Divison of Academic Affairs - Academic Quality and Engagement [I_AQE]

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<th>College Priority</th>
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<tbody>
<tr>
<td>Rigorous curricular programs</td>
<td>I_AQE.2</td>
<td>1. Offer high quality, rigorous academic programs [AA.01]</td>
<td>a) Maintain continuous curricular development and improvement [AA.01_SG.01]</td>
<td>1) Continue periodic program review of all academic programs.</td>
<td>2011-12</td>
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| | | | | | 2) Conduct periodic program review of general education focused on intentionality and integration of the content. Ask external reviewers to specifically address the impact of requiring the following would have on the goal of improving student performance on learning outcomes for writing, communication and critical thinking in the General Education Curriculum:  
• A capstone experience for all students  
• More full-time faculty engaged in the general education curriculum  
• A general education first-year seminar requirement | | 2011-12 | Monitor Joint Action Plan and report progress to College |
<p>| | | | | | 2013-14 | |
| | | | | | | |
| | | | | | 3) Promote opportunities for interdisciplinary teaching. Provide support through CELT Provide resources for course development | | 2013-14 | Measures increases in number of courses; monitor assessment results on student learning outcomes |</p>
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<td>4) Where pedagogically appropriate, enhance the use of technology in teaching to improve student learning. Prepare a faculty guide for the use of technology as an enhancement to teaching</td>
<td>2013-14</td>
<td>Follow the use of technology in teaching longitudinally and assess its impact on learning</td>
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<td>b) Examine the impact of the curriculum on students’ progress toward their degrees. [AA.01_SG.02]</td>
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<td>1) Offer more bottle neck/high need courses during special sessions to reduce time to degree at the undergraduate level. Create a list of bottle neck/high need courses Develop course offering plans by major program that include Special Sessions Develop a staffing strategy to support offering high need courses in special sessions Implement a demand model for establishing Special Sessions offerings</td>
<td>2011-12 2013-14</td>
<td>Follow student progress to degree longitudinally</td>
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<td>2) Examine the curriculum for efficiency at all levels – general education, major, credit hours/course</td>
<td>2011-12 2013-14</td>
<td>A common operational definition of “efficient curriculum” is derived Responsibilities for creating these efficiencies is assigned at the appropriate level Efficiency becomes part of the departmental annual report</td>
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<td>3)</td>
<td>Develop calendar year program options</td>
<td>2013-14</td>
<td>Follow student progress longitudinally</td>
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<td>Develop course offering plans by major program that include Special Sessions</td>
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<td>Develop a staffing strategy to support offering high need courses in special sessions</td>
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<td>c)</td>
<td>Maintain and pursue programmatic accreditation where appropriate. [AA.01_SG.03]</td>
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<td></td>
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<td>1)</td>
<td>Provide the resources necessary to earn and support accreditation.</td>
<td>2011-12</td>
<td>Existing programmatic accreditations are maintained</td>
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<td>2013-14</td>
<td>Additional accreditations in professional programs are examined</td>
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<td>2015-16</td>
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<td>d)</td>
<td>Infuse diversity/inclusion across the curriculum [AA.01_SG.04]</td>
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<td>1)</td>
<td>Examine the General Education curriculum and all major degree programs for the extent to which diverse perspectives are included.</td>
<td>2015-16</td>
<td>Monitor progress, review course assessments and student learning outcomes related to diversity/inclusion</td>
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<td>Consider a focus on diversity in the curriculum as part of the periodic program review process.</td>
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<td>Provide support for faculty through CELT</td>
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<td>Consider having diverse perspectives as a required component of any new courses developed.</td>
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<td>e) Develop the Library’s role as a vibrant center for scholarly communication and research [ AA.01_SG.05]</td>
<td>1) Focus on stewardship of locally created information</td>
<td>2011-12</td>
<td>Establish Brockport digital repository. Quantity and quality of content.</td>
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<td>2013-14</td>
<td>2015-16 # of times content is accessed by public.</td>
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<td>2) Develop a local, digital teaching, learning, scholarship repository</td>
<td>2011-12</td>
<td>Establish Brockport repository utilizing Digital Commons or a similar system.</td>
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<td>2013-14</td>
<td>Assess Quantity and quality of content, # of times content is accessed by public.</td>
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<td>3) Continue to build upon information literacy successes</td>
<td>2011-12</td>
<td>Increase # of FTF sessions and implement online information literacy sessions for distance learners</td>
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<td>4) Pursue thoughtful and innovative collection development strategies</td>
<td>2011-12</td>
<td>Collaborate with other libraries to leverage purchasing power and improve quality of collections</td>
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<td>Active faculty/staff engagement in student learning and development both inside and outside of the classroom I_AQE.3i AND .3ii</td>
<td>2. Encourage active faculty/staff – student engagement in student development. [AA.03]</td>
<td>a) Improve academic advisement. [ AA.03_SG.01 ]</td>
<td>1) Conduct a comprehensive review of the College’s undergraduate advisement system.</td>
<td>2011-12</td>
<td>Make changes as appropriate based on the review.</td>
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<td>Close the gap in retention rates for underrepresented students. [ AA.03_SG.02 ]</td>
<td>2015-16</td>
<td>Monitor student satisfaction results from NSSE and focus groups</td>
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<td>1) Expand advisement and support programs for students in underrepresented groups.</td>
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<td>Create a task force to identify barriers to success and develop a plan to reduce the barriers.</td>
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<td>Provide resources to support the plan.</td>
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<td>Improve degree completion rates for graduate students through enhanced advisement. [ AA.03_SG.03 ]</td>
<td>2013-14</td>
<td>Monitor degree completion rates longitudinally</td>
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<td>1) Improve degree completion rates for graduate students through enhanced advisement.</td>
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<td>Track student satisfaction with advisement as reflected on the GSSE</td>
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<td>Create an advisors handbook tailored to graduate students</td>
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<td>Consider centralizing graduate student services into a one stop location</td>
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<td>Improve the graduate student experience. [ AA.03_SG.04 ]</td>
<td>2011-12</td>
<td>Review survey results and monitor progress on recommendations for change</td>
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<td>1) Examine the needs and expectations for graduate student engagement.</td>
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<td>Conduct a survey to collect baseline data</td>
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<td>2) Clarify the expectations for GA/TA</td>
<td>2011-12</td>
<td>Review recommendations from GA/TA/GDF Task Force and implement</td>
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<td>Funded students will complete an annual performance review</td>
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<td>Improve information services to graduate populations [ AA.03_SG.05 ]</td>
<td>2011-12</td>
<td>Administer Merged Information Services Organization (MISO) survey to graduate students</td>
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<td>1) Continue to build robust library information services appropriate for graduate level research and study.</td>
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<td>2) Increase support for GA/TA</td>
<td>2013-14</td>
<td>Monitor changes and assess impact</td>
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<tr>
<td>3. Provide a robust faculty and staff development program [AA.04]</td>
<td>a) Support high levels of disciplinary competence and institutional engagement. [AA.04_SG.01]</td>
<td>1) Expand professional development programming through CELT</td>
<td>2013-14</td>
<td>Monitor employee satisfaction longitudinally.</td>
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<td>Continue to administer the Faculty Survey on Student Engagement</td>
<td>2015-16</td>
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<td>Provide ongoing and enhanced funding to support faculty participation in regional, national and international conferences</td>
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<td>2)</td>
<td>Provide ongoing and expanded support for sabbatical like opportunities for professional development.</td>
<td>2013-14</td>
<td>Monitor impact on scholarly productivity.</td>
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<td>2015-16</td>
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<td>3)</td>
<td>Provide ongoing funding to support Learning Communities for faculty and staff.</td>
<td>2015-16</td>
<td>Review annual reports and assess the impact of participation in a learning community on teaching and scholarship.</td>
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<td>b) Maintain and enhance leadership development opportunities for faculty and staff [AA.04_SG.02]</td>
<td>1) Support attendance at regional and national leadership development programs</td>
<td>2011-12</td>
<td>Monitor impact by faculty participation and satisfaction</td>
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<td>Explore creation of an internal leadership development program for faculty and staff interested in administration</td>
<td>2013-14</td>
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<td>Improve succession planning opportunities for faculty and staff leadership positions</td>
<td>2015-16</td>
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<td>Track number of faculty moving into administrative positions</td>
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<td>Rigorous curricular programs I_AQE.2</td>
<td>4. Strengthen graduate education [AA.05]</td>
<td>a) Enhance the reputation and visibility of the College within the region for providing high quality graduate education [AA.05_SG.01]</td>
<td>1) Examine the administrative structure that supports graduate education at the College.</td>
<td>2011-12</td>
<td>Review the reports and recommendations generated over the past two years and implement the structure that best supports the goals.</td>
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<td>2) Feature graduate education prominently in College publications and marketing materials.</td>
<td>2011-12</td>
<td>Review materials annually, make recommendations for change</td>
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<td>2013-14</td>
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<td>b) Strengthen graduate program enrollment. [AA.05_SG.02]</td>
<td>1) Operate graduate programs at capacity Increase opportunity for advanced study at the College using the following strategies. Develop a multi-year marketing plan Continue to develop combined degree programs Continue to develop certificates of advanced study Revitalize the Master of Liberal Studies Program</td>
<td>2013-14</td>
<td>2015-16</td>
<td>Monitor enrollment as a function of capacity, follow enrollment in new programs; monitor admissions statistics monthly.</td>
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<td>5. Strengthen faculty scholarship [AA.06]</td>
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<td>Increase faculty publications and creative works [AA.06_SG.01]</td>
<td>1) Increase external funding that supports faculty scholarship</td>
<td>2011-12</td>
<td>Track submissions and awards longitudinally</td>
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<td>Increase faculty presentations in national and international conferences</td>
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<td>Reduce barriers to interdisciplinary research &amp; scholarship</td>
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<td>Support efforts in the scholarship of diversity.</td>
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<td>Support efforts in the scholarship of teaching</td>
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<td>Add resources to the pre-award office</td>
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<td>6. Manage Enrollment at the Programmatic Level [AA.07]</td>
<td>Rigorous curricular programs I_AQE.2</td>
<td>Maintain balanced enrollment in academic programs to ensure the</td>
<td>1) Identify an appropriate capacity for each academic major and operate them at capacity.</td>
<td>2011-12</td>
<td>Monitor enrollment patterns by program longitudinally</td>
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<td>integrity of the College’s mission to provide a strong liberal arts</td>
<td>Promote targeted recruitment with community college partners</td>
<td>2013-14</td>
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<td>curriculum with an appropriate array of professional programs.</td>
<td>Leverage scholarships to target enrollment</td>
<td>2015-16</td>
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<td>[AA.07_SG.01]</td>
<td>Work in collaboration with EMSA to develop a comprehensive marketing plan</td>
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| Enrichment programs and services that are designed to promote: student development; engagement in learning; engagement with the institution II_CCSP.4.i II_CCSP.4.ii II_CCSP.4.iii | 1) Improve the student experience [AA.08]                                         | Improve faculty-staff and student engagement [AA.08_SG.01]                                                     | 1) Encourage participation in academically enriching experiences outside of the classroom.  
Maintain the APS requirement for 5 campus activities  
Strengthen participation in Scholars Day and the Diversity Conference  
Maintain the faculty in residence program  
Encourage student participation in speaker series, performing arts programs, athletic programs and cultural performances  
Fully launch the Institute for Engaged Learning  
Increase faculty involvement in Living Learning Communities | 2011-12, 2013-14, 2015-16 | Monitor student satisfaction results on the NSSE and SOS  
Review results of focus groups  
Track utilization rates for the IEL |
<p>|                                                                                  | 2) Explore appropriate co-curricular programming for non-traditional and graduate students. |                                                                                                                                                                           |                                                                                                                                                                                                             | Track results from GSSE longitudinally |</p>
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<tr>
<td>Engagement of the campus in the community III_LEQP.7</td>
<td>1) Maintain a vibrant and engaged community [AA.09]</td>
<td>Improve the engagement of faculty and staff with the College, its students, alumni and other stakeholders [AA.09_SG.01]</td>
<td>Align the reward structure with the goal</td>
<td>2011-12</td>
<td>Monitor climate survey results and focus group results 2013-14 2015-16</td>
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<td>Engagement of the campus in the community III_LEQP.7</td>
<td>2) Improve diversity and inclusion throughout the division [AA.10]</td>
<td>Improve the engagement of faculty and staff with the College, its students, alumni and other stakeholders [AA.09_SG.01]</td>
<td>Review hiring practices</td>
<td>2011-12</td>
<td>Report on search candidates to the Provost as part of the Unit annual reports 2013-14 2015-16</td>
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<td>2) Increase the number of informal collision/collaboration spaces across the campus.</td>
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<td>Increase the number of informal collision/collaboration spaces</td>
</tr>
<tr>
<td>College Priority</td>
<td>Division Priority</td>
<td>GOAL</td>
<td>STRATEGIES</td>
<td>TIMELINE</td>
<td>ASSESSMENT PLANS</td>
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<tr>
<td>Engagement of the campus in the community III_LEQP.7</td>
<td>4) Improve the Campus Climate [AA.12]</td>
<td>Provide a welcoming and inclusive environment for all students, faculty and staff [AA.12_SG.01]</td>
<td>3) Collaborate with the Office of Facilities and Planning to redevelop Drake's physical space.</td>
<td>2011-12 2013-14 2015-16</td>
<td>Emergence of Drake as first rate learning environment with multi-faceted student services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Conduct a campus climate study</td>
<td></td>
<td>2011-12 2013-14 2015-16</td>
<td>Review results, develop recommendations for improvement</td>
</tr>
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<td></td>
<td></td>
<td>2) Increase participation in the diversity conference</td>
<td></td>
<td>2011-12 2013-14 2015-16</td>
<td>Monitor statistics longitudinally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Create opportunity to celebrate a broad spectrum of cultural events</td>
<td></td>
<td>2011-12 2013-14 2015-16</td>
<td>Monitor</td>
</tr>
</tbody>
</table>
### Division of Academic Affairs - Alumni Connectedness and a Culture of Philanthropy [IV_CPAC]

<table>
<thead>
<tr>
<th>COLLEGE PRIORITY</th>
<th>DIVISION PRIORITY</th>
<th>GOAL</th>
<th>STRATEGIES</th>
<th>TIMELINE</th>
<th>ASSESSMENT PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates remain engaged in the life of the campus IV_CPAC.8acci</td>
<td>1) Enhance alumni engagement [AA.13]</td>
<td>Improve alumni participation within the Division [AA.13_SG.01]</td>
<td>1) Strengthen the interaction of faculty and staff with alumni at major events</td>
<td>2011-12 2013-14 2015-16</td>
<td>Establish baseline data and monitor growth.</td>
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<td>2) Engage alumni on school advisory boards</td>
<td>2011-12 2013-14 2015-16</td>
<td>Deans will report on this in their annual reports</td>
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<tr>
<td></td>
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<td>3) Encourage the cultivation of alumni connectedness and giving with current students.</td>
<td>2011-12 2013-14 2015-16</td>
<td>Deans will report on this in their annual reports</td>
</tr>
<tr>
<td>Investment by stakeholders in the institution as a quality place IV_CPAC.9</td>
<td>2) Enhance friend and fund raising [AA.14]</td>
<td>Increase giving [AA.14_SG.01]</td>
<td>1) Strengthen the liaison partnership with Advancement</td>
<td>2011-12 2013-14 2015-16</td>
<td>Continue to provide professional development and skill building opportunities</td>
</tr>
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<td>2) Provide incentives linked to performance</td>
<td>2011-12 2013-14 2015-16</td>
<td>Make this a factor when considering the awarding of discretionary salary increases for members of Provost's Cabinet.</td>
</tr>
</tbody>
</table>