance, paper presentation, or expenses associated with scholarly activities. Deans may supplement FSAs with an eye toward equity among faculty, professional development, and scholarly contribution. In addition to FSAs, several competitive, campus-based grants are available to faculty, including specific opportunities to aid minorities, women, employees with disabilities, and U.S. Military veterans (www.brockport.edu/etc/forms/grant/).

Our Grants Development Office provides an array of services to help faculty achieve their scholarship/research goals. This office identifies potential grant opportunities, obtains specific proposal guidelines, assists in preparing budgets, provides writing and/or editing of grant applications, assists faculty in meeting deadlines, and conducts grant proposal workshops.
Support for faculty development is one of the priorities of the Comprehensive Fundraising Campaign, now in its silent phase. Private support will be used to promote faculty excellence, to create endowed positions, and to fund faculty research, development, and equipment. These additional resources will enable Brockport to broaden and deepen our educational quality and to enhance our reputation.

Faculty Evaluation

The Faculty Roles and Rewards Guidelines assign explicit weights to teaching, scholarship, and service, indicating their relative importance. Teaching has a weight of at least 50%, followed by scholarship/creative activity, then by service (the latter weighed at a minimum of 10%). Annual evaluation of faculty performance (Appendix 8.07 Annual Report and Review of Faculty Sample) is an integral part of all personnel actions and includes common elements as well as discipline- and department-mission-specific procedures. Student assessment of instruction, most notably student satisfaction with a course and its instructor (IAS evaluations), is an important part of this process.

Department APT documents specify criteria for satisfactory performance in teaching, scholarship, and service for each rank (Reappointment, Promotion and Tenure). Faculty who seek a personnel action are required to submit a teaching portfolio as well as a summary of productivity in scholarship and service. For example, see Promotion to the Rank of Associate Professor at www.brockport.edu/acadaff/facguide/persaction/B.html for an outline of portfolio materials typically submitted for a review for continuing appointment and promotion to associate professor.

The criteria for personnel action are both qualitative and quantitative. For instance, for a faculty member to merit recommendation for tenure and promotion to associate professor, s/he is required to publish a minimum number of peer-reviewed articles in professional journals (or the equivalent). The modal value of this minimum number is 4, and in no cases is this number less than three. Five service categories are identified, including departmental, school, college, profession, and community service. Department committee work is a standard expectation across campus for TT faculty. The College expects increasing responsibility and leadership (e.g., committee chair service) from faculty with greater academic rank and experience.

Faculty Workload

The Faculty Roles and Rewards Guidelines also specifies faculty workloads. In fall 2009, the provost constituted a Task Force on Faculty Teaching Workload to develop guidelines for applying the existing policy more consistently and equitably. The task force survey of faculty revealed widespread support of the current faculty workload policy: three courses instructed per semester, with the fourth course “released” for an active program of scholarship/creative activity. The task force concluded that criteria for defining an active program of scholarship should reside with departments (Appendix 8.6 Academic Affairs).
Task Force on Faculty Workload, www.brockport.edu/acadaff/workload/

Department chairs assign teaching responsibilities by considering curricular needs, faculty expertise, and the expectation of three-course workload per semester for FT faculty with an active program of scholarship and/or major service responsibilities. To meet curricular needs, most departments also use PT faculty.

Accreditation requirements, disciplinary conventions, and availability of suitable institutional space determine class size, but the vast majority of undergraduate classes have 10 to 30 students. This small class size and its consequent low student-faculty ratio offers an attractive alternative to large university centers.

The College’s academic programs, our faculty’s wide-ranging pedagogical strategies, and student need pose some scheduling challenges. In response, the provost charged a faculty and staff committee to determine possible alternatives. In spring 2011, faculty recommended one of the alternative course schedules, which went into effect in spring 2012 and has increased the number of class periods per day while maintaining nationally accepted student contact hours (Appendix 8.08 Class Schedule 2011-2012).

**Academic Advisement**

At a minimum, academic advisors assist their advisees with two tasks: they ensure that advisees understand and adhere to the College’s degree requirements, and they help advisees choose the best required and elective courses to match career goals. Academic advisors assist graduate students to understand their DARS, prepare a plan of study, and carry it out successfully.

Faculty advisors and their advisees have a variety of resources to facilitate the process (see Faculty and Staff Resources, www.brockport.edu/acadaff/facstaff.html). Some larger departments have specific faculty service positions that oversee advisor assignments and that assist students with program planning or issues arising from course equivalents, waivers, and substitutions. Most departments evaluate faculty advising as part of their teaching obligation, with some categorizing advisement as service. To recognize faculty who excel in academic advising, students nominate and the College awards three Academic Advising Awards annually.

General academic advising is also carried out by many other individuals and offices, most notably the Office of Academic Advisement. Minimizing time to completion of degree has always been a focus at Brockport and to facilitate this effort the College recently directed the Office of Student Retention to review existing early alert and intervention activities/practices and to recommend a comprehensive system (see Early Warning System www.brockport.edu/retention/ew/). Transfer students are advised when they first come to campus for Summer Orientation, Advisement and Registration (SOAR) sessions.
Faculty at the College are very productive by all standard measures (APT): new courses and initiatives, such as the FLCs, are robust and growing. Publication of scholarship and creative work is outstanding (see Appendix 8.11 Departmental Annual Report Samples). Faculty excellence can also be measured by performance of curricula and the students involved in them. Faculty have an institutional responsibility to create, revise, and oversee curricula. Towards this end, the College upholds the SUNY policy, Faculty Senate resolution, and UUP position statement on academic freedom in encouraging scholarly inquiry in both teaching and scholarship (www.brockport.edu/hr/resources/chapters/210_academic_freedom_responsibility.htm).

Faculty participation in departmental curriculum committees and College Senate processes regarding major curriculum proposals yields a high-quality curriculum that in turn promotes student success (see also Chapter 6, Standard 4, “Governance”). It is instructive to examine how well the College is faring in these areas, starting with retention and graduation rates, the two most commonly used indicators of student persistence.
Data presented in Fig. 8-5 suggest that the combination of enhanced student quality and the College’s emphasis on teaching since SP II has improved retention.

It is important to note that the length of time to graduation is related to student performance as well as curriculum requirements. Given appropriate student performance, graduation in our published program-completion time is quite manageable at Brockport. Within the past five years the College has made distinct efforts to make adequate sections of required and elective courses available to meet student needs. Furthermore, SUNY system-wide changes ensure students get full credit for GE courses transferred from other SUNY institutions (see Standard 11). The 2011-2016 SP specifies a benchmark of higher graduation rates as evidence of student success.
With respect to student learning, the College’s efforts in assessing Student Learning Outcomes (SLOs) are elaborated in Chapter 14. As an example, here we present data demonstrating the performance of our graduates in teacher certification exams administered by NYS and two additional licensure exams for which there are nationally-normed data.

Each academic year, about 500 students take the Teacher Certification Examinations administered by NYS. These exams assess students’ understanding of pedagogy and pertinent academic content. Data show that Brockport’s graduates perform exceptionally well in the Teacher Certification Examinations (Figure 8-6).

Through the Department of Educational Administration’s School Leadership Program Brockport offers education professionals who hold a master’s degree NYS Certification of Advanced Study for the School Building Leader (principals) and the School District Leader (school superintendents). Pass rates for these certifications are shown in Figure 8-7.

Pass rates among our graduates in Nursing and Social Work licensure examinations compare favorably with state and national pass rates. In both licensure exams, Brockport students outperform their regional and national peers. The pass rate of students taking licensure examinations in Nursing, National Council Licensure Examination (NCLEX), and Social Work, Association of Social Work Boards (ASWB) is shown in Figure 8-8.
For an example of licensure examinations at the graduate level see Chapter 9 GRC MSW. In addition to preparing students for professional certification, the College faculty strive to provide students with a variety of opportunities to become engaged learners, including Scholars Day, the Brockport Summer Research Program, and the National Conference on Undergraduate Research. Scholars Day is a prominent showcase for student research, and the College is rightly proud of this long-lived program. Instituted in 1984 through efforts of the College Senate, Scholars Day celebrates scholarly pursuits by the campus community. During the 2010-2011 Scholars Day, 549 students and 42 faculty and staff, gave 323 presentations or poster sessions or demonstrations, with an additional 82 faculty and staff participating as sessions chairs. The College will sponsor the first annual regional Master’s Level Graduate Research Conference in April, 2012. Graduate students from Brockport and universities in upstate NY and southern Ontario will present scholarly and creative work across the disciplines.

Some APT documents either specify that faculty must engage undergraduate students in research or strongly encourage them to do so. A variable one- to six-credit elective course, the Brockport Career Exploration Course (BCEC), allows students to investigate and gain experience related to their career and academic goals through focused research. Internships and practicums are an integral part of most Professional Education programs at the College. Student LLCs engage select groups of students to share common residential and learning experiences. Based on disciplinary and interdisciplinary themes, our LLCs create intentional links between academic, social, and residential experiences (see Living Learning Communities www.brockport.edu/lfc and Chapter 7, Student Support).

### Fig. 8-8
Pass Rate of Students Taking NCLEX and ASWB Licensure Exams

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<thead>
<tr>
<th></th>
<th>NCLEX</th>
<th></th>
<th>ASWB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Brockport</td>
<td>NYS</td>
<td>US</td>
</tr>
<tr>
<td>2005</td>
<td>88</td>
<td>79.5</td>
<td>90.6</td>
</tr>
<tr>
<td>2006</td>
<td>89</td>
<td>85.8</td>
<td>88.1</td>
</tr>
<tr>
<td>2007</td>
<td>75</td>
<td>82.2</td>
<td>85.5</td>
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<tr>
<td>2008</td>
<td>88</td>
<td>82.7</td>
<td>86.8</td>
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<td>2009</td>
<td>94</td>
<td>84.6</td>
<td>88.4</td>
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<tr>
<td>2010</td>
<td>94</td>
<td>84.5</td>
<td>87.4</td>
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<tr>
<td>2011</td>
<td>88</td>
<td>84.1</td>
<td>87.9</td>
</tr>
</tbody>
</table>
In 2009, the College created a Leadership Development Program to facilitate student personal development. Since then, over 100 staff, faculty, and students have been working together to create a comprehensive program to help students prepare for success after college as leaders in the local community, state, nation, and world.

**Strengths and Significant Accomplishments**

- The College has a well-conceived and -executed search procedure to recruit faculty, which enables us to recruit those individuals most attracted to the College mission of fostering student success.
- The College has valuable mentoring and support programs for faculty, including cohort-based FLCs focusing on the unique needs of faculty at various career stages.
- The College has invested in CELT, and faculty regularly participate in its activities.
- The College supports faculty retention and satisfaction by clarifying the tenure and promotion process by encouraging APT documents that include minimum performance expectations (not a guarantee of tenure).
- For a summary of 2008-2011 faculty and academic’s significant accomplishments (see Appendix 8-09, *Faculty and Academics: Significant Accomplishments 2008-2011*).

**Challenges**

- Renewing and augmenting faculty ranks to meet programmatic needs and increasing the ratio of FT to PT faculty due to financial difficulties of the state.
- The small size of some departments makes departmental-level mentoring of TT faculty a challenge.
- Maintaining adequate levels of support for faculty research and publication is needed to retain quality faculty.

**Standard 10–Recommendations for Improvement**

1. Promote professional development through improved department-level faculty mentoring.
2. Improve efforts to diversify faculty ranks and course offerings.
3. Promote training and mentoring of faculty academic advisors at all levels.

**Standard 11: Educational Offerings**

The College offers a rich array of academic programs at the undergraduate and graduate levels, leading to liberal arts and professional degrees. Fifty undergraduate academic majors and programs combined, and 48 graduate programs offer students a solid liberal arts foundation and advanced discipline-specific knowledge and skills. (See Chapter 9 for a discussion of unique programs offered such as 3+1, 3+2, and the collaborative MS Social
Work program.) All courses have a formally-registered content and an official course
description published in the most recent College Catalog, (www.brockport.edu/
catalogs/2011/). By requirement, faculty provide syllabi to their students for each course,
and in accordance with our Faculty Guide to Academic Practices and Policies
(p. 7, www.brockport.edu/acadaff/2010-2011%20Faculty%20Guide.pdf) each syllabus
contains course and policy information, including a list of course learning objectives, and
description of course grading methodology (e.g., assignments or tasks evaluated, weighting
system for grades) (see Appendix 8.12 Departmental Syllabi Samples). Brockport, in
accordance with MSCHE Standard 11, “identifies student learning goals and objectives,
including knowledge and skills, for its educational offerings.”

Students are more than merely informed about their courses and programs; they are
challenged and educated by them. Creation, maintenance, and revision of courses and
programs start with College faculty, who are closest to the site of students’ academic
experience and thus best equipped for curriculum and course design. College governance
and integrity (see Chapters 5 and 6) ensure the “rigor and coherence appropriate to [our]
higher education mission,” as articulated in Standard 11.

Curriculum

All departmental curriculum committees periodically review academic programs and
recommend revisions, including adding, deleting, modifying, or deactivating courses.
Curriculum committees may propose new degree programs. Though the composition of
curriculum committee size may vary based upon size and complexity of department, all
departments provide formal curricular review processes to ensure peer review of course
content and rigor. Also assuring curricular excellence, all academic programs undergo
rigorous peer review through the College’s Periodic Program Review (PPR) process
which includes both a departmental self-study and external review and is outlined
fully in Chapter 10.

Individual faculty members propose new courses or revisions to existing courses and/or
departmental curricula. Proposed revisions are vetted by the department curriculum
committees and chairs. Program revisions or course modifications may also be
recommended by these curriculum committees based on assessment data, accreditation
standards, best practices, or new developments in the discipline. LITS offers support to
individual faculty and departments by providing information and technology resources in
support of our academic programs and ensuring that acquisitions are consistent with
programmatic needs (www.brockport.edu/library/about/mission.php).

New programs may result from inter-departmental collaborations as well (e.g., our
Biochemistry major, the Professional Science master’s degree in Biology, the Forensic
Science minor, the Aging Studies minor, and the Sports Management concentration),
testifying to the College’s responsiveness to evolving knowledge areas and changing
workforce needs by connecting cross-discipline faculty expertise.
Policies of the SUNY Board of Trustees specify that faculty have the “obligation to participate significantly in the initiation, development, and implementation of educational programs.” The representative body of the faculty, the College Senate, constitutes standing committees at the undergraduate and graduate levels to review and/or recommend new undergraduate and graduate degree programs and revisions to existing programs. Senate procedures are inclusive, requiring departments and units proposing new or revising existing degree programs to solicit input from all other departments or units affected by the proposal and to address any concerns other departments or units may have. Approval by the appropriate School dean is also required. Programmatic changes approved by the Senate, School deans, and the provost are submitted to SUNY for a final level of review.

**Transfer Students and Curriculum**

Brockport recognizes the curricular needs of non-traditional students and fully complies with SUNY transfer articulation agreements. Designed to improve student success in terms of timely graduation, these transfer articulations guarantee, among other things, that graduates with Association in Arts (AA) and Associate in Science (AS) degrees from SUNY two-year institutions will be granted full junior status at all SUNY baccalaureate institutions; that SUNY and CUNY AA. and AS. degree-holders will be granted enrollment priority over other transfer students; and that up to 64 credits completed toward AA. or AS degrees at two-year institutions will be granted seamless transfer credit in parallel programs within the SUNY system (www.suny.edu/facultySenate/artr.cfm, SUNY Joint Committee on Transfer and Articulation). The College Undergraduate Admissions Office receives all transcripts intended to secure transfer credit, and this office grants official transfer credit by assuring its recognition by the DARS degree-audit program and recognition in a Notice Award of Transfer Credit (see Transfer Credit Policies, www.brockport.edu/~acadvise/Transfers.html).

Students may appeal denial of transfer credit by following a process beginning with the Academic Admissions Office, through the department from which transfer credit is sought, and if desired, through the vice provost for academic Affairs. The complete appeal process is outlined at Transfer Credit Appeals (www.brockport.edu/~acadvise/TransCreditAppeal.html).

Scholarships are available for transfer students, and in keeping with recent student services initiatives to maintain and improve retention rates (see Chapter 7), transfer students may participate in a number of Transfer Experience programs, including a Transfer Peer Mentoring Program and an APS course created specifically for transfer students (Transfer Resources and Information, www.brockport.edu/transferyear/).

**Accreditation**

In 2006, the College set a goal of achieving or maintaining national accreditation in all programs for which it was eligible to strengthen program quality and improve student...
success. Currently, 13 academic programs or departments are accredited by their respective national accrediting bodies. Appendix I contains the list of accredited programs.

Accrediting bodies provide evidence-based guiding principles and practices that programs use to design conceptual frameworks, student learning outcomes, curricula and robust assessment systems to build a culture of continuous improvement. Achieving and maintaining accreditation requires adherence to these standards. Assessment is directly related to national standards for student outcomes. Accreditation processes create opportunities for the College to benchmark its students’ performance nationally and to use this information for both recruitment and program improvement. The College commits appropriate resources to accreditation efforts, including staff, curriculum design/improvement, and student learning outcome assessment. The College at Brockport is the first institution in NYS to achieve Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for programs in Counselor Education. Departments with degree programs for which there are no accrediting bodies strive to foster student success and confirmation of program integrity through the PPR process and by adhering to national professional organization guidelines and/or best practices (Appendix 8.14 contains Departmental PPR samples).

Strengths and Significant Accomplishments

- Because curricular revisions originate from faculty current in their disciplines, the College has been successful in updating existing curricula and in developing new and innovative academic programs through interdisciplinary collaboration.
- The College is committed to sustaining financial support for accreditations.

Challenges

- Maintaining a selection of courses and adequate resources for efficient instruction based on discipline, content, and student demand without compromising the student learning experience each semester.
- Assuring appropriate transferability of courses in General Education and the majors.

Standard 11–Recommendations for Improvement

1. Distribute College resources in a manner that is appropriate for programmatic strength and development.
2. Continue to explore opportunities for interdepartmental collaboration as a means of improving efficiency of instruction.
Standard 12: General Education

The College meets Standard 12 through our liberal arts curricula designed for college-level proficiency in GE and essential skills. Currently, Brockport’s GE requirements include the minimum requirements of oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency. The program goes beyond the minimum with additional requirements in the Arts, Social Sciences, and Humanities, Perspectives on Gender, Contemporary Issues, Diversity, and Foreign Languages. Brockport’s GE program also requires a performance experience in The Arts and a laboratory course in the Sciences. While GE assessment is discussed in Chapter 10 in the context of Standard 14, this section explains the GE curricula design.

The College offers three options through which students may complete their GE requirements: the Traditional GE Program (www.brockport.edu/academics/gened/), the Delta College Program (www.brockport.edu/delta/) and the College Honors Program (www.brockport.edu/honors/) (Appendix 8.13 GE, Honors and Delta Comparison describes these three options in detail.) All three programs meet the learning outcomes stipulated by the Trustees of SUNY and are consistent with the stated College mission: fostering student engagement in a culturally diverse society and globally interdependent communities. The Traditional GE Program is chosen by the majority of first-time and transfer students. The Delta College and the College Honors Programs admit approximately 60 and 70 students per year, respectively. Students must enter the Delta College Program as first year students. The Honors Program accepts both first-year and transfer students.

Foundations of Learning

These three GE programs support the College mission by enabling students to acquire the foundations of a liberal arts education. These include written and verbal communication skills, mathematical reasoning abilities, basic grasp of the scope and depth of human knowledge, an appreciation of human and cultural differences, and a disposition to interact with others in a respectful, collaborative, ethical, and empathetic manner. An important component of the GE program is the Academic Planning Seminar (APS), a one-credit extended orientation course for first-year students. A number of similar courses for specialized programs also meet the APS requirement. Research shows that a course such as APS can improve student retention and graduation, which was the impetus for including it in the GE Program (see also Chapter 7). The students taking APS are surveyed annually in the fall to determine whether they consider the goals of the course are important and actually achieved by the course (see Appendix 8.17 APS Survey Comparisons 2011).

Another example of the thoroughness with which GE is integrated into Brockport’s curriculum is our information literacy requirement. According to the SUNY General Education SLOs, students must “understand and use basic research techniques” and “locate, evaluate and synthesize information from a variety of sources” (www.suny.edu/provost/academic_affairs/LearningOutcomes.cfm). LITS supports information literacy initiatives
across campus, teaching basic information literacy sessions to incoming freshmen as a part of the required APS classes and in the College Composition classes. Librarians also work with faculty from each discipline to teach upper-level information literacy sessions for advanced coursework. Research refresher sessions for graduate students are offered each fall. Additional support for information literacy education is available from librarians in person at the Drake Library and by phone, e-mail, and chat services 24/7. Online tutorials are also available in ANGEL and through the Library web page; tutorials can be taken in conjunction with a course or individually, as needed. Information materials (both print and electronic) purchased through the Library support the research needs of students and are chosen carefully by faculty and librarians. Librarians work regularly with CELT to provide workshops for faculty and staff as well as students. LITS staff collaborate with faculty and administration to ensure that programs, services, and up-to-date equipment are in place to foster information literacy and technology competency throughout the curriculum. Information literacy questions are included in the College’s required Computer Skills Exam.

Courses in GE developed by academic faculty are then reviewed by appropriate department curriculum committees, chairs, the School dean, the College Senate GE Committee, and the SUNY provost’s office, a process managed by the College vice provost’s office. Courses designed to satisfy Brockport’s local GE requirements are approved by the College Senate GE Committee as a final step in the process and do not require SUNY System’s approval. Special course registration forms have been developed to make certain that the course covers the appropriate learning outcomes for each type of GE offering (see Appendix 8.10 GE Course Requirements Fall 2011).

General Education curricula, it seems, are always undergoing change. Until recently the Brockport GE program has been fairly stable with only minor changes since accommodating to the SUNY system-wide GE mandate. Within the College community there has been a perennial discussion about the size of the program and the number of requirements and credits needed for completion. An opinion that the program has been too large has been heard often in this discussion. The College administration has been concerned that the number of requirements and credits may slow students’ time to graduation. And additional local course work required for transfer students has been an impediment to “seamless transfer.” Another concern has been the impact of the number of GE courses taught by adjunct faculty on our full-time: part-time faculty ratio.

**Most Recent Revision of GE at Brockport:** Early in 2010, the SUNY Trustees modified the GE learning outcomes to give colleges and universities in the system greater flexibility about requirements in the interests of promoting seamless transfer. For transfers, the requirement of completing seven out of ten Knowledge Area requirements was reduced to five out of ten with the GE Program considered complete if the student had accumulated 30 credits in GE before transferring. Brockport’s provost responded to this opportunity by charging a GE Task Force to identify two or three alternative versions of the current GE Program, for the College to consider with the intent of improving program quality and
reducing instructional expenditures while improving progress of students toward timely graduation (see the Task Force Report at www.brockport.edu/acadaff/genedtaskforcereport.pdf). This Task Force report was acted on by the College Senate in 2010-2011 by reducing the number of GE course requirements (see Appendix 8.10 GE Requirements Fall 2011 Summary). The requirement for American History was removed. The Other World Civilization requirement and Diversity requirement were converted to “floaters” in which the learning outcomes must be met in conjunction with another Knowledge Area course. This reduction in requirements had an immediate and significant impact in advancing many students (over 1,000) toward the completion of their GE program. While we have reduced the number of requirements, we believe that the changes have positive features and that the quality and academic integrity of the program remains high.

A modified PPR of GE is being conducted in 2011-2012. This review will include consultation with national experts on GE as we continue the effort to create a GE program that is appropriate in size and also addresses important skills and knowledge with a greater degree of intentionality.

**Strengths and Significant Accomplishments**

- The College's GE programs provide a largely traditional liberal arts education with excellent breadth and depth.
- GE courses are closely examined and evaluated by a standing committee of the College Senate to ensure appropriateness and quality of GE course content. All courses have clearly defined learning outcomes.
- The College mission is well-disseminated among faculty and the student learning outcomes of the GE program support the College mission.

**Challenges**

- Ensuring that the number of requirements in GE does not slow students’ time to graduation.
- Ensuring that there is an appropriate balance between the number of GE courses taught by adjuncts and those taught by FT faculty.
- Reconciling SUNY mandates for GE with local requirements.

**Standard 12–Recommendations for Improvement**

1. Provide opportunities for more FT faculty to teach GE courses and encourage them to do so.
2. Monitor the number of GE offerings on a semesterly basis to ensure efficiency and quality.
Summary of Chapter 8

Recruiting and retaining the most exceptional faculty is one of Brockport’s highest priorities. By adhering to rigorous, ethical hiring procedures, the College has been successful in the vast majority of our TT searches during this review period. With a great many procedures and initiatives in place to support new and continuing faculty teaching and learning initiatives sponsored by CELT, increased funding of faculty travel for research, and an increased number of FLCs—we have also been largely successful in our retention goals for faculty, though we continue to aim for increased diversity among faculty. Faculty evaluation is rigorous and transparent. In fact, one of our most useful recruiting tools, department APT documents, also serves as a retention tool, as these documents outline clear and manageable expectations for tenure and promotion.

Curricula and individual courses undergo rigorous evaluation. With a faculty devoted to up-to-date research and creative activity, their foundational involvement in curricular development and maintenance, both within departments and through College Senate, guarantee that programs offer students a competitive, challenging educational experience.

Our GE programs have a long history of providing a broad-based liberal arts education. All required elements of GE as required by Standard 12 are evident in the structure of all three GE program options. There are also additional requirements included in Brockport’s GE program as specified by SUNY and our College Senate. The GE program is carefully monitored by the General Education Committee of the College Senate, a College-wide group responsible for adherence to policy and practice in the program.
Chapter 9: Related Educational Activities

Standard 13

The College at Brockport is committed to offering students many rigorous, quality academic programs—the hallmark of a first-rate institution. The College strives to provide students with resources both necessary and effective, and to build a strong learning environment that respects student diversity (e.g., non-traditional, distance learners, international students). This chapter discusses the variety of Related Educational Activities offered by the College and explores how they support student success.

The Chapter 9 subcommittee’s review of Related Educational Activities showed that the College has met the MSCHE criteria for Standard 13. The College’s “programs and activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship” are extensive and their focus furthers the mission and priorities of their “home” unit in supporting student experiences and success. Among the areas of importance to the College’s mission are academic support programs, certificate programs, non-credit offerings, additional locations and instructional sites, distance and distributed learning, contractual relationships and affiliated providers, and outreach to the community.

Based on the inquiry conducted, it is clear that many existing related educational activities provide exceptional opportunities in support of student success, though knowledge of the variety of activities and programs varies. Brockport strives to provide students with needed resources and to build a strong learning community that respects student diversity. The College is committed to offering students many high-quality academic programs and support services to foster student development and success. In the areas examined by the committee, students were typically non-traditional, which often drives their participation in programs in which they are enrolled.

Standard 13: Related Educational Activities

Among our programs included under the heading of Related Educational Activities, some provide support services for students, (e.g., EOP, CSTEP, SLC), some offer different delivery locations and/or modes (e.g., experiential learning, MetroCenter, distance education), and others extend the College’s connectedness with the community (e.g., SBDC, Center for Continuing Professional Education).

The College places much importance on assessing the quality and effectiveness of these programs. Most of the Related Educational Activities researched for this chapter use systematic procedures to ensure development and delivery of sound and effective programs. Information about many of these programs, their objectives, support services, and related information is published on the College’s website.
Academic Support Programs

The College supports many programs that assist underprepared students in achieving success, among them the special undergraduate admissions programs (e.g., EOP, ET and Transition), CSTEP McNair Post-Baccalaureate programs, and the SLC. These programs incorporate various assessments to determine benefit to students and desired outcomes. CSTEP programs, for instance, are income, under represented student, and career-goal based. McNair prioritizes income- and first-generation college-, or under-represented student-based outcomes. Student performance in courses or on particular skills needed for entry to a graduate program or professional field are the targets of these programs. EOP and McNair have robust quality indicators and conduct ongoing analysis of their impact on student persistence and academic achievement in degree programs and courses. CSTEP and McNair track progression of students to higher degrees and professional careers, and they are required to demonstrate results (typically graduations rates).

The College received its first Student Support Services Program (SSSP) grant in 1988 and was funded every cycle until September 1, 2010. The most recent grant provided funding for 250 students. Students were eligible to apply for the program if they were first-generation college students, met US government income guidelines, or had a verified disability and were not participating in EOP. In August 2010 the SSSP grant was defunded, but the College completed funding obligations to registered students through mid-December 2010. In spring 2011 the Transfer/Retention Center opened and is helping to supply some of the services provided by the SSSP by offering part-time mental health counseling, math tutoring, skills workshops, and general support for negotiating the campus systems (Appendix 9.01 Proposal to Narrow the Support Gap Created by the Defunding of SSSP). The SLC also received additional funding for graduate assistants in math and writing to fill some of the tutoring gap caused by the loss of the SSSP. The Transfer Center will continue the collaboration with other College TRiO programs.

Certificate Programs

Certificate programs fall into two categories: credit- and non-credit-bearing. Currently, the College offers only credit-bearing certificate programs, including numerous teaching certificates offered by our Department of Education and Human Development (www.brockport.edu/ehd/Programs/); a certificate program in Creative Writing by our Department of English; Certificates in Nonprofit Management and Arts Administration offered by the Department of Public Administration (www.brockport.edu/pubadmin/certificates.html); a Certificate of Advanced Study in School Counseling offered by the Department of Counselor Education (www.brockport.edu/catalogs/2009/graduate/pdfs/edc.pdf); and Certificates of Advanced Study in School Building Leader, School District Leader, and School Business Administrator offered by the Department of Educational Administration (www.brockport.edu/edadmin/definitions.htm). Each was created to provide more opportunity for students, to address market demand, and to provide value to a particular discipline, and each may be central to student success in
particular professions by providing advanced discipline-based knowledge necessary for
specific certifications granted by external organizations. These certificate programs include
published program objectives, requirements, and curricular sequence; each undergoes the
same formal process of approval as all academic courses and programs; and each is required
to undergo review through the College’s Periodic Program Review process of sponsoring
departments. Such academic oversight assures the comparability and appropriate
transferability of such courses to the degree program. Quality standards for matriculation
into the programs attest that students have the necessary knowledge base and aptitude to
successfully complete the courses. Program quality is assessed in various ways, including
student learning outcomes, external accreditation review, and qualitative and quantitative
evaluation from employers.

Experiential Learning

Undergraduate and graduate students participate in several experiential learning
opportunities, some of which are programmatically mandated and others that are optional to
departments through Career Services, International Education, Community Development,
and College-wide programs. Activities include for-credit and non-credit experiences. Formal
programs are approved through College Senate and include, for example, the Washington
Program (www.brockport.edu/Washington), the Brockport Career Exploration course
(www.brockport.edu/career/Internship/BCECAplication%20Packet2010.pdf%20), the
Disney College Program (www.brockport.edu/career/Internship/disney
ApplicationPacket2010.pdf), the America Reads Program (www.brockport.edu/career/
Internship/AR_ApplicationPacket2010.pdf), the Public Service Internship Program
(www.brockport.edu/career/Internship/PSIApplicationPacket2010.pdf), and required
practicum and internships in professional programs such as Social Work, Counselor
Education, and Psychology. Individual departments and offices have informal programs on
an ad hoc basis, and include such programs as service learning activities, community service,
and some independent study courses. Experiences vary in duration, with the majority at least
one academic term in length. Assessment for accredited programs is formal, as mandated by
governing bodies, and informal programs seek feedback from stakeholders. Academic credit
is awarded by experiential learning evaluators knowledgeable about the subject matter and
about the institution’s criteria for granting college credit. Credit is awarded appropriate to the
subject and the degree context into which it is accepted, and is awarded consistently across
majors participating in College-wide programs coordinated through the Office of Career
Services.

Additional Locations

The MetroCenter is Brockport’s extension center located in downtown Rochester. The
MetroCenter houses three computer labs and 18 technology enhanced classrooms. It has
faculty and student lounges, as well as a number of student support services on site,
including a library and a career services satellite center. Each semester more than 80
undergraduate and graduate courses are offered at the facility during the day, weekday
evenings, and on Saturdays. Professional staff members are available continuously during MetroCenter’s open hours. The MetroCenter extends the College’s reach and our mission of providing access to quality public higher education to hundreds of students annually, providing geographic convenience, support services, and an environment conducive to learning and teaching. Under the direct oversight of each sponsoring department, course offerings at the MetroCenter meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those institutional offerings on the Brockport campus.

At the MetroCenter the vast majority (85%) of course offerings are from the School of Education and Human Services and student registrations are overwhelmingly graduate (76% for the 2009 to 2010 academic year) adults, working and residing in the region. Work with these populations creates a significant impact on the local community professionally, socially, and economically. The MetroCenter attracts and retains a diverse student body (2009-2010: 18 – 25% of students were minority or from outside the US). (See MetroCenter Student Demographics 2009-2010, Appendix 9.04.) MetroCenter offices for campus personnel include space for the president, provost and vice president for Academic Affairs, vice president for Advancement, the Brockport Alumni Association, and the Brockport Foundation. The Institute for Computational Mathematics, Science and Technology, reporting to the dean of Science and Mathematics, is also located at the MetroCenter.

The MetroCenter also houses the Center for Continuing Professional Education (CCPE) and the Small Business Development Center (SBDC), each of which operates as a freestanding entity. SBDC currently reports to the dean of the School of Business, and the CCPE reports to the assistant to the provost for graduate education and scholarship.

The Visual Studies Workshop (VSW) is an independent, non-profit, alternative arts organization located in the heart of Rochester’s cultural district. It is an internationally recognized center for photography, bookmaking, video and independent film, and offers a wide range of support programs for multi-media artists and the public with diversified, challenging programs in education, exhibitions, and publishing. Through the College’s contractual agreement with the Workshop, students can earn a Master of Fine Arts (MFA) degree. Students enrolled in the MFA frequently come from around the world and substantially contribute to the College’s diversity (Appendix 9.11 VSW International Representation 2004-2010). Over the 2004-2010 timeframe, 24% of program entrants have been international students. The program undergoes appropriate accredited institutional review and approval of work performed in all functional areas, and graduates hold influential positions in galleries and museums across the country.

The Rochester Educational Opportunity Center (REOC), another related educational activity associated with the College, is one of ten REOC centers throughout the state offering non-academic degree courses and programs to underprepared and socio-economically challenged populations. Using systematic procedures for identifying students
who are not fully prepared for college-level study (Appendix 9.02 REOC Vocational Offerings), these programs provide students with access back into the educational pipeline, with employment preparation, and with skills and training to advance professionally, socio-economically, and personally. Courses are remedial or pre-collegiate level and do not carry academic degree credit (Appendix 9.03 REOC Programs). These programs are directly budgeted from SUNY, and Brockport, as the sponsoring college, provides systems and services to the REOC. These services include monitoring and overseeing expenditures for Center operations, overseeing recruitment of staff for the Center’s programs, and ensuring that all Center personnel serve in accordance with the same regulations and procedures governing other employees of SUNY. REOC has acquired a new facility that will bring together its various programs under one roof. A spring 2012 opening is anticipated.

**Study Abroad** is a component of the Office of International Education (OIE) that administers approximately 100 international programs in nearly 30 countries, on all 7 continents ([www.brockport.edu/studyabroad](http://www.brockport.edu/studyabroad)). OIE maintains relationships with all of our partner institutions overseas by regularly visiting the sites, welcoming their representatives as they visit Brockport to promote their programs, and meeting with them at national conferences. Regular site visits allow College officials to examine the quality of the education, the safety of the university location, student health facilities, and housing to ensure adequate and appropriate support service delivery. Each member of the OIE team specializes in different regions of the world to offer a high level of expertise and knowledge to our students interested in studying in one of the programs. All Brockport overseas programs carry academic credit as both the experiential and learning components of study abroad are valued. Most of our university partnerships, which currently number 52, have been in existence for 10 or more years, and many are among the most highly regarded educational institutions in the world. In recent years, this office has been aggressively pursuing the recruitment of international students. We expect greater attention to international recruiting to yield a more diverse student body through internationalization of the campus as these efforts come to fruition.

Participating students receive a Policies and Procedures Manual along with a program-specific orientation booklet, and in-person orientations are conducted. In consideration of student safety, OIE daily monitors travel warnings and alerts given out by the State Department, and students are required to have a physical examination, up-to-date immunizations, the appropriate level of health insurance, and medical evacuation and repatriation coverage. Students also are asked to register with the U.S. Embassy in their country of study immediately after arrival in that country. Student learning is measured by anecdotal stories and the grades students earn while overseas. Students also complete evaluations at the end of their programs. The program may benefit from documenting on a regular basis, and in concert with sponsoring academic departments, the extent to which activities and offerings meet all appropriate standards, including those related to learning outcomes.
Distance or Distributed Learning

In 2007, the College migrated online (asynchronous) courses from the SUNY Learning Network (SLN) to the ANGEL platform and assumed responsibility for hosting the learning management system and the help desk support, and for providing faculty training and course development assistance in conjunction with CELT. Rubrics such as “Quality Matters” (see Appendix 9.5) and best practices are encouraged and supported through faculty development sessions on instructional design, online pedagogy, and incorporation of diverse instructional modalities. Training emphasizes incorporating content and varied learning experiences and assessment. Faculty have support in the areas of academic computing; library; instructional technology services; centralized and transparent structure/support; and instructional design, development, and evaluation. Student support includes providing registration confirmation, an introductory information packet with a “Getting Started Checklist” (www.brockport.edu/sln/students.html) and the self-assessment tool. Available, accessible and adequate learning resources appropriate to distance learning include extensive technology resources and an online library accessible remotely (see SUNY Learning Network, http://www.brockport.edu/sln/index.html).

Standard course evaluation instruments (e.g., the IAS) are administered for online courses consistent with protocols for face-to-face courses. In 2009, the College hired a full-time instructional design specialist through CELT to assist program support staff in providing an ongoing program of appropriate orientation, training and support for faculty participating in electronically delivered offerings. In spring 2010, the College Senate approved a policy defining on-line and hybrid courses and established a course approval process (see College Senate Resolution 2009-10, #14, www.brockport.edu/collegesenate/resolutions/2009-2010%20Resolutions/2009-2010-14res.pdf). Effective summer 2010, all asynchronous courses are offered through SLN to facilitate providing a consistent virtual classroom/environment for students.

Metrics tracked (Appendix 9.07 SLN Final Enrollment Analysis) include student enrollment, number and type of course offerings, retention, and “New-to-the-College Students” (i.e. students who first attended the College by taking a SLN course).

Student Authentication Policy is linked to both the Registrar’s home page and the SLN page (www.brockport.edu/sln), Online (SLN) students must log into a secure portal via a Brockport user ID and password. All students who enroll in courses at Brockport are authenticated through an identity management system that provides a unique user name and password for access. Without these identifiers, students are unable to register for classes or access College tools for online courses. The College policies regarding academic integrity and acceptable use of IT services include penalties for unauthorized use of another individual’s name and password and for engaging in academic dishonesty: www.brockport.edu/policies/docs/policy_on_student_academic_dishonesty.pdf.
Effective spring 2012, a short statement will be placed on the login page of ANGEL, requiring students to acknowledge understanding and acceptance of the policies in each online course. This would ensure an electronic record of student acceptance on ANGEL. In the future, when other methodologies to assist with student authentication become more available, (e.g., proctoring centers), The College at Brockport will explore their use.

At present, faculty interest influences course offerings, rather than a specific alignment with the institution’s mission and goals, or rationale for the distance learning delivery. Currently, Brockport has no fully online degree programs though a certificate program is under review and two other online programs are in development. Ongoing analyses of the appropriateness and effectiveness of student services available to distance learners (e.g., admissions, financial aid, registration, advisement, counseling, tutoring, and placement) has prompted the College to develop plans to address some of our shortcomings in these areas. These include but are not limited to providing more academic support, test-proctoring arrangements, and student satisfaction surveys, ensuring academic integrity, and developing a strategy for online learning, including additional graduate and undergraduate offerings. These initiatives, along with adequate staffing, should position the College to increase quality online courses and programs.

**Contractual Relationships and Affiliated Providers**

**The 3-1-3 Program** targets high achieving high school students from several area school districts and has more than a 25 year history at the College. During their senior year in high school, 50 to 60 students are enrolled every year at the College and take two college courses on campus each semester. The program allows the students to earn 24 to 30 college credits while still in high school, provides enrichment opportunities and, in many instances, shortens the time needed to obtain a degree. It also provides the opportunity to learn how to negotiate the various systems on a college campus while still in high school, easing the transition to college. The College maintains close contact with the high school counselors, and student success is tracked by both the College and high school. Twenty-five percent of the 3-1-3 students continue their degree program at Brockport after graduation from high school (Appendix 9.08 3-1-3 Students). The College recognizes that the best predictor of success in college is the academic preparedness of its entering students.

**Clinical and Teacher Preparation Placement**: The College has entered into contractual agreements with numerous institutions to provide clinical and teacher preparation placement sites across the region. For example there are 29 sites where, each year, all nursing students complete clinical instruction under the supervision of the College’s nursing faculty (Appendix 9-09 Department of Nursing Affiliation Site List July 2011). Additionally, the College has agreements with 57 school districts (Appendix 9.10 Department of Education and Human Development FE & ST Placement Teaching Placements) where 856 students were placed for field experiences and student teaching in
2010-2011. There are a number of other programs that incorporate internships into their requirements.

**Brockport Auxiliary Service Corporation (BASC)** is an innovative and entrepreneurial organization that delivers key services to the College, such as dining services, agency accounting, summer programs, campus ID cards, parking services, and fiscal management of overseas academic programs, events management and development of the College Master Calendar. BASC is a 501(c)3 corporation whose purpose is to promote the College’s goals. BASC is governed by a Board of Directors comprised of College students, faculty, and staff. The College provides a well-documented analysis of the impact of the contractual arrangement on the institution’s resources and its ability to fulfill its institutional mission and goals; this analysis is widely available to the College community. BASC also provides significant financial support to the College, and the organization offers numerous scholarships and employment opportunities for students. It regularly assesses constituent satisfaction (www.basc1.com/).

The **Brockport Foundation**, a registered 501(c)3, has partnered with the College since 1976 to foster a culture of philanthropy that honors and supports our mission of student success. The Foundation, in collaboration with the Offices of Development and Alumni Relations, oversees the investment and financial management of all gifts to the College. This group of committed volunteers is dedicated to ensuring that sustainable funding for scholarships, academic, and facility enhancements, and special events will grow. In partnership with the College, the Foundation has undertaken a $25 million comprehensive fundraising campaign scheduled to be completed in 2016.

The **Brockport Alumni Association** endeavors to promote lifelong relationships between Brockport alumni and their Alma Mater. The Association is dedicated to serving and representing alumni and friends of the College, and to partnering with the College in activities that support its mission and goals. Regional and national alumni events throughout the year, as well as Homecoming, serve to keep alumni connected to the College and to each other, building strong ties that lead to volunteerism and philanthropic support (www.brockport.edu/alumni/assoc/).

The **Brockport Child Development Center (BCDC)** is located on campus and is nationally accredited by the National Association for the Education of Young Children (NAEYC). This center receives funding through the Child Care and Development Block Grant, which allows the Center to subsidize parent fees for income eligible students, and which allows an appropriation of operating funds from SUNY. Students from various disciplines attain field experiences and student employment on site, and the Center reserves 50% of enrollment spaces for the children of students, faculty, and staff. A Board of Directors provides oversight of the Center (www.brockport.edu/bccc).
Affiliated Agreements for Academic Programs

Students can take advantage of several programs that the College provides through contractual relationships with other colleges and universities. These opportunities include dual admission programs with Monroe Community College and Genesee Community College, a 3+3 Doctor of Physical Therapy (DPT) (www.brockport.edu/academics/accel/doc_phys_ther.html) with SUNY Upstate Medical University in Syracuse, and the Greater Rochester Collaborative Master of Social Work program (GRC MSW) in partnership with Nazareth College (www.brockport.edu/grcmsw/). Additionally we have 4+1 Master of Business Administration programs with Clarkson University, Union College, Rochester Institute of Technology (www.brockport.edu/bus-econ/graduate/buslaw.html) and an Early Leaders Program for MBA candidates with the Simon School of Business at the University of Rochester (www.brockport.edu/academics/accel/ur_mba.html). Brockport graduates who score high on the GMAT exam are eligible for early acceptance and financial aid for the Simon School.

The DPT Program has only been in place for a couple of years and of the 16 seats in the program, seven currently are held by Brockport students. The GRC MSW is a unique and successful partnership between a public and a private college, with an annual enrollment of 135 –140 students, the maximum enrollment the program can maintain with current resources. The program boasts an 83% first-time success rate for their students on the licensing exam, which exceeds the National pass rate of 74.5% (Appendix 9.12 GRC MSW Licensing Pass Rates). One student is enrolled in the 4+1 MBA program at Clarkson University and eight Brockport students are enrolled in the MBA 4+1 program with RIT, 37 Brockport students having completed the Rochester Institute of Technology program since 2005. Over the last eight years, at least ten Brockport graduates have been full-time MBA students in the partnership with the Simon School of Business at the University of Rochester; an equal number have been enrolled part-time.

Each contractual arrangement for an academic program must go through the same approval process as all of our academic programs. Each also undergoes periodic assessment. The programs provide a variety of advantages for students including, but not limited to, shortened time to degree, availability of resources from more than one college, and guaranteed transfer/acceptance.

Research Foundation of SUNY

The SUNY Research Foundation (RF) is a separate 501(c)3 corporation that receives and administers all externally funded grant support, with administrative systems and support provided by offices on each SUNY campus. At Brockport, the vice president for Administration and Finance serves as the operations manager for the campus RF office and reports directly to the RF Central Office in Albany. RF provides faculty, students, and staff with support that enables them to focus on research and other sponsored programs funded...
by federal and state governments, private sector companies, and non-profit foundations. The RF also provides support through grants for graduate school admissions and scholarships to assist students of culturally diverse backgrounds. Other RF programs support faculty development that promotes excellence in teaching and learning (see www.rf.brockport.edu/).

Community Outreach

**Non-credit Offerings**: In 2002, the College discontinued a centralized office of non-credit continuing education. During the next several years, the College was not in a position to take advantage of opportunities and concomitant funding because an infrastructure to support them was no longer in place. In July 2010, a Center for Continuing Professional Education (CCPE) was re-created at the MetroCenter. The Center’s mission is to serve the professional community through vibrant educational programs that meet their needs and provide opportunities to advance knowledge, performance and competitiveness while generating revenue for the College. With the involvement of faculty and other qualified academic professionals in the design, delivery, and evaluation of non-credit offerings, the College is currently researching and developing programs that will complement the core academic programs of the College and respond to the needs of business professionals. At this early stage of program development, it is premature to conduct periodic assessment of the impact of non-credit programs on the institution’s resources and its ability to fulfill its institutional mission and goals (www.brockport.edu/ccpe).

**Small Business Development Center**: SUNY, in partnership with the US Small Business Administration, administers the Small Business Development Center (SBDC). Brockport hosts one of the state’s regional centers and administers services at eight area sites, providing one-on-one assistance and workshops to existing small business owners and to those considering starting a small business. Areas of assistance include startup help, marketing, personnel issues, record keeping, feasibility studies, funding acquisition, and development of business plans. In the 2010 academic year, the SBDC counseled 1,043 clients and 95 were funded for a total of nearly $8 million. They assisted in the creation of 176 jobs and 95 jobs were saved. The Center welcomes student interns but since no funding is provided for this, they cannot compete with paid internship opportunities provided in the private sector. The director of the Center reports to the dean of the School of Business.

**Strengths and Significant Accomplishments**

- A number of programs provide academic support and advisement for students including EOP, CSTEP, Ronald E. McNair Program, and the SLC.
- Credit-bearing certificate programs provide a specialized concentration in many areas of study.
- The College offers a wide variety of opportunities for student involvement in both brief and longer term experiential learning activities.
- The MetroCenter extends the College’s reach and mission, providing geographic convenience for many students.
• The OIE administers one of the largest study abroad programs in the SUNY system.

• The College has a number of contractual relationships with a wide variety of organizations that provide field experiences, scholarships, and other areas that support student success.

• A number of activities provide community outreach, including the SBDC and the Center for Continuing Professional Education.

**Challenges**

• Fully integrating into the campus culture an awareness of opportunities the MetroCenter offers.

• Aligning online course offerings with the College’s strategic priorities for program development and marketing of existing programs.

• Improving awareness among the students and faculty/staff about opportunities for students in partnership programs with other colleges (e.g., 3+3 DPT with SUNY Upstate Medical University; 4+1 MBA with Clarkson University, Union College, and RIT; Early Leaders Program for MBA candidates with Simon School at the U of R).

**Standard 13–Recommendations for Improvement**

1. Strengthen distributed and distance learning through improved planning, departmental cooperation, academic support, proctoring arrangements, outcomes assessment, online-specific course evaluation, and ensuring academic integrity.

2. Improve campus-wide awareness and knowledge of the College’s full range of related educational programs and activities.

3. Integrate the MetroCenter operations in strategic decision making as appropriate and improve its integration within the campus culture.

4. Ensure that academic integrity of credit awarded for experiential learning across all programs is supported by evidence of academic evaluation of the level, quality and quantity of learning.
Summary of Chapter 9

It is a sign of the College’s commitment to its mission that over the years it has developed so many quality programs related to its core academic and co-curricular offerings. While some of our related educational activities such as the MetroCenter, SLC and EOP (see also Chapter 7) serve our campus-based students directly, many related activities and programs exist for the greater good of our region. Programs such as the Visual Studies Workshop in Rochester and the Small Business Development Center enhance the education and culture of our community, and in so doing, serve many populations beyond those registered at the College. This, in turn, adds value to a Brockport education and thus supports, directly and indirectly, the success of our students.
Chapter 10: Student Learning, Assessment and Continuous Improvement

Standard 14

Student learning and success are at the heart of the mission of The College at Brockport. As the College exhorts its undergraduate and graduate students to “Aspire, Engage, and Excel,” it is imperative that the institution develop measurable learning outcomes; design academic and support programs that enable attainment of those outcomes; assess student achievement of key learning outcomes; and use the results of assessments to improve teaching and learning. The Student Learning, Assessment, and Continuous Improvement subcommittee’s examination of the College’s assessment processes indicates that MSCHE Standard 14 has been met. “Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.”

This subcommittee has analyzed existing data, as well as some new data created as part of the study; to gather data, we have discussed, shared documents, and collaborated with relevant offices and staff. The findings related to student learning and assessment reveal both institutional strengths and opportunities for improvement. The recommendations of this chapter are some of the most important, influencing all aspects of College planning and resource allocation.

Standard 14: Assessment of Student Learning

The goal of this portion of the self-study is to evaluate the development of student learning outcomes, the assessment of those outcomes, and the use of the assessment for designing academic and support programs to enable attainment of the student learning outcomes. We also examine the use of assessment results to improve teaching and learning across campus. For an overview and flow chart of our assessment system, see Appendix 10.01 Brockport Assessment System Flow Chart.

The Chapter 14 subcommittee studied assessment plans from the Traditional GE Program, selected content in academic majors, professional programs, graduate programs, and in four co-curricular experience areas: diversity, health and wellness, the American Democracy Project, and the Leadership Development Program. The research included an analysis of student learning outcomes, descriptions of assessments used to evaluate outcomes, frequency of assessment, point in the program in which the assessments are completed, and use of the data for improvement of student learning. Strengths and challenges were identified by the subcommittee in evaluating how well each unit met the stated goals.

The subcommittee concluded that the College gives considerable attention to assessment, and not surprisingly its level of sophistication is most significant in the professional
programs, many of which are accredited and have assessment requirements specified by their accreditation organizations. Recognizing the need to better organize our assessment efforts, specifically improvements to the assessment planning, alignment to mission and standards, data collection and reporting, we are implementing Tk20, a new assessment tool. Early adopters of Tk20 include NCATE, EMSA, Institutional Research, and the School of Business. Eventual College-wide implementation is being planned for 2013-2014. At present GE assessment has been focused on evaluating the important skills areas of writing, critical thinking, mathematics, computer skills, and foreign language and assessment projects have been most successful in those areas.

**Overview of General Education**

The core of undergraduate education at the College for the great majority of first-time, full-time students is the Traditional GE Program. As discussed in Chapter 8 (Standard 12), this program focuses on areas of study that the faculty and the SUNY Board of Trustees have determined are of such critical and fundamental importance that they should be mandated for all liberally educated students (see Appendix 10.02 Mission and Goals of the GE Program). GE at the College stresses development of the basic intellectual skills of writing, speaking, critical thinking, computer literacy, and mathematical analyses expected of college-educated persons. The program also helps develop a good skills foundation for advanced work in a major discipline of study. In addition, the program requirements convey some of the collected insights about humankind and its cultural, artistic, and scientific achievements, the nature of human societies, the natural order, and the systematic ways in which we seek knowledge and understanding in many fields. Lastly, the GE Program provides students with the opportunity to connect with the various courses and fields of study they encounter in college and to apply their skills and knowledge to analyzing real problems in contemporary society. Our GE Program integrates well with discipline-specific learning outcomes articulated for various degree programs.

**Leadership and Oversight of General Education Assessment**

To facilitate effective assessment and use of assessment data from the GE Program, the College has a comprehensive assessment plan. In the long term, the plan outlines assessment of both the SUNY Trustees’ General Education student learning outcomes (SLOs) expressed in the Implementation Guidelines of the SUNY Provost’s Advisory Council on General Education (PACGE) and a number of student learning outcomes specific to Brockport’s General Education Program (local requirements) (www.brockport.edu/academics/gened/). The SLOs for the College’s Traditional GE Program (Appendix 10.5) completely incorporate the Trustees’ outcomes and so by assessing those outcomes, the College assesses many of its own as well (See Appendix 10.04 SUNY Board of Trustees GE Amendment). The comprehensive assessment plan was developed as a collaborative effort between the Office of the Vice Provost’s College Assessment Project and the College Senate’s GE Committee. The provost and vice president for academic affairs administratively approved the plan.
Currently, the assessment of the SLOs of the GE Knowledge Areas is based on the concept that the program’s SLOs are achieved through the satisfaction of the learning objectives in the courses that make up the program. Data measuring achievement of course objectives offer evidence of attainment of program outcomes to which they relate. Overall, assessment of SLOs is based on direct and indirect data collected from specific outcomes addressed in GE Knowledge Area courses and several skills development areas: Writing Competency Exam; Mathematics Proficiency Exam administered annually in MTH 112-College Mathematics; the Computer Skills Exam required of all students; ACT CAAP and CLA Critical Thinking Exams; NSSE and FSSE surveys related to student engagement and other surveys for student opinion. In addition, all 111/112-level foreign language courses fulfill requirements for the GE Program at Brockport. They are assessed by the same procedures used for the departmental student learning outcomes for language and culture (Appendix 10.05 GE Assessment).

Collection and Reporting of Data for General Education

Assessment results are routed through each department assessment committee, department chair, school dean, and to the Office of the Vice Provost. The vice provost has the responsibility of compiling the information and periodically reporting on these outcomes to the College Senate GE Committee and the campus community in general.

Schedule

Assessment of the 12 SUNY Board of Trustees-mandated GE areas is intended to take place in a cyclical manner, with some assessments occurring annually and others on a three-year cycle. Currently, annual assessments include Basic Communication, Foreign Language, Critical Thinking, Computer Literacy, and Mathematics. On the longer term three-year cycle, are Natural Sciences, Social Sciences, Other World Civilizations, Humanities, and The Arts (see Appendix 10.05 GE Assessment). For the past five years, GE assessment has focused mostly on “skills assessments” because these are extremely important and are cross-departmental in scope. The assessment of critical thinking (see below) has been a focus of intense assessment interest in view of current national discussion of the issues related to the teaching of critical thinking skills and the importance of these skills to student achievement in and beyond the undergraduate years.

Using Assessment Data and Its Analysis to Close the Loop

The College uses GE assessment data to evaluate and improve courses and programs as part of the annual or other cyclical review processes such as PPR. Examples include assessments in writing through the College Composition Program, assessments in Mathematics using the MTH 112 comprehensive final, assessments in Information Literacy using in part the Computer Skills Exam, assessments in foreign languages using the various examinations as applicable, assessments in Critical Thinking using one of several nationally-normed examinations.
Reviews of the Computer Skills Examination (CSE) assessment are completed regularly (at least once every semester) by the personnel of the Office of Assessment and Testing, with oversight and input from the vice provost’s office. This review principally consists of monitoring the pass rate for the exam as a whole. In response to these assessment data, individual students who failed to pass are offered remediation alternatives (e.g., additional practice, online tutoring, one-on-one tutoring) before retaking the examination. A passing score on the CSE is a requirement for graduation. Students are allowed to re-take the examination until they are successful. The Office of Assessment and Testing also monitors the overall pass percentage for individual questions and groups of questions in the exam, and it uses these data as a driver for improving the examination and student tutorial services. Data for individual students relating to these groups of questions are used to tailor the remediation offered to the individual. Several new components have been introduced into the exam, based on the vice provost’s office analysis of technology changes and expected technology skills in the marketplace upon graduation. For example, the MS Excel component of the exam was first added in 2006, and has since been updated to require students to devise a formula that would compute and display percentages, to create a pie-chart view of the data, and other changes. Similar changes have been made to the MS PowerPoint component of the exam (which itself was added in 2003). These additions do not seem to have changed the pass rate.

The Composition Program’s Primary Trait Analysis has been used by the program for a number of years to evaluate the quality of student writing in ENG 112 College Composition and to locate problem areas that should be focused on by instructors. In this process, a team of ENG 112 instructors reads samples of student writing obtained from the ENG 112 course and analyzes the quality of the writing samples and develops an understanding of the major weaknesses in evidence from the writing samples. The findings of the evaluation team are reported to the Department of English and used to guide improvements in pedagogy based on the team’s recommendations. In addition to the Primary Trait Analysis, assessments based on the ACT CAAP Writing Essay exam and the CLA (2010-2011 administration) have been used to evaluate student writing on nationally-normed samples (see Appendix 10.05 Writing Assessment).

Critical Thinking Assessments, as mentioned above, have been the major focus of the College’s GE assessment effort for over five years. Large numbers of first-year students have been tested using first, the California Critical Thinking Skills Test, and more recently, the ACT CAAP Critical Thinking test, and in the past year, the CLA. We have found that our students generally perform close to the average based on national norms on these exams. Of particular interest is our recent use of the CLA to test first-year students and then retest sophomores and seniors. While our composite scores are average, we believe that an effort to improve student skills in this area is valuable in view of our institutional goal of national recognition. We look forward to a campus discussion of these results in spring 2012 as we make efforts to improve our students’ critical-thinking abilities (Appendix 10.05 Critical
Thinking Assessments. Findings from these assessments will be reported to the College Senate in spring 2012. For spring 2012 and following, CELT has been charged with establishing faculty development programming (workshops, brown-bags, distribution of “how-to” books) to bring attention of the faculty to more overt instruction of critical thinking skills.

The Developmental Math coordinator and a committee reviews and analyzes Math 112 comprehensive final exam scores. The coordinator reports assessment findings to the Department of Mathematics. In 2007, a new textbook was adopted in an effort to improve student learning. The pass rate for the exam as a whole is monitored by the coordinator; groups of questions are analyzed for clarity and relationship to the outcome and for evidence of need for focused tutorial support (Appendix 10.05 Math Assessment for GE Rubric).

Based on yearly data reviews of the Foreign Language Placement Examinations, the Department of Modern Languages and Cultures determines what changes may be necessary in their curriculum or in the assessment tools themselves. As a result of assessment processes, the department has made many modifications. Some examples of “closing the loop” include alignment of the departmental SLOs with ACTFL/National Council for Accreditation of Teacher Education (NCATE) standards, a more systematic and consistent focus on the development of oral proficiency (communicative competence), implementation of standardized grading practices through the use of departmental rubrics, and the creation of new courses or the modification of existing courses to adequately address communicative competence (Appendix 10.5 Foreign Language). Recent analysis of the pass rate on the Spanish, French, and Italian examinations has lead the department to modify the scoring scale on these examinations to make waivers less numerous.

Annual Learning Outcomes Assessment in the Majors and Graduate Programs

The College Assessment Project began in the early 1990s and is the College’s most long-standing assessment work. It involves multiple assessment projects carried out at the department level to evaluate content-based student learning at the undergraduate level, and more recently, at the graduate level. All academic programs are required to maintain a set of SLOs and to assess a minimum of one of their department/program student learning outcomes each year. Data are usually gathered from a variety of sources including portfolios, surveys, test results, external reviewers’ comments on projects, course-based assignments, and other artifacts. A yearly assessment plan in a standardized format is requested from each academic department at the beginning of each academic year (see Appendix 10.13, Assessment Templates). It is the department’s responsibility to implement their plan and report the results of assessments. End-of-the-year assessment reports are filed along with the departmental annual reports to the school dean, who reviews the report and forwards it to the vice provost’s office. Departments are encouraged to engage in assessment projects that they believe will be most meaningful in terms of current issues on which assessment results might be informative to the department (see Appendix 10.13 Department Assessment
Assessment results are to be reported to the department’s faculty and used to improve curriculum and pedagogy at the programmatic level (closing the loop). How the results will be used to close the loop is intended to be reported in the annual reports.

**Leadership and Oversight: Content-based Assessments**

The Office of the Vice Provost for Academic Affairs provides organizational and educational leadership for academic assessment activities on campus and is assisted in this by School deans and the department chairs. Accredited programs are also overseen by their respective accrediting bodies and departmental committees prepare accreditation self-studies and reports. Accredited departments are not asked to file assessment reports beyond those required by their accreditors.

**Collection and Reporting of Data: Content-based Assessment**

As with GE, data are routed through the department’s assessment committee (if one exists), the department chair, the School dean and then to the Office of the Vice Provost. The vice provost compiles the information, periodically reporting on these outcomes to various audiences, including the College Council, President’s Cabinet, Provost’s Council, and the College Senate. Departments are asked to schedule time in their formal meetings to discuss assessment results with the department’s faculty/staff and to indicate how they will use the assessment results for improvement.

**Schedule**

Department assessment data on SLOs are collected and reviewed annually. Nationally accredited programs are assessed cyclically based on accrediting body requirements (see Appendix 10.06 Accredited Programs and Appendix 10.07 Assessment Plan for Selected Non-accredited Majors). See below for more discussion of PPR and accredited programs.

**Using Assessment Data and Its Analysis to Close the Loop: Content-based Assessments**

The College uses departmental assessment data as one element in the evaluation of programs as part of the annual or other cyclic review processes, (e.g., PPR). Each academic department completes an Assessment “Closing the Loop” Department Report Form. This form is intended to collect data on any significant changes in departmental curriculum, pedagogy, policies, and procedures that have been made in the department in the last three years at the program level (see Appendix 10.13, Departmental Assessment Samples). For each change, departments are asked to indicate the source(s) of information that led to the change and whether it was made using formal assessment data and/or data acquired as a result of annual or periodic departmental assessment projects. The departments are also asked to indicate with evidence whether the change reported had a positive impact. These data are collected and reviewed annually by the vice provost. In addition, changes to the faculty annual report format in spring 2011 allow faculty to list and discuss ways they have contributed to College assessment efforts, including course based assessment of student learning (Appendix 4.15
Digital Measures Template). Samples of faculty annual reports are available in each academic department. Accredited programs are reviewed by departmental accreditation committees and for NCATE programs by the Professional Education Unit. Formal processes for curriculum review and new program proposals are submitted to the College Senate, System Administration, and State Education Department SUNY for program reviews.

**Periodic Program Review:**
**A Major Assurance of Academic Quality at the College**

Arguably, the most thorough assurance of academic quality in the College’s academic programs is the College’s Periodic Program Review (PPR) process, a primary driver of curricular and program revisions. Departmental PPRs provide a mechanism through which a department or program and the College can develop a comprehensive understanding of the unit’s contributions and needs (see Appendix 8.14 Departmental PPR Samples). As mentioned previously (see Chapter 4), the College requires all major programs to complete a structured, in-depth review of all departmental/major functions on a seven-year cycle. A new PPR cycle began in 2009 and will continue until 2016. In this current cycle, all academic programs will be given an in-depth review beginning with the preparation of a highly-structured and comprehensive departmental Self-Study that addresses all aspects of department function (Appendix 10.07, p. 6, Guide to Departmental Periodic Program Review). The process also requires all departments to bring to campus two external reviewers from peer institutions to examine the Self-Study and carry out an independent review of the department and its programs. Reviewers file a written report with the department, dean, and provost. After receiving the external reviewers’ reports, the department, in consultation with their dean, prepares a draft Joint Action Plan, a document that addresses the actions for improvement to be taken by the department and the way the College administration will support those actions. The Deans’ Council receives a presentation by the department chair and dean, discusses the details of the draft Joint Action Plan, and recommends the final Joint Action Plan to the provost, with an appropriate time frame and a commitment of resources adequate to support these actions. It then becomes the responsibility of the department and the dean to see that the elements of the Joint Action Plan are implemented and reported on in the Departmental Annual Reports.

**Assessment in the Accredited Programs:** The College encourages the acquisition of national accreditations where such accreditations exist. These specialized program accreditations usually require annual data collection and reporting to the individual accrediting bodies (see above). Generally, the College exempts the accredited programs from additional assessments beyond those required by their accrediting body and also, from an additional PPR that would be redundant with their accreditation self-studies. Accredited programs do, however, submit their external reviewer’s reports for administrative review just as other programs do in PPR, and a Joint Action Plan as described above is prepared and approved. Other survey-type instruments are used to gather data such as NSSE, FSSE, and SOS (see Appendix 10.15 Accreditation Reports Departmental Samples).
Co-Curricular Programs and Assessment

Improving student engagement is a major focus of the College’s current planning initiatives. The mission of the EMSA is to advance learning throughout the student life-cycle by providing services, opportunities, and programs that promote student engagement and student success. Its divisional priorities include civic engagement/student leadership, diversity, healthy campus 2020, community building, and diversity and inclusiveness.

Although this division is not the only area that produces co-curricular programs, it is the primary area responsible for doing so at the College. The units within this division provide a variety of co-curricular programs that focus on the developmental needs of our students, including their health, wellness and physical development, leadership and civic engagement, and social and identity development. EMSA has a division-wide assessment committee (EAT) that strives to create a culture of evidence within its programs and services. EAT’s efforts are well-connected to the College mission and SP 2011-16 as shown on the EAT website (www.brockport.edu/emsa/assessment/team.html) and ANGEL (https://angel.brockport.edu/section/default.asp?id=GROUP-100209-093809-CEE) resource pages and significant progress on implementation into the Tk20 assessment has occurred since its introduction in fall 2011.

Examples of our various co-curricular opportunities include the Leadership Development Program (see Appendix 10.09), high-risk drinking prevention programs (www.brockport.edu/newsbureau/1311.html), the American Democracy Project (www.brockport.edu/adp/history.html), 23 intercollegiate sports and over 20 sports clubs, the LLCs found in the residence halls (http://www.brockport.edu/llc/), Orientation and Welcome Week programs (www.brockport.edu/ww/), lectures, Family Weekend (www.brockport.edu/family/), Homecoming, healthy lifestyle programming, residential life programs, the Annual Diversity Conference (www.brockport.edu/divconf/2011/), fitness programs, financial literacy, student organizations, concerts, class councils, and many others. Most of the programs have stated learning outcomes and are purposeful in nature. (See EMSA Assessment Team Learning Outcomes, www.brockport.edu/emsa/assessment/outcomes.html.) The College has been recognized regionally and nationally by several organizations including the United States Department of Education Office of Safe & Drug Free Schools, the Association of College Unions International, SUNY Chief Student Affairs Officers, NASPA and ACP (see annual Accomplishments Reports 2009-2010, Appendix 5.09, and 2010-2011, Appendix 5.07).

Overall, Brockport provides strong, intentional co-curricular activities that provide the opportunity for our students to “aspire, engage, and excel.” Four examples of co-curricular activities were studied in detail. These included the Leadership Development Program (LDP, Diversity Programs and Initiatives, American Democracy Project), and the health and wellness programming (see Appendices 10.09-10.12). Highlights of these programs include annual conferences and speakers, on-campus collaborative grant opportunities, developmental workshops, and internships. Within these programs the College has hosted
nationally recognized educators, performers, and governmental leaders including Carol Moseley Braun, former US Senator from Illinois; Marla Runyan, the first visually impaired US Olympic athlete; Ethel Long Scott, Executive Director of the Women’s Economic Agenda Project; and Phylicia Rashad, Broadway and television actress.

Collection and Reporting of Data

The assessment of learning outcomes and satisfaction with the LDP and health and wellness programming (co-curricular programs) is based on data collected by the various program coordinators and directors of the EMSA departments. The Leadership Development Program is led by the assistant vice president for student affairs and is supported by the Leadership Task Force consisting of faculty, staff, and student representatives. Student learning outcome assessment and satisfaction data is collected through annual surveys at the end of each certificate program, qualitative assessment by mentors and advisors and through program evaluation. Coordination and assessment for the health and wellness programming is conducted by the assistant director for health promotions in health and counseling.

Student learning outcome assessment and intervention data is collected at one month, six months and annual intervals based on the program type and frequency of nationally normed survey cycles. Diversity initiatives and coordination of College-wide efforts are supervised by the assistant provost for diversity with support from the Diversity Committee with annual program assessment and reporting. The ADP is headed by a director and has an advisory committee that conducts evaluations following each program.

Schedule

The reporting of data is required as part of the College annual report development process. Locations of the data include the EMSA Assessment website (www.brockport.edu/emsa/assessment/index.html), the Annual Report for Diversity presentations to the monthly President’s Advisory Council, department and divisional staff meetings, and minutes and correspondence of the ADP committee.

Using Assessment Data and its Analysis to Close the Loop

The College uses data from the LDP and health and wellness initiatives to assess programs as part of cyclic review processes. These assessments are used to evaluate program efficacy and make appropriate changes as data indicate. For example, data-driven decisions from the first year of the Green Leadership Certificate include addition of more workshops with different presenters, in addition to current offerings; surveying by e-mail students who registered but did not complete the program; recruiting additional mentors to replace inactive mentors; increasing the role of faculty as presenters, mentors, and committee members; and improving conference offerings that are different from workshops held throughout the year. These decisions were based on the triangulation of data from a series of assessments including individual workshop assessments, student journals, an annual student satisfaction and learning outcomes survey, student and mentor focus groups, as well as the Multi-Institutional Study of Leadership. An example of using assessment data in the Eat
This, Not That Program is the focus group findings and student discussion during the programs, which showed that the changing menus in the dining halls leads to more temptation and the desire to know nutritional information about more foods than when dining out where nutrition information is readily available. Curriculum will be changed to highlight dining hall “staples” and spend more time discussing coding in on-campus dining locations. Data on diversity programming, including attendance and attendee feedback, are reviewed and used to enhance offerings. The ADP data are reviewed as needed. Data analysis led to the development of the LLCs and the Film Discussion Series. In addition, the fall 2010 Mid-Year Residential Survey indicated that a sizable number of students did not report learning anything outside of the classroom related to diversity, inclusiveness, and social justice. As a result, Residential Life/Learning Communities will collaborate with Community Development and the Diversity Committee to enhance the Critical Conversations campus-wide programming series for the 2011-2012 academic year.

Residential Life conducted focus groups in each residence hall in spring 2011 to gather more information on this topic (see Appendices 10.09 Leadership Development Program; 10.10 Assessment of Diversity, 10.11 American Democracy Project; and 10.12 Wellness Drug Free School).

Strengths and Significant Accomplishments

- The College has a long history (since the late 1980s) of using outcomes-based assessment to track student learning goals in an effort to improve teaching and learning.
- Every academic department on campus is required to maintain a set of current, measureable student learning outcomes that align with the College mission and the SP, the College’s emphasis on student success, and the standards of their discipline or profession. Direct and indirect measures as well as external benchmarks and standards are used in some programs. Direct measures are recommended and emphasized.
- Departmental annual reports require reporting of assessment data and use of the data to evaluate the departments’ attainment of student learning goals and to identify areas to improve and enhance the curriculum.
- The College’s cyclic PPR process is a major factor in “assurance of quality” in all aspects of department and program function. Each departmental review culminates in a Joint Action Plan that connects needs, contribution to mission and planning, and resource allocation by the administration.
- Establishing “Emblems of Quality” has been one of President Halstead’s six major initiatives, setting as a goal for the College to acquire accreditations in all disciplines for which it is eligible because “accreditation from nationally recognized accrediting bodies using rigorous standards of practice in a given discipline is emblematic of academic quality.”
• The College is accredited by 13 national accrediting agencies and, therefore, has many programs with assessment systems that include multiple assessments at different points in the academic program.

• The College maintains high-quality co-curricular programs that support student learning. Many of these programs have developed or are in the process of developing assessments to evaluate attainment of goals and to improve the programs offered to students.

• The College administration is committed to the continued development of a culture of evidence. As an example, the Tk20 assessment system now being implemented will support the complete alignment of Mission, SP, curriculum, and student learning outcomes and increase faculty, staff, and student accessibility to assessment data.

Challenges

• Maintaining assessment systems with multiple measures and multiple assessment points requires a sustained commitment of precious human, financial, and technical resources. This includes providing adequate professional staff for the Office of Assessment and Testing and hiring a dedicated director of assessment capable of giving assessment the attention it deserves.

• Using more comprehensive and systematic student learning outcome data to drive curricular change at the department and school levels.

• Students tend not to be concerned with College processes such as assessment. Making information on assessment processes and outcomes available to students in ways that can engage their attention and interest.

Standard 14—Recommendations for Improvement

1. Require assessment “closing the loop” plans with submission of all new courses, all new programs, and program revisions by amending the College Senate Proposal format to include documentation on data-driven assessments to justify programmatic change or initiation.

2. Adequately support implementation of the Tk20 assessment system with training, support, and other resources.

3. Provide resources to hire a full-time director of academic assessment so that more attention can be given to assessment in programs and GE.

4. Develop further a campus-wide culture of assessment and create a substantial infrastructure to support academic and co-curricular assessment, including all administrative levels.

5. Continue work to fully implement the assessment processes established in co-curricular programs.
Summary of Chapter 10

It is evident that all programs on campus are engaged in the assessment of student learning outcomes that align to the College mission, and in processes for reporting program improvements based upon assessment data. The recent acquisition of the Tk20 assessment system to support campus-wide assessment is testimony to the commitment the College has made to inventory and improve existing processes and practices. Tk20 will improve technology in ways that will enable greater communication to all stakeholders and increase the ease with which course-based assessment data is gathered, aggregated, shared, and tracked for the purposes of program improvement.

The College has a long history of outcomes-based assessment with projects that began in the late 1980s. Annual Reports from all programs, PPRs, institutional surveys, and discipline-based accreditation self-studies and reports include a significant quantity of student learning assessment data. The group’s findings indicate a strong focus on the promotion of student success through student learning. This is evidenced by rigorous GE and content-based undergraduate and graduate academic programs, efforts to promote active and collaborative learning, development of the LLCs, a strategic focus on improving student-faculty collaboration, infusion of diversity activities, and enriching and supportive co-curricular experiences.
Chapter 11: Conclusion

Brockport has a deep tradition of focus on the student experience. In recent years, this focus has become more concentrated on student success and assurances of that success. During this MSCHF review period, with new leadership in senior administration, The College has strengthened the academic core and co-curricular programming, and we have tailored our student support services to more closely align with the needs of our students. Taken together, these programs, initiatives, and structural changes are designed to help ensure student engagement, persistence, learning, and student satisfaction: the four measures of student success as articulated by George Kuh, et. al. in Student Success in College: Creating Conditions that Matter. The 14 standards that have organized our self-study use one or a combination of these four measures to evaluate Brockport’s overall success over the past five years.

Framing the Brockport experience are the mission, goals, and assessment (Standards 1, 7, and 14) at the College. These aspects of their education may be invisible to individual students, but like the College grounds and architecture, mission, goals, and assessment outline the parameters of their education, the future of those parameters, and deploy testing mechanisms to make sure the parameters continue to be timely, rigorous, and lasting. Brockport’s Mission Statement speaks to the multidimensionality of education here. It calls us to provide education in the liberal arts and the professions, for both undergraduate and graduate students. The mission also implies some of our assessment targets: “admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities.” Assessment at the institutional and program levels have guided us over the past five years to strengthen those programs and services that best conform to this mission, with notable improvements made as a result, such as increased faculty support for travel to research; additional programs for retention of transfer students; additional programs for health and wellness of our students, faculty, and staff; and increased programming for the infusion of diversity into the curriculum and student life.

To benefit students in these measurable ways, and indeed in immeasurable ways as well, the College Mission Statement defines faculty and staff as enablers of education, in their “teaching, scholarship, creative endeavors, and service.” In the academic core, to which this part of the mission speaks, faculty and academics (Standards 10, 11, and 12), including major and minor curricula, General Education, and graduate education have all undergone several levels of review, and in some cases renewal, during these recent years. Eighty-seven percent of Brockport’s exceptional faculty, committed to scholarship and creative work in combination with and in support of teaching, had terminal degrees as of 2010, and we have been quite successful in recruiting faculty to fill tenure-track positions, in fact with a success rate of 100% in 2009 and 2010.
The faculty at Brockport have a foundational role with respect to curriculum and other programs. With a robust system of shared governance (Standards 4 and 6), faculty and administration contribute to the management of the College. Faculty initiate curricula and courses, and they participate in a representative College Senate system that also includes professional staff. Through Senate, College-wide task forces, and standing College-wide committees (e.g., Facilities Management, Budget and Resources), faculty, staff, and administration have a hand in governance and execution of College functions at every level. Rigorous oversight measures, such as the campus Internal Control system, ensure ethical governance and day-to-day functioning at the College (Standard 5).

Student support (Standard 9) is central to the life and learning of Brockport students, and in this area the College has much to be proud of. From the planning stages of academics and student life (e.g., advisement and transfer services), to supporting academic success (e.g., Student Learning Center, Office for Students with Disabilities), to support for students in Special Admissions categories (e.g., Equal Opportunity Program, Transition Program), to training for work and life after college (e.g., CSTEP and McNair programs, Office of Career Services), Brockport supports students in many educational circumstances and at every stage of their college career. Related educational activities (Standard 13) similarly encompass students in varied circumstances, not to mention many non-students as well. From graduate Certificate Programs to the MetroCenter to Experiential Learning and Distance Learning, to invoke just a few, Brockport offers resources to augment the learning environments of students of the College and other community members who may benefit as well.

The 2011-2016 SP has been devised to continue support of Brockport’s overall focus on student success, but particularly to concentrate our focus on the priorities of academic quality and engagement, co-curricular and support programs, learning environment and quality of place, and on a culture of philanthropy and alumni connectedness. This strategic plan has built-in benchmarks, designed to maintain attention to the goals inherent in the stated priorities. Benchmarks include the quality indicators of better than predicted graduation rates; better than predicted retention rates; better than predicted NSSE student satisfaction indicators in some areas; an earned reputation as a college that others look to for best practices; and an enhanced reputation as evidenced by national rankings. The overall goal of the 2011-2016 Strategic Plan is to become a nationally recognized comprehensive master’s institution focused on student success. As our study of the College as it has functioned over the most recent five years demonstrates, we are well-positioned to meet the terms and challenges of this strategic plan.

Student success means different things in different contexts. Indeed, Kuh, et. al. write that there is “no single blueprint for student success” (20). For some, success will be completing a college degree as the first in a family to do so. For some, success will take the form of a satisfying career or graduate study that results directly from the college degree. And for some, it will be manifest in artistic works of great beauty and notoriety. Along the way will be many smaller, constituent successes: mastering a skill, passing a difficult exam, or getting
an acceptance letter to graduate or professional school. At the College, we keep this range of successes in sight in “the Brockport promise”: to reveal to our students their capacity in the three main modes of human expression—the intellectual, the physical, and the creative—so they may accomplish their dreams.

**Summary of Recommendations by Standard 1-14**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Recommendation</th>
<th>See Also</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Continue with the full implementation of the 2011-2016 SP.</td>
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<td>1.2</td>
<td>Continue to assess institutional strategic priorities to ensure their relevance in a fluctuating budget climate.</td>
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<td>2.1</td>
<td>Continue to develop and assess the administration of graduate programs and scholarship with respect to our mission.</td>
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<td>2.2</td>
<td>Continue efforts to diversify our faculty, staff, and students.</td>
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<td>10.2</td>
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<td>2.3</td>
<td>Collect data on the success of our promotional efforts related to diversifying our applicant pools and job offers and the retention of these employees at the College.</td>
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<td>3.1</td>
<td>Continue to look for ways of increasing revenue or other funding to offset state budget cuts and address the structural deficit.</td>
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<td>3.2</td>
<td>Commit to the FaMP recommendations and invest in infrastructure, both new and consistent maintenance, with a focus on facilities and technology that promote a rich educational environment for students.</td>
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<td>Standard</td>
<td>Recommendation</td>
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<td>3.3</td>
<td>Continue to promote a culture of philanthropy among alumni, faculty, staff, and friends in order to increase levels of private support.</td>
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<td>3.4</td>
<td>Continue to infuse technology into all instructional and support functions to increase efficiency and effectiveness.</td>
<td>3.2 5.2</td>
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<td>4.1</td>
<td>Increase the distribution of both undergraduate and graduate student participation on campus committees by finding more effective ways to communicate opportunities for students to serve and by offering effective training in College service.</td>
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<td>4.2</td>
<td>Improve training for student participation on committees.</td>
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<td>5.1</td>
<td>Continue decision-making processes currently in place.</td>
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<td>5.2</td>
<td>Continue to refine methods of communication and connectivity among stakeholders.</td>
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<td>6.1</td>
<td>Continue efforts to assess and improve campus climate.</td>
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<td>6.2</td>
<td>Survey graduate students regarding their experience on campus as a whole.</td>
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<td>6.3</td>
<td>Follow through on aspects of 2011-2016 SP that address issues for underserved students.</td>
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<td>7.1</td>
<td>Provide training, support, and funding at all organizational levels as needed to further promote a campus-wide culture of evidence.</td>
<td>14.2 14.3</td>
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<td>7.2</td>
<td>Improve attention at all levels to documenting and making assessment information available for decision-making processes at all levels, KPIs, and data (e.g., showing evidence of such use in committee minutes and records of other decision-making groups).</td>
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<td>Standard</td>
<td>Recommendation</td>
<td>See Also</td>
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<td>7.3</td>
<td>Complete the 2011-2016 SP by assigning assessments for each goal, determining who is responsible for completing assessments, and implementing a formalized reporting structure.</td>
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<td>7.4</td>
<td>Reconstitute the IEAC to work on further improving the College’s Institutional Assessment practices and monitor the progress on institutional-level goals derived from the 2009-16 SP.</td>
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<td>7.5</td>
<td>Effectively implement the Tk20 assessment system to add greater organizational power to the assessment effort at all levels.</td>
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<td>7.6</td>
<td>Develop and implement assessment measures for the Institute for Engaged Learning.</td>
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<td>8.1</td>
<td>Continue to increase student diversity through domestic and international recruitment, retention efforts, and improvements in student life.</td>
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<td>8.2</td>
<td>Improve monitoring of at-risk students and increase retention/graduation through appropriate intervention strategies.</td>
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<td>8.3</td>
<td>Obtain more comprehensive data on students who do not attend or persist to graduation and analyze these to determine more effective strategies to increase yield and retention respectively.</td>
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<td>8.4</td>
<td>Track retention data for underrepresented populations among the student body, compare these data to majority population data, and identify and address barriers to the success of diverse student populations.</td>
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<td>Standard</td>
<td>Recommendation</td>
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<td>8.5</td>
<td>Evaluate the effectiveness of the Transfer Experience Program.</td>
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<td>8.6</td>
<td>Implement a system to improve the collection and analysis of data pertaining to graduate education and graduate students, including the demand for on-line instruction, as well as retention and graduation rates.</td>
<td>6.2 8.4 10.3 13.2</td>
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<td>9.1</td>
<td>Build on the work of the Academic Advisement Task Force and devise means to increase the effectiveness of academic advising and ensure that each entering/continuing student has an assigned faculty advisor.</td>
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<td>9.2</td>
<td>Evaluate the effectiveness of LLCs and, if justified, consider expanding the number of LLCs offered to all students.</td>
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<td>9.3</td>
<td>Survey graduate students to identify their unique needs and improve systems to meet these needs.</td>
<td>6.2 8.2 9.1</td>
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<td>9.4</td>
<td>Improve on current student support efforts aimed at improving four- and six-year graduation rates.</td>
<td>8.2 9.1</td>
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<td>10.1</td>
<td>Promote professional development through improved department-level faculty mentoring.</td>
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<td>10.2</td>
<td>Improve efforts to diversify faculty ranks and course offerings.</td>
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<td>10.3</td>
<td>Promote training and mentoring of faculty academic advisors at all levels.</td>
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<td>11.1</td>
<td>Distribute College resources in a manner that is appropriate for programmatic strength and development.</td>
<td>12.1 1.2</td>
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<td>Standard</td>
<td>Recommendation</td>
<td>See Also</td>
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<td>11.2</td>
<td>Continue to explore opportunities for interdepartmental collaboration as a means of improving efficiency of instruction.</td>
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<td>12.1</td>
<td>Provide opportunities for more FT faculty to teach GE courses and encourage them to do so.</td>
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<td>12.2</td>
<td>Monitor the number of GE offerings on a semesterly basis to ensure efficiency and quality.</td>
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<td>13.1</td>
<td>Strengthen distributed and distance learning through improved planning, departmental cooperation, academic support, proctoring arrangements, outcomes assessment, online-specific course evaluation, and ensuring academic integrity.</td>
<td>13.2</td>
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<td>13.2</td>
<td>Improve campus-wide awareness and knowledge of the College’s full range of related educational programs and activities.</td>
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<td>13.3</td>
<td>Integrate the MetroCenter operations in strategic decision making as appropriate and improve its integration within the campus culture.</td>
<td>13.1</td>
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<td>13.4</td>
<td>Ensure that academic integrity of credit awarded for experiential learning across all programs is supported by evidence of academic evaluation of the level, quality and quantity of learning.</td>
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<td>14.1</td>
<td>Require assessment “closing the loop” plans with submission of all new courses, all new programs, and program revisions by amending the College Senate Proposal format to include documentation on data-driven assessments to justify programmatic change or initiation.</td>
<td>7.1 7.2 14.3</td>
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<td>14.2</td>
<td>Adequately support implementation of the Tk20 assessment system with training, support, and other resources.</td>
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<td>Standard</td>
<td>Recommendation</td>
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<td><strong>14.3</strong></td>
<td>Provide resources to hire a full-time director of academic assessment so that more attention can be given to assessment in programs and GE.</td>
<td>7.1 7.2 7.3 7.4 14.2 14.4</td>
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<td><strong>14.4</strong></td>
<td>Develop further a campus-wide culture of assessment and create a substantial infrastructure to support academic and co-curricular assessment, including all administrative levels.</td>
<td>7.1 7.2 7.3 7.4 14.2 14.1</td>
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<td><strong>14.5</strong></td>
<td>Continue work to fully implement the assessment processes established in co-curricular programs.</td>
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<td>Meaning</td>
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<td>AA</td>
<td>Academic Affairs</td>
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<td>AA, AS</td>
<td>Associate of Arts Degree, Association of Science Degree</td>
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<td>ACT</td>
<td>American College Testing Program</td>
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<td>ACTFL</td>
<td>American Council on the Teaching of Foreign Languages</td>
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<td>American Democracy Project</td>
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<td>ANGEL</td>
<td>Course Management System</td>
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<td>APD</td>
<td>Assistant Provost for Diversity</td>
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<td>Appointment, Promotion and Tenure</td>
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<td>Association of Social Work Boards</td>
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<td>Banner</td>
<td>Campus Information System</td>
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<td>BASC</td>
<td>Brockport Auxiliary Service Corporation</td>
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<td>BCEC</td>
<td>Brockport Career Exploration Course</td>
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<td>Brockport Child Development Center</td>
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<td>BSG</td>
<td>Brockport Student Government</td>
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<td>CAAP</td>
<td>Collegiate Assessment of Academic Proficiency</td>
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<td>CACREP</td>
<td>Counseling and Related Educational Programs</td>
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<td>Campus Community</td>
<td>Brockport campus and all additional locations</td>
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<td>CCPE</td>
<td>Center for Continuing Professional Education</td>
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<td>CELT</td>
<td>Center for Excellence in Learning and Teaching</td>
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<td>CIRP</td>
<td>Cooperative Institutional Research Program</td>
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<td>CLA</td>
<td>Collegiate Learning Assessment</td>
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<td>College Senate</td>
<td>Formerly called Faculty Senate</td>
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<td>EBI</td>
<td>Educational Benchmarking, Inc.</td>
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<td>Faculty Survey of Student Engagement</td>
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<td>FTE</td>
<td>Full time equivalent</td>
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<td>The Institutional Effectiveness &amp; Accountability Committee</td>
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<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<td>KPI</td>
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<td>KSSPE</td>
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<td>LEED</td>
<td>Leadership in Energy and Environmental Design</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>Middle States</td>
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<td>MSCHE</td>
<td>Middle States Commission on Higher Education</td>
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<td>MSSC</td>
<td>Middle States Reaccreditation Steering Committee</td>
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<td>NCATE</td>
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<td>NCLE</td>
<td>National Council of Licensure Examinations</td>
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## The College at Brockport SUNY Middle States Reaccreditation Self-Study 2012
### Document Room Inventory

| Document Title & Link | Apdx No. | First Standard | Second Standard | Third Standard | Chpt No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Psswrd Req |
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| Selected Discussion of Topic Overlap | 1.01 | 1 | x | | | | | | | | | | | | | |
| Chancellor's Distinguished Faculty List, 2011 | 1.02 | 1 | x | | | | | | | | | | | | | |
| 2011-2016 Strategic Plan | 1.03 | 1 | x | | | | | | | | | | | | | |
| Faculty Senate Approval of Mission | 2.01 | 2 | x | | | | | | | | | | | | | |
| College Senate Approval of Matrix | 2.02 | 2 | x | | | | | | | | | | | | | |
| Subcommittee Membership and Assigned MSCHE Standards | 3.01 | 3 | x | | | | | | | | | | | | | |
| Memorandum of Understanding SUNY Brockport and SUNY | 4.01 | 4 | x | | | | | | | | | | | | | |
| IEAC Committee Charge | 4.02 | 4 | x | | | | | | | | | | | | | |
| 2008-09 Accomplishments | 4.04 | 4 | x | | | | | | | | | | | | | |
| Relationship of the Strategic Plan to Mission Elements | 4.05 | 4 | x | | | | | | | | | | | | | |
| Measurable Learning Outcomes Grid, Learning Reconsidered | 4.06 | 7 | 4 | x | | | | | | | | | | | | | |
| All Funds Budget Report | 4.07 | 7 | 4 | x | | | | | | | | | | | | | |
| IEAC Mission Derived Elements | 4.08 | 7 | 4 | x | | | | | | | | | | | | | |
| 2011 EMSA Assessment & Planning Cycle | 4.09 | 4 | x | | | | | | | | | | | | | |
| President's Annual Call Letters 2010-2013 | 4.10 | 4 | x | | | | | | | | | | | | | |
| Division of Administration and Finance Evaluation and Quality Control | 4.11 | 4 | x | | | | | | | | | | | | | |
| School Strategic Plans | 4.12 | 4 | x | | | | | | | | | | | | | |
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| Digital Measures Template | 4.15 | 4 | x | | | | | | | | | | | | | |
| Academic Affairs Division Planning Charge | 5.03 | 5 | x | | | | | | | | | | | | | |
| Energy Consumption Reduction and Energy Conservation Activities | 5.04 | 5 | x | | | | | | | | | | | | | |
| Manager's Tool Kit | 5.05 | 5 | x | | | | | | | | | | | | | |
| 2010-2011 Accomplishments Annual Report | 5.07 | 5 | x | | | | | | | | | | | | | |
| FaMP Meeting Minutes | 5.08 | 5 | x | | | | | | | | | | | | | |
| 2009-2010 Accomplishments | 5.09 | 5 | x | | | | | | | | | | | | | |
| Faculty Research and Development Opportunities | 5.10 | 5 | x | | | | | | | | | | | | | |
| Diversity Strategic Plan and Presentations | 5.11 | 5 | x | | | | | | | | | | | | | |
| Faculty and Workforce Demographics | 5.12 | 5 | x | | | | | | | | | | | | | |
| Human Resources Exit Interview | 5.13 | 5 | x | | | | | | | | | | | | | |
| Five Year Financial Model | 5.14 | 6 | x | | | | | | | | | | | | | |
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| Student Opinion (SOS) Survey Results | 6.02 | 6 | x | | | | | | | | | | | | | |
| College Senate Guiding Principles for Diversity | 6.03 | | | | | | | | | | | | | | | |
| President's Advisory Council (PAC) Agendas and Minutes | 6.04 | 7 | x | | | | | | | | | | | | | |
| Interviews Student Support Services | 7.01 | 7 | x | | | | | | | | | | | | | |
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2. Nature and Scope of Self Study
3. Organization of Steering Committee & Chapter Subcommittees
5. Planning & Resource Allocation: Standards 2 & 3
6. Shared Governance, Ethics & Administration: Standards 4, 5, & 6
7. Student Recruitment, Support & Retention: Standards 8 & 9
8. Faculty & Academics: Standards 10, 11, & 12
9. Related Educational Activities: Standard 13
10. Student Learning, Assessment & Continuous Learning: Standard 14
11. Conclusion

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| Report Template Student Support Services | 7.02 | 4 | 8 | 7 | X | X |
| The College at Brockport SUNY 2008-09 Key Performance Indicators | 7.03 | 8 | 7 | X |
| Freshman Recruitment by Region | 7.04 | 8 | 7 | X |
| Undergraduate New Student Enrollment Fall by Cohort | 7.05 | 8 | 7 | X |
| Minority Fall Recruitment Numbers | 7.06 | 8 | 7 | X |
| Student Behavioral Consultant Team Internal Protocols | 7.07 | 8 | 7 | X |
| Delta College Program Application | 7.09 | 8 | 7 | X |
| Entering Freshman Honors Application | 7.10 | 8 | 7 | X |
| Graduate Education Scholarship Report | 7.11 | 9 | 7 | X |
| Student Learning Center Assessments | 7.12 | 7 | 9 | 4 | X | X | X |
| NESSE Reports 2008-2010 | 7.13 | 9 | 7 | X |
| Multi-Institutional Study of Leadership Results Overview | 7.14 | 9 | 7 | X |
| Faculty in Residence Performance Program | 7.15 | 9 | 7 | X |
| Living Learning Communities Service Learning Outcomes | 7.16 | 9 | 7 | X |
| Pertinent NESSE Questions | 7.17 | 9 | 7 | X |
| CSTEP McNair Annual Report 2009-10 | 7.19 | 9 | 7 | X |
| EMSA Career Services SLOs | 7.21 | 9 | 7 | X |
| Student Learning Outcomes Support Services | 7.22 | 9 | 21 | 7 | X |
| Early Warning Advisement Questionnaire | 7.23 | 9 | 21 | 7 | X |
| Sample Student Behavior Consulting Team Resolution | 7.25 | 7.23 | 7 | X |
| Career Services Annual Report 2011 | 7.25 | X |
| Student Opinion Survey | 7.26 | X |
| CPR Freshman Survey 2009 | 7.28 | 7 | X |
| Foundations of Excellence® in the First College Year for Transfer Students Self-Study | 7.29 | 7 | X |
| Graduate Enrollment Summary | 7.30 | 10 | 11 | 12 | 8 | X |
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| Faculty Roles and Rewards | 8.03 | 10 | 8.2 | 8 | X |
| CELT Annual Report 2010-11 | 8.04 | 8.3 | 8 | X | P |
| Creating/Refilling Faculty Positions | 8.05 | 10 | 8.4 | 8 | X |
| Departmental Mentoring Program Samples | 8.06 | 10 | 8.5 | 8 | X |
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| Faculty & Academic's Significant Accomplishments 2008-11       | 8.10      | 8.9            | 8.1            | 8             | 8    | X  |    |    |    |    |    |    |    |    |    |    |           |
| GE Requirements Fall 2011 Summary                             | 8.11      | 8.1            | 8              | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Departmental Annual Report Samples                            | 8.12      | 8.11           | 8.12           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Departmental Sample Syllabi                                    | 8.13      | 8.12           | 8.13           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| General Education, Honors and Delta College Comparison        | 8.14      | 8.13           | 8.13           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Departmental PPR Samples                                      | 8.15      | 8.14           | 8.15           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Instructional Assessment Survey (IAS) Sample                  | 8.16      | 8.15           | 8.15           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| APS Survey Comparisons 2011                                   | 8.17      | 8.13           | 8.16           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Faculty Learning Communities (FLC) Outcomes                   | 8.17      | 8.16           | 8.16           | 8             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Proposal to Narrow Support Gap Created by Defunding SSSP     | 9.01      | 13             | 8.9            | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| REOC Programs                                                  | 9.03      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| REOC Student Vocational Offerings                             | 9.03      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| MetroCenter Student Demographics 2009-2010                     | 9.04      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Quality Matters Rubric Standards                              | 9.05      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| 3-1-3 Students                                                | 9.06      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Brockport SUNN Final Enrollment Analysis                      | 9.08      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Brockport Dept of Nursing Affiliation Site List as of July 2011| 9.09      | 14             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Department of Ed & Human Devi Field Exp & Teaching Placements | 9.10      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Department of Education and Human Development                 | 9.10      | 14             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Visual Studies Workshop International Representation 2004-10   | 9.11      | 13             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| GRC MSW Licensing Pass Rates                                  | 9.12      | 14             | 9              | 9             | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Brockport Assessment System Flow Chart                        | 10.01     | 14             | 10             | 10            |     |    |    |    |    |    |    |    |    |    |    |    |           |
| Mission & Goals of the General Education Program              | 10.02     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| SUNY Board of Trustees General Education Amendments           | 10.04     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Accredited Programs                                           | 10.06     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Assessment Plan for Selected Content Majors-Not Nationally    | 10.07     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Accredited                                                    |           |                |                |               | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Assessment Plans for Graduate Education Programs-Non          | 10.08     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Accredited                                                    |           |                |                |               | X    |    |    |    |    |    |    |    |    |    |    |    |    |           |
| Leadership Development Program                                | 10.09     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Assessment of Diversity                                       | 10.10     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| American Democracy Project                                    | 10.11     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Wellness Drug Free School, Campus Regulations                 | 10.12     | 14             | 10             | 10            | X    |    |    |    |    |    |    |    |    |    |    |    |           |
| Assessment Reports Departmental Samples                       | 10.13     | 10             | 10             | 10            |     |    |    |    |    |    |    |    |    |    |    |    |           |
| Accreditation Reports Departmental Samples                    | 10.15     | 9              | 10             | 10            |     |    |    |    |    |    |    |    |    |    |    |    |           |
| GRC MSW Licensing Exams Pass Rates                            | 10.15     | 9              | 10             | 10            |     |    |    |    |    |    |    |    |    |    |    |    |           |
## Chapter & Standards

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- **Accountability**
  - [www.brockport.edu/accountability/](http://www.brockport.edu/accountability/)
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  - Second Standard: 6
  - Chpt: 6
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- **Alumni**
  - [http://www.brockport.edu/alumni/](http://www.brockport.edu/alumni/)
  - Apdx No.: 5
  - First Standard: 6
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- **Ask Ellsworth**
  - [www.brockport.edu/ask/](http://www.brockport.edu/ask/)
  - Apdx No.: 4
  - First Standard: 6
  - X

- **BASC Employee Handbook**
  - Apdx No.: 4
  - First Standard: 6
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- **Code of Student Conduct Section VIII Student Rights When Charged with a Violation**
  - Apdx No.: 4
  - First Standard: 6
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- **College Senate Executive Committee 2011-2012**
  - [http://www.brockport.edu/collegesenate/standing_committees/](http://www.brockport.edu/collegesenate/standing_committees/)
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  - First Standard: 6
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- **Collegiate Science and Technology Entry Program (CSTEP)**
  - [www.brockport.edu/cstep/](http://www.brockport.edu/cstep/)
  - Apdx No.: 5
  - First Standard: 6
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- **Daily Eagle Search**
  - [www.brockport.edu/eagle/search.php](http://www.brockport.edu/eagle/search.php)
  - Apdx No.: 5
  - First Standard: 6
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- **Diversity Conference Archive**
  - [www.brockport.edu/divconf/archive.htm](http://www.brockport.edu/divconf/archive.htm)
  - Apdx No.: 5
  - First Standard: 6
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- **Faculty & Staff Directory**
  - [www.brockport.edu/publications/phone/fsdir.html](http://www.brockport.edu/publications/phone/fsdir.html)
  - Apdx No.: 5
  - First Standard: 6
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- **Faculty & Staff Handbook**
  - [www.brockport.edu/hr/resources/handbook.html](http://www.brockport.edu/hr/resources/handbook.html)
  - Apdx No.: 5
  - First Standard: 6
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- **Faculty & Staff Resources**
  - [www.brockport.edu/acadaff/facstaff.html](http://www.brockport.edu/acadaff/facstaff.html)
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- **Faculty & Staff**
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- **Faculty and Staff Resources**
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- **Faculty Guide to Academic Practices and Policies**
  - [www.brockport.edu/acadaff/fguide/](http://www.brockport.edu/acadaff/fguide/)
  - Apdx No.: 4
  - First Standard: 6
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- **Graduate Studies Catalog**
  - Apdx No.: 5
  - First Standard: 6
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- **Human Resources Policies and Procedures**
  - [www.brockport.edu/hr/procedures/](http://www.brockport.edu/hr/procedures/)
  - Apdx No.: 5
  - First Standard: 6
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- **Human Resources**
  - [http://www.brockport.edu/hr/](http://www.brockport.edu/hr/)
  - Apdx No.: 6
  - First Standard: 6
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### Chapter & Standards

| Document Title & Link                                                                 | Apndx No. | First Standard | Second Standard | Third Standard | Chpt r | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Psswrd Req |
|--------------------------------------------------------------------------------------|-----------|----------------|-----------------|----------------|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Internal Control                                                                    |           | 4              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Laws 110708.pdffl and BASC                                                        |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| MasterPieces                                                                       |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| www.brockport.edu/graduate/admitted/matric_packet.html                             |           | 6              | 9               | 6              | X      | X |   |   |   |   |   |   |   |   |   |   |   |
| Office of Affirmative Action                                                        |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Office of Community Development                                                    |           | 4              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Student Policies                                                                   |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Student Services                                                                   |           | 4              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| SUNY Organizational Chart, 2012                                                     |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| The Brockport Foundation Bylaws                                                     |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| The College at Brockport Policies                                                  |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| The College Senate Bylaws May 2010-May 2013                                         |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Title IX                                                                            |           | 4              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| www.brockport.edu/facilities/construction/residenceplan.htm                       |           | 5              | 6               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| 2011 Brockport Foundation Board                                                    |           | 9              | 7               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Brockport Athletics                                                                |           | 9              | 7               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Campus Safety Report                                                               |           | 9              | 7               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Career Connection                                                                  |           | 9              | 7               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| Career Services                                                                    |           | 9              | 7               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |
| College Council Membership                                                        |           | 9              | 7               | X              |        |   |   |   |   |   |   |   |   |   |   |   |   |

The College at Brockport SUNY Middle States Reaccreditation Self-Study 2012

Document Room Inventory

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2. Nature and Scope of Self Study
3. Organization of Steering Committee & Chapter Subcommittees
5. Planning & Resource Allocation: Standards 2 & 3
6. Shared Governance, Ethics & Administration: Standards 4, 5, & 6
7. Student Recruitment, Support & Retention: Standards 8 & 9
8. Faculty & Academics: Standards 10, 11, & 12
9. Related Educational Activities: Standard 13
10. Student Learning, Assessment & Continuous Learning: Standard 14
11. Conclusion
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**Document Title & Link**

- **BSG Clubs and Organizations**
  - X

- **Drake Library: Mission, Vision and Values Statement**
  - 8
  - X

- **Joint Committee on Articulation and Transfer**
  - [http://www.suny.edu/student/transfer_equiv.cfm#results](http://www.suny.edu/student/transfer_equiv.cfm#results)
  - 10
  - 8
  - X

- **Living Learning Communities**
  - [www.brockport.edu/llc](http://www.brockport.edu/llc)
  - 10
  - 8
  - X

- **Reappointment, Promotion, and Tenure**
  - [www.brockport.edu/acadaff/facguide/persaction/B.html](http://www.brockport.edu/acadaff/facguide/persaction/B.html)
  - 11
  - 8
  - X

- **SUNY General Education Requirement Student Learning Outcomes**
  - [www.suny.edu/provost/academic_affairs/LearningOutcomes.cfm](http://www.suny.edu/provost/academic_affairs/LearningOutcomes.cfm)
  - 8
  - 8
  - X

- **SUNY Projection of High School Graduates NYS 2007-08 to 2018-19**
  - 11
  - 8
  - X

- **Transfer Credit Appeals**
  - [http://www.brockport.edu/~acadvise/TransCreditAppeal.html](http://www.brockport.edu/~acadvise/TransCreditAppeal.html)
  - 11
  - 8
  - X

- **Transfer Credit Policy**
  - [http://www.brockport.edu/~acadvise/Transfers.html](http://www.brockport.edu/~acadvise/Transfers.html)
  - 11
  - 8
  - X

- **Women's Center**
  - [www.brockport.edu/womensctr/](http://www.brockport.edu/womensctr/)
  - 8
  - X

- **4 + 1 Master of Business Programs**
  - [www.brockport.edu/bus-econ/graduate-buslaw.html](http://www.brockport.edu/bus-econ/graduate-buslaw.html)
  - 13
  - 9
  - X

- **BASC**
  - 13
  - 9
  - X

- **Brockport Career Exploration Course**
  - 13
  - 9
  - X

- **Brockport Child Development Center**
  - [www.brockport.edu/bccc](http://www.brockport.edu/bccc)
  - 13
  - 9
  - X

- **Brockport Study Abroad Program**
  - 13
  - 9
  - X

- **Center for Continuing Professional Education**
  - [www.brockport.edu/cce](http://www.brockport.edu/cce)
  - 13
  - 9
  - X

  - 13
  - 9
  - X
### Chapter & Standards

| Document Title & Link                                                                 | Apndx No. | First Standard | Second Standard | Third Standard | Chpt 1 | Chpt 2 | Chpt 3 | Chpt 4 | Chpt 5 | Chpt 6 | Chpt 7 | Chpt 8 | Chpt 9 | Chpt 10 | Chpt 11 | Psstw | Reqrd |
|----------------------------------------------------------------------------------------|-----------|----------------|----------------|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Department of Counselor Education                                                      |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/catalogs/2009/graduate/pdfs/edc.pdf                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Education and Human Development                                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/ehd/Programs/                                                 |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Educational Administration                                               |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/edadmin/definitions.htm                                        |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Public Administration                                                   |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/pubadmin/certificates.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Public Education                                                         |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/pubadmin/certificates.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Counselor Education                                                      |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/catalogs/2009/graduate/pdfs/edc.pdf                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Education and Human Development                                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/ehd/Programs/                                                 |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Educational Administration                                               |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/edadmin/definitions.htm                                        |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Public Administration                                                   |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/pubadmin/certificates.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Public Education                                                         |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/pubadmin/certificates.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Counselor Education                                                      |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/catalogs/2009/graduate/pdfs/edc.pdf                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Education and Human Development                                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/ehd/Programs/                                                 |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Educational Administration                                               |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/edadmin/definitions.htm                                        |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Public Administration                                                   |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/pubadmin/certificates.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Department of Public Education                                                         |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/pubadmin/certificates.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Doctor of Physical Therapy 3+3                                                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/academics/accel/doc_phys_ther.html                           |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Getting Started Checklist                                                              |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/isln/students.htm                                                     |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Greater Rochester Collaborative Master of Social Work                                   |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.brockport.edu/gromsw/                                                       |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Policy on Student Academic Dishonesty                                                   |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/policies/docs/policy_on_student_academic_dishonesty.pdf              |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| SUNY Learning Network (SLN)                                                            |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/sln                                                                  |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| The Research Foundation of SUNY at the College at Brockport                            |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| http://www.rf.brockport.edu/                                                            |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| The Washington Program                                                                  |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/Washington                                                            |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Transfer Students                                                                      |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/admissions/101/transfer/index.html                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Academic Advisement                                                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/~acadwise/                                                            |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| BASC (www.basc1.com/Employment/pdfs/employee)                                           |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Brockport’s General Education Program                                                  |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/academics/gened/                                                     |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Common Data Set                                                                        |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Early Warning System                                                                   |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/retention/ew/                                                        |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| SUNY Joint Committee on Transfer and Articulation                                      |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.suny.edu/facultySenate/artf.cfm                                                    |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| Undergraduate Admissions                                                               |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |
| www.brockport.edu/admissions/                                                          |           |                |                |               |        |        |        |        |        |        |        |        |        |        |        |       |       |