Report to the Faculty, Administration, Trustees, and Students
of
The College at Brockport
State University of New York
Brockport, New York

by
An Evaluation Team Representing the Middle States Commission on Higher Education

Prepared after a study of the institution’s self-study report
and a visit to the campus on April 1 - 4, 2012

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I. Context and Nature of the Visit

Institutional Overview

Part of the State University of New York (SUNY) system of higher education, The College at Brockport is a public comprehensive master’s institution located on a 464-acre campus and offering 50 undergraduate major programs and 48 master’s programs. The College currently offers a multidimensional educational experience to 7,166 undergraduates and 1,247 graduate students through its academic and co-curricular programs. The College serves students in western New York and beyond.

The College at Brockport is a comprehensive institution comprised of five schools -- The School of The Arts, Humanities and Social Sciences, The School of Education and Human Services, The School of Health and Human Performance, The School of Science and Mathematics, and The School of Business Administration and Economics. The College offers access to higher education to an increasingly diverse student body with approximately 14% of the students from underrepresented groups. Slightly over one-half of the undergraduates are first-time freshman and the others are transfer students with varying numbers of credits. Approximately 90% of the undergraduates are full-time students, over 90% are from New York, and 36% live on campus. The first-time, full-time freshman retention rate from Fall 2010 to Fall 2011 was 84.2% and the average SAT score of that cohort was 1074.

The faculty of The College at Brockport consists of 618 full- and part-times faculty members. Of the full-time tenured and tenure-track faculty 94% hold terminal degrees. The diversity of the faculty complements that of the student body with 15% of the full-time faculty from underrepresented groups. The high level of scholarly productivity of the faculty and their dedication to teaching and learning is impressive and demonstrates their commitment to the college and its students. The faculty, staff and administration of The College at Brockport are clearly dedicated to the mission of the college and play a collaborative role in all aspects of student success.

Scope of the Institution

The College at Brockport, SUNY Is located at 350 New Campus Drive, Brockport, NY 14420, with an additional location known as the MetroCenter in downtown Rochester, New York. The institution is a Carnegie Classification Master’s – Large Program public institution in the State University of New York (SUNY) system authorized to offer Bachelor’s and Master’s degrees.

The College offers a modest number of courses online and there are no degree programs for which 50% or more of the courses are offered online.

Self-study Process and Report

The College at Brockport elected to complete a comprehensive self-study. The self-study report was organized by logical groups of standards and adequately addressed all fourteen standards for accreditation. Seven chapters within the self-study report, chapters four through ten, deal directly with the fourteen standards: (4) Mission, Goals and Assessment (Standards 1, 7); (5) Planning and Resource Allocation (Standards 2, 3); (6) Shared Governance, Ethics and Administration (Standards 4, 5, 6); (7) Student Admissions and Retention (Standards 8, 9); (8)
Faculty & Academics (Standards 10, 11, 12); (9) Related Educational Activities (Standard 13); (10) Student Learning, Assessment & Continuous Improvement (Standard 14). The report, including the executive summary, is 142 pages long and was submitted in hard copy, on a flash drive, and through VMWare – The College at Brockport Remote Software that included access to the electronic documents room. There was extensive participation of The College at Brockport community in the development of the self-study. The self-study process was coordinated by a steering committee comprised of College faculty, staff, and a student representative from both undergraduate and graduate populations. The 15 members of the steering committee served as liaisons to seven subcommittees comprised of approximately 100 faculty, staff and student representatives from across the disciplines/units.

II. Affirmation of Continued Compliance with Requirements of Affiliation

Based on a review of the self-study, interviews, the certification statement supplied by The College at Brockport and other institutional documents, the team affirms that the institution continues to meet the eligibility requirements of affiliation in Middle States Commission on higher Education’s Characteristics of Excellence.

III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting

The Team relied upon the Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements, signed by the Chief Executive Officer and the Chair of the Board of Trustees on September 7, 2011, to verify compliance with federal requirements.

IV. Evaluation Overview

Compliance with Accreditation Standards

The standards are reviewed in the order in which they appear in The College at Brockport’s self-study report.

Chapter 4: Mission, Goals and Assessment

Standard 1: Mission and Goals

Potential for Compliance: The Team found evidence that the institution has met this standard.

Summary of Key Evidence and Findings:

The College at Brockport has a mission statement that “clearly defines its purpose within the context of higher education and clearly identifies whom it serves and what it intends to accomplish.”
The mission statement, which was crafted in 1997, amplified in 2005 in The Matrix, and is now a part of the strategic plan under development, is clearly reflected in the goals of the College, and confirms its commitment to its students, faculty, staff, and community. It reflects a long-term consistency in focus despite changes in leadership. It is further expanded in a well-publicized list of the ten elements they feel are essential to their mission. The College’s progress towards achievement of the mission and goals is documented through a MOU with The College at Brockport System Administrator.

President Halstead has clearly articulated a philosophy of the priority of student achievement, and the value of a strong culture of planning and continuous improvement. The College has leveraged these values to develop and refine their goals and initiatives, which form the basis of their newest strategic plan. Additionally, the strategic plan is linked to The College at Brockport’s initiatives. Division plans have been developed which derive from the strategic plan. The team finds strong evidence that the College leverages multiple groups assigned with the responsibility to carry out the activities required to bring the strategies to fruition, and has a cross-functional committee to monitor progress towards those goals.

There is solid evidence that the College’s long history of clearly defined mission and goals are guiding the entire university in decision-making at multiple levels throughout the university, including planning, resource allocation, program and curriculum development, and definition of program outcomes. Each successive strategic plan has built on its predecessor. When finalized, the most recent strategic plan will be more in-depth than earlier versions and more focused on student outcomes and measurement. The team finds evidence that other plans, including the facilities master plan and the diversity plan, follow the current strategic plan.

In the College’s “Relationship of Strategic Plan to Mission Elements,” there is clear linkage of the mission and goals to the strategic planning constructs and College priorities. These lay out specific types of activities at multiple levels that will move the institution to full mission accomplishment. All of the specified activities are accompanied by clear measurements for success, with internally and externally derived data sources. Additionally, deans, vice presidents, and other leaders are held accountable for their roles in meeting the goals set forth in the strategic plan.

The College leverages multiple planning retreats throughout the year to advance their mission and goal accomplishments. These are conducted at a variety of levels, are cross-divisional, and have as their focus either achievement of specific goals or topics of key interest to the campus.

The team finds that the College has widely distributed their mission and goals to the campus community through documents and web pages, and by planning exercises by each administrative division that have shaped the strategies to achieve their goals. The work to develop branding tools—a new logo, and The Brockport Promise—further enhances the institution’s efforts to ensure the widest possible dissemination of their mission, vision, and goals.

While, appropriately, the majority of the College’s emphasis is on their primary commitment to their students, the mission and goals have also included clear objectives of supporting the surrounding community and are demonstrated through their Lake Ontario research, expanded presence in the greater Rochester area, support to the community in the creative arts, and outreach to their alumni.
Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

The formation of the Institutional Effectiveness and Accountability Committee, reporting directly to the President, has established a permanent forum for examining progress on all goals with specific tools for measuring progress. Their work provides both evidence of achievement and benchmarks for measuring future success and assists the process owners by providing recommendations for improvement.

The stated objective of becoming nationally recognized with supporting strategies and institutional focus reflects an institution with a clear vision of their future and a path to achievement. The College has articulated a clear reason for this vision and is taking positive steps toward this goal.

Suggestions:

The Team suggests that the College finalize the new strategic plan, continue with the approval process, and proceed with full implementation.

Standard 7: Institutional Assessment

Potential for Compliance: The Team found some evidence that the institution has met this standard.

Summary of Key Evidence and Findings:

The College at Brockport provides some evidence of institutional assessment occurring at various levels of the campus community. However, institutional assessment efforts are at best variable within the divisions. This finding is consistent with the self-study, which noted “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.”

During the development and writing of the self-study, the College of Brockport was in the process of designing and writing a new strategic plan for 2011-2016. The College is now in the early stages of implementing the plan, including implementation of TK20 and focus on designing new Key Performance Indicators (KPIs).

Brockport appears to be at an intersection in planning and institutional assessment. It is time for the College to take the necessary steps to design institutional learning goals and an institutional assessment plan that clearly delineates the system and who is responsible. Further, the various forms of assessment across campus are not coordinated under a single plan or office. The development and implementation of an effective institutional assessment plan with the proper oversight from the Institutional Effectiveness and Accountability Committee (IEAC) is in order.

The College noted in the self-study that divisional retreats take place each year and plans are made for continuous improvement in institutional assessment. However, current assessment efforts are uneven across the College. Some schools and divisions have been successful in utilizing assessment data to improve their curricula, services, and programs. However, others seem relatively new to the process. There is some evidence available to indicate that institutional assessment data serve as a component for planning, most notably within the Enrollment Management & Student Affairs (EMSA) units.
As reported in the self-study, “the College’s planning process reflects various aspects of the mission,” yet more emphasis needs to be placed on using the results of assessment data for institutional improvement. Institutional level assessment discussions need to become a part of the institutional culture as TK20 is implemented. As discussed earlier, it is imperative that an organized and sustainable assessment process be developed and implemented that includes learning goals at all levels of the College; the collection of data and artifacts; and evidence that the results are being used to improve curricula, programs and services, and resources allocation.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team recognizes the work of the Institutional Effectiveness and Accountability Committee (IEAC) in development of a sustainable institutional assessment system.

**Recommendations:**

The Team recommends that The College at Brockport move promptly to design and implement a sustainable institutional assessment system. Full implementation requires evidence that results are shared with the campus community; used in decision-making; and, more importantly, demonstrate that students are achieving institutional and programmatic goals. The team strongly endorses the self-study recommendations 2, 3, and 4.

**Chapter 5: Planning and Resource Allocation**

**Standard 2: Planning, Resource Allocation, and Institutional Renewal**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

There is clear evidence that there is a culture of planning at the institution and that the results of assessment activities lead to resource allocation and institutional renewal. Progress toward the achievement of mission and goals is documented in the 2006 MOU with The College at Brockport System Administrator as well as the divisional plans.

Planning began with the president who arrived at the College with a clearly articulated vision for the institution. Subsequent strategic planning has built on that vision and had as its foundation, continuous improvement. The College operated from 2005 through 2011 with The Matrix which was designed to guide planning and resource allocation. Mission goals were supported by the Six Major Initiatives for Ensuring the College’s Success. Other planning documents such as the College’s “Relationship of Strategic Plan to Mission Elements,” link the mission and goals to the strategic planning constructs and College priorities. All divisions have plans linked to the institutional plan, and unit plans link to the division plan. The new five-year planning document (2011-2016) has the goal to move the College to national recognition as a master’s comprehensive institution focused on student success.

Documents reviewed indicate that the College has made great progress in developing a resource allocations process linked to short-term and long-term priority needs. Clearly defined
mission and goals guide the decision-making process at multiple levels of the College, including planning, resource allocation, program development, and curriculum development.

The institution used the results of planning and assessment to strengthen and improve its programs with student success at the center. The new Facilities Master Plan aligns future construction, expansion, and renovation with student learning objectives and prioritizes needed facilities. The 2010 restructuring of the Schools within Academic Affairs highlighted the College’s unique identities and the strength of some of its core academic programs.

Budget planning is transparent and participatory. Efforts are made by the vice president for administration and finance to educate the community about the budget. Information is posted on the web site and the VPAF did a primer on the budget. The Budget and Resources Committee (BRC), is an advisory group and a highly sought after committee because faculty especially, and other members of the community, find that participation provides a greater understanding of the budget and how resources are allocated. The Cabinet, as well as the BRC, review divisional plans and budget requests. The common budget request format provides evidence of assessment and planning tied to resource allocations.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

A long history of planning exists with specified goals and activities, and many clear measurements for success.

The Team commends the College for its Budget Resources Committee and process that involves all constituencies in planning, and is considered to be highly effective.

**Suggestions:**

The Team suggests that the College continually assess priorities (e.g. national recognition, graduate education, business school, and deferred maintenance) to ensure appropriate funding in light of budget climate and enrollment demographics.

**Standard 3: Institutional Resources**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

The Team found evidence in the Self-Study and its supporting documents that the College at Brockport has adequate human, financial, and facilities resources to accomplish its mission.

The College at Brockport, like its sister institutions in the State University of New York, does not have individual audited financial statements. However, The College at Brockport System Administration exercises financial oversight for each campus.

With respect to the core operational budget for the academic and administrative units, the College’s expenses have exceeded revenues. The Five-Year Financial Model reports net income for the core budget of $1.1M in 10/11, ($1.7M) in 11/12, ($2.6M) in 12/13, ($2.8M) in 13/14, and ($2.9M) in 14/15. Unable to reduce their expenses as quickly as their state support has declined, the College is using their reserves to balance their budget. When viewed in the
context of beginning FY11/12 with a cash reserve balance of $8.2M, these assets will be completely depleted in Fiscal Year 14/15. The passage of the NY SUNY 2020 legislation will provide some stability for budget planning into the future, but the College continues to face budget shortfalls. The College believes that the tuition increase expected in 2012-13 will reduce their structural deficit to approximately $1M. This, coupled with some divisional budgetary savings reinvestments, may entirely eliminate the shortfall.

The College has a mature, transparent budgeting process that uses input from the President’s Cabinet to guide the preparation of a five-year budget. After approval by the Cabinet, the budget is subsequently monitored by a Budget and Resource Committee (BRC). The BRC has very broad campus representation, providing the campus with a high level of transparency. The BRC looks at all funding sources, enrollment data, and other key indicators of financial health. They annually examine each division’s budget status and proposed expenditures for the following year, and provide input on potential revenue generating strategies as well as priority needs. To develop new funding streams, the College has expanded its camps and conferences, undertaken public/private partnerships, and is restarting its continuing education, non-credit-bearing courses.

The College has 2.75M square feet in 74 buildings on 464 acres. Most of the buildings were constructed in the 1960s to early 1970s. In 2011, the College completed a new Facilities Master Plan which was created with inputs from across the campus under the guidance of a Facilities Planning Committee which has broad campus representation. The planning process reviewed current and future academic needs to propose construction, expansion, and renovations that will bring their facilities in alignment with their student learning objectives. The plan revealed that the school currently has a deficit of 108,000 square feet of educational and general assignable space, and a deferred maintenance backlog of $200-$300M. The Facilities Master Plan is being used to set priorities for revitalizing their facilities, and has established a vision to reorganize the campus by academic areas. The state has a five-year capital plan for SUNY which annually funds the College at $19M for critical maintenance needs that may only be used for capital upgrades that are primarily directed at life safety, HVAC and program needs. Additional “strategic initiative” funds are provided for new facility construction. Several major construction projects have recently been completed, are now underway, or are in planning. These include a Special Events Recreation Center, a new liberal arts building, and student housing. The College’s facilities operational budget deals with standard maintenance and repair, and there is evidence that many facilities are not receiving proper attention. Although they have a computerized maintenance management system, there was little evidence that it is tied to preventative maintenance. The Facilities Planning Committee looks at facilities upgrade requests and prioritizes them, but basic needs appear to be overlooked in some cases. The College relies on SUNY to provide a facilities assessment every five years, with housing being assessed every three years. There is a plan to use surveys and NSSE data in the future to assess student perspectives on facilities satisfaction, but that has yet to be initiated.

The College has undertaken several green initiatives (e.g., LEED construction standards, geothermal heat pumps, recycling, storm water management, and alternate summer work schedules), resulting in significant cost savings and reduced waste stream.

The College has a well-established plan for the replacement of IT, educational, and plant equipment which are funded through several funding streams. They have just completed a major IT infrastructure upgrade with Wi-Fi available in all academic, administrative, and housing buildings.
The Self-Study does not provide information on human resources in general. However, there is evidence to suggest that the College has the faculty, staff, and administration resources to deliver their instructional programs, research activities, and community outreach. They have an active program to develop the skills of current and future managers, and provide assets to assist in succession planning. They are actively committed to increasing diversity among the faculty and staff, and have taken several actions to improve diversity with limited success. The Division of Academic Affairs is committed to hiring and retaining high-quality faculty, and has raised the percentage of full-time tenured and tenure-track faculty with terminal degrees.

Due to budget cuts, the College has had to eliminate 65 full-time equivalent positions from 08/09 to 10/11. This has been accomplished through separation and retirement incentive programs and hiring freezes, thus avoiding layoffs. The team heard from many groups that the College managed to reduce the complement with little impact on mission accomplishment. While this was not without challenges, departments chose to look at the reductions as an opportunity to review the services and programs they were delivering, to leverage technology, and focus on areas that deliver value in more efficient ways. There is a sense that the entire campus recognizes that they are in the budget challenge together, and that has pulled them together.

The Brockport Foundation provides resources to support the campus priorities articulated in the strategic plan. The College is currently engaged in a Comprehensive Fundraising Campaign which is entering the public phase, with a goal of $25M. This campaign is focused on raising funds for their endowment and cash to meet immediate and long-term needs. The College also relies on their auxiliary corporation to support priorities to enhance the student living and learning environment and to provide scholarships.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the College for using a cross-functional Budget Review Committee which provides outstanding transparency to the financial challenges facing the institution.

Significant steps have been taken within the SUNY funding environment to address the structural deficit.

Despite their fiscal challenges, the College has maintained a pool of “Priority Needs” funds for new initiatives to meet emerging requirements that keep the institution moving towards the accomplishment of its mission and goals.

The College has proposed a fee to support its new Special Events Recreation Center. This fee will provide student employment at the Center, operating dollars, and establish a sinking fund for equipment replacement to ensure that the building will continue to meet student needs for years to come.

**Recommendations:**

Many facilities and public areas show long-term deferred maintenance issues. There are significant funds provided by the state each year for major capital repairs and renovations. The team recommends that in addition to these needed building renovations, both major and minor site improvements consistent with the Facilities Master Plan should be implemented as soon as possible to improve the safety and aesthetics of the campus. Minor repairs and preventive maintenance are funded with operational dollars and additional funding should be considered as part of the strategic reinvestment process to improve these areas.
Suggestions:

The Team suggests that the College continue with the implementation of the Facilities Master Plan.

The Team suggests that the College continue with efforts to develop new revenue generating opportunities while seeking efficiencies to reduce costs.

Chapter 6: Shared Governance, Ethics and Administration

Standard 4: Leadership and Governance

Potential for Compliance: The Team found evidence that the institution has met this standard.

Summary of Key Evidence and Findings:

The College at Brockport is a constituent of the 64-campus State University of New York system and is governed by Trustees. The institution’s commitment to shared governance is clear through the existence of the College Council, the President’s Cabinet, and the College Senate. The College Council, a volunteer group of community members, is composed of nine members appointed by the Governor. The council includes the Brockport Student Government (BSG) President, elected annually by the student body, an alumni representative, and a College Senate representative. The Council is a strong and supportive advocate for the College and reviews all major plans of the College.

The College is led by President John Halstead who has led the College since August 2005. The provost has been at the institution since 2007. Both the longevity of the president and provost denote stable leadership for the institution. Four divisions, Academic Affairs, Administration and Finance, Enrollment and Student Affairs, and Advancement are led by vice presidents. There is a cohesive executive leadership team who work well together and have a shared vision for growth of the College.

The College Senate, comprising elected faculty and professional staff, reviews curriculum, general education, scheduling, sabbaticals, and relevant policies. It was evident that the Senate functions well and effectively. Students are involved in decision making through the Brockport Student Government, however the Self Study notes that involvement and participation by students is uneven. College-wide standing committees and task forces provide opportunities for constituencies to significantly inform and influence decisions.

Community members are involved in decision making and governance through the Brockport Alumni Association, the Brockport Foundation, and the Brockport Auxiliary Services Corporation (BASC). These members bring an outside and historical perspective to governance.

The United University Professions (UUP) president and the CSEA campus representative are included in meetings about budget and hiring issues. Both unions’ presidents indicated strong management/union relationships where each understood the role of the other. They talked
about being a part of shared governance and noted that the President of the College set the current tone of collegial relationships. Although they are not involved in institutional planning, they are aware of institutional goals and priorities, and members of the UUP are included on most committees. Monthly meetings between union leadership and College administration occur to air any concerns.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the College for having highly effective shared governance with a well-functioning College Senate and a very engaged and committed College Council.

**Suggestions:**

The Team supports the recommendation from the Self Study about student involvement on committees.

**Standard 5: Administration**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

The College of Brockport is one of sixty-four institutions in the State University of New York (SUNY) higher education system, which is overseen by a system chancellor and system-wide Board of Trustees. The College has a shared governance structure that allows opportunities for internal and external constituencies to provide input to the President and senior administrators into the decision-making process. There are three primary entities that contribute to policy development and implementation at the College: the President’s Cabinet, which consists of the President, Provost, Vice Presidents, and the Executive Director of Public and Government Relations; the College Council, whose membership is composed of nine members appointed by the Governor of New York, and who serve terms of seven years; and the College Senate, which is made up of elected faculty and professional staff members.

Evidence presented suggests that administrative structures are well developed to support teaching and learning. Administratively, the institution has focused resources on areas that support student success (retention and graduation), as well as student development needs. Organizational structures encourage and promote a culture that is transparent, inclusive, and open across and between multiple constituencies and College leadership. The College organization chart delineates clear reporting lines for the various vice presidents and their staffs. The College has well-articulated decision-making policies and procedures that are inclusive and consistent with best practices that are respectful of shared governance traditions. The College Senate is afforded multiple opportunities for participation in the campus-wide administration, with the College President and Provost meeting regularly with the College Senate Executive Committee and Senate President. Overall, the administrative structure of the institution appears to function smoothly and collegially.

Effective communication is supported by regular meetings at the Division level, led by the Vice Presidents and their leadership teams. In addition, each semester President Halstead hosts a town hall meeting to provide updates and receive feedback from the campus community. These efforts are bolstered by regular communication with Brockport Student Government (BSG),
Brockport College Council, Brockport Foundation, and collective bargaining units. It is clear that the administrative culture at this institution is supportive of transparency and consistent communication among all stakeholder constituent groups.

A challenge that was acknowledged and merits careful consideration and monitoring is the unintended consequences of fiscal challenges on management and bargaining unit relationships. Certainly, the role of the UUP is acknowledged and respected by the administration, as demonstrated by the UUP President’s role as a speaker at fall convocation, and the regular meetings that are held with administration and union leaders. However, this commitment to a collegial relationship must be guarded, as the nature of management/labor relationships often stress otherwise productive relationships.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the College for creating an environment that value and supports shared governance. This commitment serves as a fundamental strength in ensuring that decision making is mission driven, academically purposeful, and student success oriented.

**Standard 6: Integrity**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

The integrity of the College at Brockport as it relates to its published policies, procedures, and guidelines are clear and available to both the college community and the public. The College’s faculty and staff policies are clearly articulated in the “Faculty and Staff Handbook”. Brockport’s policies for reappointment, tenure, promotion, and evaluation are readily available to the faculty in the “the College-wide Guidelines for Faculty Appointment Renewal.” The work of the UUP and CSEA is well documented and available for the campus community.

Faculty intellectual property policies, published in the “2010 Academic Freedom and Responsibility of Faculty,” are clearly written, and reflect those of the SUNY System/College Governance Policies. The College at Brockport is clearly commitment to academic freedom.

Hiring operations at the College clearly follow established guidelines. Upon filling a position, personnel information, college policies, and departmental information are provided through a number of active media and forms.

At the College of Brockport, students have access to online versions of the undergraduate and graduate catalogs. Student policies and procedures, academic requirements, and grievance/documents are also easily available online. Based on the preparation and interviews conducted by the team, “Academic Integrity” http://www.brockport.edu/policies/index.php is clearly delineated and readily accessible to parents and students alike. The team notes that Student Right-to-Know Act information is available at http://www.brockport.edu/accountability/.

The team commends the College at Brockport for conducting the 2009 Student Opinion Survey. The survey was administered to undergraduate student and focused on Sense of Community, Student Life, and the College Environment. Campus initiatives have resulted in a more inclusive campus as seen in the 50 percent increase in minority enrollment (fall 2011 N = 314 vs. fall
The Team concurs with the College findings to continue their efforts to improve the campus climate and would strongly encourage the graduate student and faculty and staff climate surveys.

The Self-Study, documentation, and campus interviews indicate ethical practices throughout the College’s faculty, staff, and students. Additional indications of integrity are demonstrated in Standards 4, 5, and 10 where the College’s openness and honesty is repeatedly documented.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the College at Brockport's commitment to transparency and academic freedom. Further we commend the College's efforts to address student campus climate.

**Suggestions:**

The Team concurs with the Chapter 6 “recommendations.”

## Chapter 7: Student Recruitment, Support and Retention

### Standard 8: Student Admissions and Retention

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

The College at Brockport has implemented an undergraduate admission policy that has resulted in the acceptance and enrollment of students whose abilities are congruent with its mission. This is demonstrated with Brockport's SAT average which has consistently exceeded both the national and New York averages over the past six years.

The College at Brockport has a well-articulated enrollment management structure that is utilized to develop and implement strategic and tactical plans to achieve undergraduate institutional recruitment and retention goals. This commitment to an integrated approach is evident in the Division of Student Affairs and Enrollment Management Strategic Plan, which describes over one hundred goals with defined strategies, timelines and assessment plans involving the entire College. The results of these efforts are evident in the four-year and six-year graduation rates, which rank in the top quartile among four-year public institutions in the State of New York.

Retention rates for first-time, full-time cohorts over the past ten reporting years have been at or above 80%, and reflective of the significant resources that have been focused in student support services for incoming freshmen. When the transfer 1 year-retention rate recently (2009) decreased below 80%, the institution responded by establishing the Transfer Experience Program, which provides comprehensive retention focused services.

The integrated approach demonstrated in managing undergraduate enrollment is less obvious with regard to graduate enrollment, as evidenced by the worrisome decline in graduate enrollment over the past ten years (33.3%). While the institution recognizes this challenge and prepared a Graduate and Education Vision and Action Plan (GEVAP) in 2009, there has been little to no progress in addressing the core recommendations as documented in the Graduate
Education Scholarship Strategic Plan. These plans support the development of a defined graduate recruitment effort that is complemented with data driven analysis of graduate program outcomes focused on new and continuing student enrollment trends and degree completion by graduate program.

The College has clearly identified diversity as an institutional priority as articulated within the Strategic Plan for Diversity 2011 – 2016; however, minority student enrollment is restrained by a combination of a competitive recruitment market and the institutional commitment to selective admissions standards. These factors are primary drivers in limiting significant minority student enrollment growth over the past decade. It is noted that the institution has expanded efforts in recruitment of international students as a strategy to diversify the undergraduate student body. Brockport's goal is to progressively increase the racial/ethnic diversity of the students enrolled at the College.

The institution recognizes diversity as important measure in preparing students for the global marketplace and has incorporated curricular and co-curricular diversity programming in this regard.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The College has well developed and integrated enrollment management planning efforts focused on supporting undergraduate student success in academic, personal, and social development areas.

The Team commends College for the development of a Strategic Plan for Diversity that demonstrates a commitment to programming that values multicultural/international perspectives, and promotes a welcoming campus environment for all students.

**Suggestions:**

The College is aware of the graduate enrollment challenges and prepared a Graduate and Education Vision and Action Plan (GEVAP) in 2009 and Graduate Education Scholarship Strategic Plan in 2011 that should be implemented as expeditiously as possible.

The Team suggests that the College should continue efforts at improving the recruitment, retention, and graduation of underrepresented student groups.

**Standard 9: Student Support Services**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

Student success is a driving principle at the College at Brockport that is achieved by the implementation of a wide array of academic and student support programs targeted to meet the academic, personal and social needs of their student body. This full-service approach spans programs targeted from those students with academic skills needs to those who will benefit from honors programs. The retention and graduation rate outcomes serve as strong evidence of the positive impact of an integrated student success model. Interviews with students, faculty, professional staff, support staff, and administrators reveal an esprit de corps that is founded on
an institution-wide commitment to academic excellence that centered on promoting student success.

For students with previously defined academic needs (Special Admits), the College has instituted a number of services designed to support their academic and social success. Included among these service offerings are the EOP, Transition, and Exceptional Talent (ET) programs. These programs provide their cohorts tutoring services, block scheduling, and intervention strategies unique to their particular needs. Special programs are also in place for new students with documented disabilities through the Office for Students with Disabilities (OSD).

The College has in place a robust set of electronic-based systems that support students from enrollment to graduation. In particular, the Degree Audit Report System (DARS) is an effective tool that is used by undergraduate and graduate students in monitoring requirements for specific majors, minors, and the general studies program. An enhancement that is in development for graduate students is the added functionality of Graduate Certification Program tracking. In addition, Library, Information and Technology Services (LITS) has focused on academic success by delivering a full set of technical and information-based tools to students via classroom technology, software initiatives (Virtual Desktop Interface), specialized computer labs, a learning management system (ANGEL), and the LITS help desk. When viewed in total, this service approach is representative of the significant institutional investment to the robust student support service offerings at the College.

Documents indicate that the Enrollment Management and Student Affairs (EMSA) teams are strategic in their planning, implementation, and assessment of their program activities. A comprehensive Student Learning Outcomes Development process shows that the division has engaged in appropriate self-reflection, program assessment, and goal setting. The results of the administration of student survey instruments, as well as the analysis of enrollment data, are benchmarked against state and national peers.

EMSA has taken a leadership role across campus in its efforts to assess effectiveness through its EMSA Assessment Team (EAT). Currently EMSA has been involved in the following assessment opportunities: National Survey of Student Engagement, EBI Assessments, National College Health Assessment, and Student Opinion Surveys.

Finally, the College of Brockport has created a safe and secure environment for student success via community policy initiatives, a well-supported Student Health Center, and a Counseling Center which work to provide students with a full menu of wellness offerings that are vital to student success on a residential campus. The College has instituted a Student Behavioral Consultant Team (SBCT). The SBCT meets weekly to assess the campus environment identifying students in need or students who exhibit behaviors of concern both inside the classroom and across campus. The SCBT program provides an opportunity to cross-check information with a variety of campus constituents.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the College for the effective implementation of student success initiatives that focus on academic, personal, and social development of the individual.
Suggestions:

The Team suggests that as financial resources become available the College implement the recommendations of the Academic Advisement Task Force.

Chapter 8: Faculty and Academics

Standard 10: Faculty

Potential for Compliance: The Team found evidence that the institution has met this standard.

Summary of Key Evidence and Findings:

Faculty members teaching more than one course per year submit annual reports of their work, including teaching, service and scholarship. These reports go to the chair, and then the dean, provost and president. Evaluations occur in the first and third year of the probationary period, but the reports are considered in terms of the degree to which the faculty member is performing at rank. The incentive to maintain their work at that level is apparent in salary increases.

The teaching aspect of the reports include student evaluations, student grades, revisions to courses, course assessments, advisement of students, and supervision of honors and research projects. The College at Brockport supports a Center for Excellence in Learning and Teaching (CELT). Nearly 1000 faculty attended CELT events last year, from brown bag lunches to webinars. In addition, the College has set up 12 faculty learning communities to support faculty at transitional moments in their work, such as taking on administrative roles or developing new programs.

Each faculty member is required to maintain an active level of scholarship. To support this standard the College provides each with $750 per year, a figure which is supplemented by the dean as needed. The College has a fully staffed grants office and is in the process of raising funds that will be earmarked for faculty development. In addition, there are mini grants of up to $4,000 for faculty; departments, deans and the provost will provide occasional supplemental support for conference travel or equipment/software; the provost awards pre-tenure and post-tenure grants of up to $4,000; the faculty union provides some funds for travel; there are some technology grants of $1,000-2,000; and there are some start-up funds for science faculty, up to $70,000 for Biology.

There is a clear link between scholarship and community outreach. Faculty members are encouraged to participate in volunteer work in the community that relates to their particular field of expertise.

The procedures for hiring, promotion, tenure, grievance, discipline and dismissal are on the College website, with clear guidelines for promotion and tenure, including materials such as the Boyer criteria for assessing scholarship and the contents of the teaching portfolio. Discipline and dismissal procedures are somewhat less clear, but are initiated by the chairs’ expressed concern in a yearly review, that if repeated in a third year, could lead to termination. It appears that each department maintains separate Criteria for Personnel Actions.
specifies what is expected of a faculty member in a normal year, and tenure-decision year, or a promotion year.

There is concern about the heavy reliance on temporary faculty, but the College is hiring 26 new faculty this year. There are also a number of full-time temporary faculty on three-year contracts, called QARs, who are hired through the same procedures as regular faculty but teach a 4/4 load and are only required to perform service and advisement, not scholarship.

The College website contains a direct and clear statement of what academic freedom means and in what ways the college protects it.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the faculty at the College for the quality and quantity of their research and scholarly activity. Over $5.5 million in grants were awarded in 2010-11 alone, and an impressive number of peer-reviewed articles and books were published in each of the last three years. The faculty in some departments, for example Chemistry, produced a large number of peer-reviewed journal articles in highly regarded publications, such as *Biochemistry*.

**Standard 11: Educational Offerings**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

Brockport has 50 undergraduate majors and 48 graduate programs. The list of programs is clearly stated in the undergraduate and graduate catalogs.

Most programs have goals that are stated in terms of student learning outcomes. Some programs, however, had vague or overly ambitious goals or missing student learning outcomes. Program student learning goals also were difficult to find. Program goals, for example, were not stated in the undergraduate catalog or on department web pages.

The Team also found some evidence that course syllabi incorporate expected student learning outcomes. The institution has a guide that includes a brief discussion of the elements of syllabi, which includes “a list of course learning objectives.” The implementation of this policy, however, varied across departments. Several sample syllabi did not incorporate student learning outcomes.

The College has a seven-year program review process, which includes departmental self-studies and external reviews. The program review process also has clearly defined components and includes a request for program goals that are stated in terms of student learning outcomes.

Departments also submit departmental annual reports, assessment plans, and assessment reports using uniform templates. The completeness of these reports varies across departments and disciplines.

The team reviewed evidence documenting adequate learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution’s
educational programs. The College provides services through its Library, Information and Technology Services (LITS) department. According to LITS personnel, the College has allocated adequate funding and staff to ensure the necessary support for students, faculty, and staff. The College recently completed significant improvements to its library and provides adequate library and technology assistance at the MetroCenter.

The LITS staff delivers in person and web-based services. As an illustration, the College is piloting Virtual Desktop Interface (VDI) software which is designed to give students access to a consistent suite of academic software. The College provided specific information regarding library services and information literacy initiatives in the self-study and during the team's visit. As an example, “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.” (Self-Study, page 73)

The Team found evidence of clearly published and implemented policies and procedures regarding transfer credit that describe the criteria established by the institution regarding the transfer of credits earned at another institution. Criteria seem to be fair, consistently applied, and publicly communicated.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the institution for the number of programs or departments which are accredited by their respective national accrediting bodies. The institutional emphasis on discipline accreditation is directly related to the institution’s mission and strategic plan.

**Suggestions:**

The Team suggests that the institution develop a protocol that allows for improved communication of and access to program student learning goals.

The Team suggests that the institution focus on ensuring a more comprehensive approach for incorporating expected student learning outcomes for all course syllabi.

**Standard 12: General Education**

**Potential for Compliance:** The Team found evidence that the institution has met this standard.

**Summary of Key Evidence and Findings:**

The College at Brockport has a program of general education of sufficient scope to enhance students’ intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs;

**Excerpt from self-study**

“The College at Brockport, like all the colleges and universities of the SUNY system, is required to accommodate the SUNY Trustees mandates for student learning outcomes in General Education. The Trustees now require SUNY students entering in Fall 2000 or later to meet learning outcomes in ten fields including American history, western civilization, other world civilizations, and foreign languages, areas previously not required of all students. The
complete set of requirements of Brockport's General Education program (including the Trustees' requirements) has been phased-in for entering freshman students beginning in Fall 2001. Transfer students became subject to the new requirements if they matriculated at Brockport in Fall 2003 or later.

During the most recent revision of Brockport's Traditional General Education Program student learning outcomes were written for all components of the program. Courses approved for the various components provide instruction guided by those learning outcomes. All courses approved for the General Education program are approved by the General Education Committee of the College Senate and, if designed to meet the Trustees outcomes, by the SUNY-GER group as well.”

The institution has three options through which students may complete their general education requirements: the Traditional General Education Program, the Delta College Program, and the College Honors Program. Most student meet general education requirements through the traditional program. The Delta College Program was founded in 1973 and focuses on learning communities and experiential learning. Approximately, 60 students enter the Delta Program annually. The Delta College Program offers distinct courses designed to meet general education student learning goals. The College Honors Program was formally established in 1974 and seeks to develop a community of scholars. The Honors Program admits approximately 70 freshman and 60 transfer students annually and is directly tied to academic achievement and scholarships. The Honors Program offers honors sections of general education courses.

The institution’s general education programs are explicitly tied to institution’s mission in the catalog and self-study. General Education course requirements are stated clearly and accurately. Institutional documents also articulate the differences between the three general education options.

The College’s Traditional General Education option and the Honors Program, for the most part, are based on required courses and options within categories. The institution’s discussion of general education does not include specific institutional student learning outcomes. The Delta College material also does not include specific general education outcomes. The self-study report, however, refers to the SUNY General Education Requirement Student Learning Outcomes.

SUNY General Education Student Learning Outcomes and the College’s General Education outcomes are not easily accessible. For example, general education outcomes are not listed in the catalog or on the General Education web site.

A link to the SUNY Student Learning Outcomes also is not on the web page. The absence of explicitly stated General Education Student Learning Outcomes for the Institution lessens the coherence of the general education options.

The General Education Link on the Institution’s website was very general. The Institution directs students to review general education requirements in the undergraduate course catalog. The document “General Education Requirements Effective Fall 2011” also does not contain general education outcomes.
The institution submitted evidence to demonstrate that it administers internal and external tests to assure that students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline.

The institution reports that assessment of general education outcomes occur through periodic reports by departments involved in General Education. This institution in the self-study report, however, acknowledges “information from these departmental assessments vary in usefulness depending on the interest and skill the particular department brings to the assessment process.”

Faculty teaching general education courses seem to be aware of the appropriate SUNY student learning outcomes for their respective courses. Some evidence to support this assumption is found in Appendix: 10.05 General Education Assessment report for College Composition.

“Instructors were asked to require that each of their students write an argumentative essay that achieved the following Student Learning Outcomes:

- Students will demonstrate the ability to produce coherent texts within college-level forms.
- Students will research a topic, develop an argument, and organize supporting details.
- Students will demonstrate the ability to revise and improve such texts.

General Education Assessment Reports were submitted from Composition, Critical Thinking, Computer skills, and foreign language in the Self-Study Appendices. However, only the Composition Report refers to SUNY Student Learning Outcomes.

The Provost recently created an Academic Affairs Task Force on General Education Final Report in order to “identify 2 or 3 alternative revisions to the existing general education program.” The Task Force Report issued its report in May 2010 and recommended distribution models of general education.

Based in part on the Task Force Report, the institution is currently conducting a periodic program review of its General Education Periodic Program Review.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

The Team commends the institution’s continuing commitment to three options through which students may complete their General Education requirements; the Traditional General Education Program, the Delta College Program, and the College Honors Program.

**Suggestions:**

The Team suggests that the institution develop a protocol that allows for improved communication of and access to the College’s general education outcomes.

The Team supports the College’s program review of its General Education Options.

The Team supports the Self-Study’s “recommendation” for more full-time faculty to teach General Education courses.
Chapter 9: Related Educational Activities

Standard 13: Related Educational Activities

Potential for Compliance: The Team found evidence that the institution has met this standard.

Summary of Key Evidence and Findings:

Basic Skills. The College supports a Student Learning Center that provides skills workshops, math and writing tutoring. The tutoring is conducted by graduate and undergraduate students. The Counseling Center conducts mental health counseling and does outreach. The Wellness Program is coordinated by both the Student Health Center and the Counseling Center.

The College also has several programs for entering students who are admitted but do not meet our regular admissions guidelines and will need additional services: The Educational Opportunity Program, the Exceptional Talent Program, the Transition Program and the Collegiate Science and Entry Program. EOP uses a pre-freshman summer program and special freshman curriculum. Typically these students have been economically and educationally disadvantaged. Exceptional Talent is a program for those students with weak scholastic success, but possess athletic or artistic talent. Selection of these students is done through portfolio or videos of their work or audition. This program includes mandatory tutoring and study halls and living on campus as freshmen. However, it appears through anecdotal evidence that these students do not do as well after the freshman year support. To address this with students who are intercollegiate athletes, an advisor has been hired to develop a student support program for all four years of college. Transition is for those students who are close to meeting admission requirements. They must take a summer program. The Collegiate Science and Technology Entry Program is based on income. It is for the under-represented first-generation student with career goals. For most of these programs there is evidence that they improve student success.

Certificate Programs. There is a special Certification Office for teaching, school counseling and school administration. Also, there are certificate programs in nonprofit and arts administration, and creative writing. Many of these are new programs.

Experiential Learning. Programs include the Washington program, Brockport Career Exploration Course, Disney College Program, America Reads Program, Public Service Internship Program, and practicums and internships in Social Work, Counselor Education and Psychology. The internship matrix provides some information about what these programs entail and how many credits they are worth. Some internships are supervised through the Career Services offices; others are organized through individual departments.

Non-credit Offerings. There is a new program (July 2010) called the Center for Continuing Professional Education which is located at MetroCenter. It is designed to provide individual organizations with professional development and other professionals with continuing education, such as counselors and teachers.

Branch Campuses, Other Sites. The main satellite campus is MetroCenter. It has 3 computer labs, 18 classrooms; faculty and student lounges, library, and a career services satellite center. It offers over 80 undergraduate and graduate courses each semester: 85% from School of Education and Human Services; 76% graduate working adults. Professional staff members are
on site during all open hours. This site also maintains offices for the President, the Provost, the Vice President for Advancement, the Alumni Association, the Brockport Foundation, the Institute for Computational Mathematics, Science and Technology, the Center for Continuing Professional Education, and the Small Business Development Center.

Other off-campus sites include the Visual Studies Workshop (an Independent, non-profit, alternative arts organization for education, exhibitions, and publishing that also provides support for the College’s MFA degree), the Rochester Educational Opportunity Center (for under-prepared, socio-economically challenged populations that provides remedial, non-credit bearing courses and certificates in vocational skills), and the Study abroad program. The latter program sets up regular site visits, meetings with representatives, meetings with counterparts at conferences; provides students with policies and procedures manual and program-specific booklet, in-person orientations; and assesses student learning through anecdotal stories and student grades. International Studies is the second largest international program in the SUNY system. It is in the process of linking these experiences more tightly with academic programs in all of its offerings.

*Distance Education.* The courses are offered through faculty interest and no programs are fully online, but the number of courses offered through this platform is expanding. There is an office for support for distance education -- SUNY Learning Network -- and good student support, including an online library with remote access. Student authentication occurs through an identity management system that provides a unique user name and password for access. There is an instructional design specialist, information technology specialist and a learning systems team. Workshops are provided on general training, the online course platform, videos, and other teaching media.

*Affiliated Providers.* There are articulation agreements with Monroe Community College and Genesee Community College, a 3+3 Doctor of Physical Therapy with SUNY Upstate Medical University, a Masters of Social work with Nazareth College, a 4+1 Master of Business Administration with Clarkson College, Union College, Rochester Institute of Technology, and an Early Leaders MBA program with College of Rochester. The College at Brockport also supports eight area sites for a Small Business Development Center (SBDC) which provides one-on-one assistance and workshops for start-up help, marketing, personnel issues, record keeping, feasibility studies, funding acquisition, and business plan development. The SBDC counseled 1043 clients and 95 small businesses were funded for nearly $8 million in 2010.

*Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:* The College offers outstanding programs at the MetroCenter, the Visual Studies Workshop, the Rochester Educational Opportunity Center and the Small Business Development Center, as well as the International Studies Program.

The Team commends the College for developing and implementing a Masters in Social Work (MSW) program at the MetroCenter that resolves the completely different systems of a private college and this public state college innovatively and quite interestingly.

*Suggestions:* The Team detected that MetroCenter programs feel somewhat marginalized in The College at Brockport culture. They are high-quality, and it would enhance the institution to give them greater visibility.
The Team suggests that the college ensure consistent quality and assessment of distance education through its current expansion.

Chapter 10: Student Learning, Assessment and Continuous Improvement

Standard 14: Assessment of Student Learning

Potential for Compliance: The Team found some evidence that the institution has met this standard.

Summary of Key Evidence and Findings:

Programs with external accreditation and science programs have ongoing, sustainable systems of student learning outcomes assessment, but few others do. Some programs provide course-objective mappings, such as Criminal Justice, Education and Human Development and the Counselor programs, but not all of them do. All departments are required to submit annual assessment plans for one of their student learning outcomes (SLO) to the Vice Provost’s office. The team is concerned that many of the plans available for review addressed only one SLO and were not comprehensive assessment plans.

Many programs used standardized tests for tools. Others used rubrics, some of which are included in the reports. However, while many programs are assessing student learning outcomes with great care, this part of the system is of greatest concern. While it is not essential to use direct and indirect measures in assessing each objective, it is preferable, and few programs at this College use both. If a program must decide between direct and indirect measures, direct ones are more valuable. Indirect measures are largely lacking in student learning outcomes assessment (SLOA) at The College at Brockport, but they should never be the only measure. Grades, while a direct measure if based on explicit criteria related to clear learning goals, should never be the only assessment tool. At least seven of those programs reporting in the documents room indicate that grades are the only assessment.

SLOA is the measure of what students know and/or know how to do when they leave the College. Many of these SLOA systems conduct evaluations of students earlier in their course of study, creating course assessments rather than programmatic ones. In some accredited fields, such as education, the course assessments are required, but they are not as useful in fields that need to examine students closer to the point of graduation unless the program is conducting benchmarking and has reasons for doing so, such as when a program is tracing back through the course-SLO mapping to determine where the impediments to student learning might lie.

The report on non-accredited graduate programs should be commended for its candor. These programs largely lack course to SLO mappings, and many of these reports are vague. The Education Administration program fills the SLOA plan cells with the abbreviation, TBD, for “to be determined.” The History program indicates that essays will be the data, but it does not identify the particular scoring guide to be applied to that data.

The art program’s SLOA system is of particular interest here, since it has developed a very nice and very organized one. However, in assessing only student work that has been selected for the exhibition, the program is not looking at the degree to which its students are meeting its standards. Any student whose work does not meet the standard/interests/predilections of the
juror, and any student who does not submit work to the show, will not be included in the programmatic assessment.

When action items are suggested, it is unclear whether they are implemented or, if they are, whether those outcomes have been reassessed to measure the impact of that change.

**Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**

Several departments have developed clear, organized, thorough and thoughtful assessments of their programs; for example, Biology, Computer Science, Delta College and Business, among others. Those programs with good assessment systems include thorough course to student learning outcomes objectives mappings and concrete and considered action items through careful analysis of the findings. Biology, for instance, provides a great example of benchmarking and demonstrates the expansion of student knowledge between 200-level and 400-level courses. Sociology conducts an equally interesting assessment to discern the impact of the number of Sociology courses taken on student awareness of particular issues of concern to that discipline. Also, for General Education, the assessment of writing skills using the GEAR rubric is commendable, thoughtful and thorough, and demonstrates program integrity.

Externally accredited programs with licensure exams, such as the MSW and Nursing programs, report high pass rates, as shown on pp.88-89 in Chapter 8 of the Self-Study on Faculty and Academics.

**Recommendations:**

The Team recommends that the Student Learning Outcomes Assessment system at The College at Brockport needs to be fully developed and established. A sustainable culture of SLOA is not evident in many programs and needs to be fully developed campus-wide. The College needs to assign a person or office to assist, train and advise programs in this effort.

V. **Summary of Recommendations for Continuing Compliance and Requirements**

**Standard 1: Mission and Goals**

*The institution’s mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.*

**Recommendations:**

None

**Standard 2:**

*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.

Recommendations:
None

Standard 3:

The human, financial, technical, 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.

Recommendations:

Many facilities and public areas show long-term deferred maintenance issues. There are significant funds provided by the state each year for major capital repairs and renovations. The team recommends that in addition to these needed building renovations, both major and minor site improvements consistent with the Facilities Master Plan should be implemented as soon as possible to improve the safety and aesthetics of the campus. Minor repairs and preventive maintenance are funded with operational dollars and additional funding should be considered as part of the strategic reinvestment process to improve these areas.

Standard 4:

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes and 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.

Recommendations:
None

Standard 5:

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

Recommendations:
None

Standard 6:

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.
Recommendations:

None

**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._

Recommendations:

The Team recommends that The College at Brockport needs to design and implement a sustainable institutional assessment system. Full implementation requires evidence that results are shared with the campus community; used in decision-making; and, more importantly, demonstrate students are achieving institutional and programmatic goals. The team strongly endorses the self-study recommendations 2, 3, and 4.

**Standard 8:**

_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._

Recommendations:

None

**Standard 9:**

_The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students._

Recommendations:

None

**Standard 10:**

_The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals._

Recommendations:

None

**Standard 11:**

_The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings._
Recommendations:

None

Standard 12:

The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Recommendations:

None

Standard 13:

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Recommendations:

None

Standard 14:

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.

Recommendations:

The Team recommends that the Student Learning Outcomes Assessment system at The College at Brockport needs to be fully developed and established. A sustainable culture of SLOA is not evident in many programs and needs to be fully developed campus-wide. The College needs to assign a person or office to assist, train and advise programs in this effort.