Cabinet response to IEAC Spring 2014

The Cabinet would like to thank the IEAC for putting forward comments and recommendations for the 2011-16 Strategic Plan progress report. We are taking under consideration several of the IEAC’s comments and recommendations, including initial responses found below.

1.1 Increase service learning within the curriculum
The IEL is overseeing the HIP Hoc committee. Deliverable to the next provost will report status and recommended next steps. We disagree that it has not been identified as a priority within Academic Affairs. There was a HIP proposal to Senate in AY 12-13, the creation of the HIP AACU team, and now the HIP Hoc committee. The NSSE ‘14 survey will also inform our work. Service learning embedded within courses does not generally require staff and financial resources beyond the individual faculty time.

2.1 Implement a cohesive and intentional GEP
The goal should be re-written as the GEP PPR suggested that we have a cohesive and intentional GEP. Instead, the GE team is working to enhance the centrality of the GE SLOs to the campus, specifically as it relates to the GE courses, as it relates as a foundation to the majors and as they are extended as SLOs into the majors. The GE team will deliver results and recommendations to the next provost. The hope is that they will suggest communicating the GE SLOs, internally and externally, as central to the foundational, GE courses, and the advanced, upper division major courses. Perhaps with assessment at the completion of the GE course, and assessment in the senior year, expecting the majors to extend the GE SLOs to an advanced level. Curriculum mapping of the GE SLOs might occur within each major as taught and with a sophomore and senior assessment plan.

2.2 Increase programmatic accreditation where available.
This goal should be reworded to maintain programmatic accreditation and seek programmatic accreditation where available.

This goal is well known. There should be an inventory of where are they available against where we have or have not achieved such accreditation, against which goals and timetables can be set. Resources have been identified.

3.1 Increase student involvement in faculty scholarship
Graduate Education and Scholarship may have limited impact. Instead, DSI emphasis for scholarship involving students should be implemented.

3.2 Incorporate HIPs into curriculum.
HIPs are robust and the HIP Hoc committee will report 7/1/14. Resource allocation may not be an issue if in fact few seniors are not reaching the 2 HIP goal.
4.2 ASC.
Moving along appropriately in an alternate, perhaps better, location: Brown.

4.3 IEL Full scale launch.
This goal may be refined after the HIP Hoc Committee reports 7/1/14.

4.4 Diversity
Students: Campus climate survey may inform retention efforts. International enrollment assessment should be assessed after 3-5 years, as reported to the BRC.

Faculty/Staff: HR may take the lead. For faculty, guidance and leadership to chairs and search committees on the importance and specific processes in place to move the dial.

7.1 Increase partnerships with K-12 schools
This goal should be reworded to be “Enhance partnerships...” because we don’t necessarily need more, we need better, richer experiences for our candidates and for P-12 students.

The funding received to send a team, including representatives from PUC charter schools, Brockport Central, and RCSD along with Campus representatives to the NAPDS conference will enhance the experience for our candidates.

Greater involvement in Roc the Future will enhance the P-12 outcomes.

7.2 Increase partnerships with regional businesses
The IEAC recommends that the SOBAE Dean and Director of Career services share this responsibility. This is implied in the bullet points but can be made more explicit.

Global Measurable Outcomes
We agree with the IEAC’s recommendations that the Retention Rates and Graduation Rates outlined in the Strategic Plan need to be revised and that the IEAC should charge the Enrollment Management Committee.

Also, a review of Aspirant Peers should be undertaken by the Institutional Research and Planning and IEAC and recommendations made to Cabinet.