



SUNY EXCELS

AUGUST 2015

SUNY Excels



- ❑ A new initiative adopted by the SUNY BOT as the University's performance management system.
- ❑ A key driver for the Power of SUNY strategic plan.
- ❑ Five priority areas that can improve by channeling *systemness*:
 - ❑ Access
 - ❑ Completion
 - ❑ Success
 - ❑ Inquiry
 - ❑ Engagement
- ❑ Improvement plans must be submitted to SUNY by September 30, 2015.
- ❑ Board approval required for College submission for the \$100 million to fund priority areas.

SUNY Excels:

Cobleskill Style:



➤ What does this mean for us?

- A great opportunity for us
- Performance-based planning is here to stay
- \$100 million of funding is at stake
- SUNY Expanded Investment and Performance Fund will drive the commitment to increase graduates from 93,000 to 150,000 by 2020
expand successful programs including applied learning and FYE



ACCESS

1. Full Enrollment Picture
2. NYS Residents Served by SUNY
3. Diversity*
4. Capacity - programs and courses

COMPLETION

5. Completions
6. Student Achievement / Success (SAM)
7. Graduation Rates
8. Time to Degree

SUCCESS

9. SUNY Advantage (Applied Learning, Multi-Cultural Experiences, Student Supports)
10. Financial Literacy

INQUIRY

11. Total Sponsored Activity
12. Courses in SIRIS that include hands-on research, entrepreneurship, etc.
13. Scholarship, Discovery and Innovation

ENGAGEMENT

14. START-UP New York and beyond (businesses started / jobs created)
15. Alumni / Philanthropic Support
16. Civic Engagement
17. Economic Impact

SUNY Excels:

Cobleskill Style: ACCESS



- What are our plans for enrollment growth (total headcount)?
 - 2015: 2520
 - 2016: 2660
 - 2017: 2785
 - 2018: 2895
 - 2019: 3000
- How many NYS Residents do we serve?
- How do we plan to strengthen our diversity and cultural competency across all groups?
- How do we plan to improve the alignment of programs and course capacity with
 - Need and
 - Demand?

SUNY Excels:

Cobleskill Style: **COMPLETION**



- Describe our efforts to increase the total number of degrees and certificates awarded
- Please comment on student achievement overall on our campus and our efforts to enhance
 - Retention
Retention rate: 63.9%
 - Graduation
Graduation rates: Associate (3 year): 33%
Bachelor (6 year): 45%
 - Transfer?
- Describe campus goals and plans to increase graduation rates (2 and 3 year: 4 and 6 year)
- Describe our plans to reduce the average time-to-degree.
- Do we have Finish-in-4 or Finish-in-2 guarantee programs?

SUNY Excels:

Cobleskill Style: SUCCESS / Beyond the Classroom



(Applied Learning, Study Abroad, Co-curricular, etc.)

- What do we offer that is uniquely critical to student success?
- How do we plan to increase participation for all students?
- Please describe campus efforts through SUNY Smart Track to promote smart student borrowing
 - Decrease student default rates. Down from 16% to 9%
 - Increase financial knowledge
 - [Financial Aid Video](#)

SUNY Excels:

Cobleskill Style: Inquiry



- Describe our plans to increase total sponsored activity
- Describe our plans to promote hands-on-research and entrepreneurship
 - How would we report this in SIRIS (SUNY Institutional Research Information System)
- Do we measure our work in
 - Scholarship
 - Discovery
 - Innovation?
- How would we and can we define it?

SUNY Excels:

Cobleskill Style: Applied Learning Initiative



- Entrepreneurship;
- Community projects; and
- Travel study and cultural immersion.

The Engaged Learning (EL) designation, adopted in 2013, aligns with CCC's core values of Academic Excellence and Student Achievement. Service to the Community, specifically, the integrity and effectiveness of the College's academic programs and instruction as they develop both general and applied knowledge and skills; students' attainment of educational goals, personal and social growth and success in career or further education; and maintaining high standards of citizenship by partnering with local organizations to enhance the quality of life for community residents.

CLINTON COMMUNITY COLLEGE

Students in HUS 262: Field Practicum, an upper-level course in Clinton Community College's Human Services A.A.S. degree program, enter into a learning contract with a local social services agency in their field of study. The objective of the field practicum is to provide students the opportunity to discuss, examine and evaluate their internship experiences and observations. Currently, students are placed at the United Way of the Adirondack Region, Joint Council for Economic Opportunity, the Plattsburgh Housing Authority, Champlain Valley Family Center, Clinton County Probation, and Behavioral Health Services North.

COBLESKILL, COLLEGE OF AGRICULTURE AND TECHNOLOGY AT

The Agricultural Engineering Technology Department at the State University of New York College of Agriculture and Technology at Cobleskill (SUNY Cobleskill) continues to develop and grow relationships with industry partners. Students in the department are actively recruited for sponsorships, internships and cooperative work experiences by businesses in the industry. Examples of this growing relationship range from the long-standing formal sponsorship program with the John Deere Company and associated dealerships to the developing relationships with companies such as Caterpillar, Komatsu, Bobcat, Volvo, Case IH and New Holland. The level of work required from the student varies from one to three weeks for an introductory cooperative work experience to 15 weeks for a full-scale internship. These external opportunities provide extremely valuable "real world" experience and, in cases like the John Deere Program, result in a guaranteed job upon successful completion of the program.

In addition, SUNY Cobleskill has long-maintained a strong working relationship with the NYS Department of Environmental Conservation (NYSDDEC). In the early 1970s, SUNY Cobleskill's Associate of Applied Science Degree in Fisheries and Wildlife Technology was created to serve as a feeder school for NYSDDEC. When conditions for employment changed in the 1980s, SUNY Cobleskill adapted by creating BT programs in various areas in agriculture. And, in 1995, the BT program in wildlife management was created as a concentration under the BT degree in Animal Science and later became a stand-alone degree program in wildlife management in 2008. That was the year that Patricia Ringler of NYSDDEC approached Dr. Michael Losito of SUNY Cobleskill about establishing an internship program with the college for the purpose of providing students trained in wetland delineation to assist agency biologists with day-to-day field work. Since then, so "DEC MOU" has grown to include students trained in wildlife and fisheries work. As of December 2014, the program has provided 182 paid internships to SUNY Cobleskill students—with a net value of over \$1.3 million dollars in student wages. Interns work side-by-side with New York State biologists and officials and represent the state in all public affairs. This is the largest internship program of its kind in the history of the SUNY Cobleskill; the 2015-19 agreement with NYSDDEC is valued at \$1.06 million dollars in student salaries.

COLUMBIA-GREENE COMMUNITY COLLEGE

As a result of the internship program at Columbia-Greene Community College, Jason Miller of Nessau, went straight from his graduation this past May to a full-time job at the Bank of Greene County. "Internships are a necessity for college students in today's job market," said Diane Johnson, counselor and career development advisor in the Counseling, Career and Transfer Services office at C-GCC. "Employers expect students to have some type of related experience in addition to a college degree." Jason's internship is a great example of how applied learning can complement a college degree program. "Miller interned part-time at the bank last fall, helping them upgrade their computer system software to Windows XP. He learned of the internship opportunity while searching CareerLink, the college's online job board. "Until then," said Miller, "I had done personal IT. But working at the bank, I got to see how IT functions in a real business environment. I learned so much and the bank's staff was very welcoming." The 2002 Red Hook High School graduate says he was always involved in science and math. After high school, he took a physics class at SUNY New Paltz. "I was always interested in computers," said Miller. "All my friends were programmers. So, I enrolled in computer science at Columbia-Greene, and turned my hobby into a career."

CANTON, COLLEGE OF TECHNOLOGY

Each year, hundreds of SUNY Canton students engage in philanthropic and community outreach initiatives, giving their time and effort to help others and promote civic responsibility. Students have conducted voter registration drives and disaster relief fundraisers such as for Hurricane Sandy. For the past three years, SUNY Canton has hosted the New York State North Country Region Special Olympics Summer Games with nearly 300 Special Olympians competing and some 200 students, faculty and staff volunteering for the event. In addition, students volunteer to work in soup kitchens, organize food drives, help build homes, help elderly and disabled community members with spring lawn clean up, help organize and assist with blood drives, organize book drives for young children, and provide hours of animal-related community service. For a number of years, students in the SUNY Canton Habitat for Humanity Campus Chapter have been spending their spring breaks helping to build or renovate homes for families in need throughout the country including Georgia, Florida, Kentucky, and North Carolina. This year's group also teamed up with the Raquette Valley Habitat for Humanity affiliate in St. Lawrence County on a local build site in Horwood, New York. "I admire our students' dedication," said William Fassinger, president of the Raquette Valley Habitat for Humanity affiliate and a professor in the Criminal Investigation program. "They will learn new skills while helping others. I'm certain they will remember this experience for the rest of their lives."



Members of SUNY Canton's Habitat for Humanity student club spent their spring break in Florida helping to build homes for families in need.

CAYUGA COMMUNITY COLLEGE

Cayuga Community College (CCC) embraces education beyond the formal classroom and encourages students and faculty to find opportunities to link classroom learning with practical, service-oriented applications in the community. Service learning takes on many forms at CCC from student club activities to off-site community service as part of coursework as well as volunteering with community organizations in need of assistance. Students at CCC provide valuable services at local hospitals, nursing homes, elementary schools and Head Start, provide tax preparation services for low-income families, and conduct fund-raising on campus for local non-profit organizations serving those in need. Among the numerous Community Partners of CCC are Auburn City School District, Auburn Memorial Hospital, Auburn YMCA, Audubon Society, and Upstate Hospital, American Red Cross, United Way of Cayuga and Oswego Counties, and the Oswego County School districts.

CLINTON COMMUNITY COLLEGE

The Honors Program at Clinton Community College is a key example of service learning. The program supports a community where bright, intellectually curious and creative learners can thrive and develop their talents. The Honors Program also challenges and motivates students through special educational opportunities and enrichment experiences. Honors Scholars are expected to complete a minimum of four enrichment experiences to satisfy program requirements. Enrichment experiences allow students to engage in informal learning experiences, and are designed to provide services, leadership and/or international experiences. Each experience is a minimum of fifteen logged hours in the student's choice of pre-designed experiences or individually designed experiences.



COBLESKILL, COLLEGE OF AGRICULTURE AND TECHNOLOGY

Throughout the academic year, SUNY Cobleskill students volunteer their time to help combat food insecurity, in addition to supporting the annual Feed the Need food drive, various teams of students participate in outings to area soup kitchens such as the Lord's Table in Oneonta, where they serve meals and help clean-up, and the Interfaith Partnership for the Homeless in Albany, where they cook and serve hot meals to shelter residents. In addition, several teams have volunteered at the Northeast Regional Food Bank in Latham where they sort and repackage food donations for distribution to over 1,000 food pantries in Upstate New York.



COLUMBIA-GREENE COMMUNITY COLLEGE

Involvement in the COARC program is one of many service learning opportunities for Columbia-Greene Community College (C-GCC) students. COARC is an organization whose mission is to, "expand abilities, one person at a time, so people experiencing disabilities can achieve their individual goals" in Columbia County, New York. The program consists of ten mini-courses taught by C-GCC faculty and staff on topics that have included: Women's Circle, Men's Violence Prevention, Introduction to Italian, Public Speaking, Historical and Contemporary Poetry, Diversity, CPR and First Aid, World History, and Computer Applications and Safety. C-GCC Human Services students mentor participants. The program began after COARC requested an educational program through the college. Dawn DeFino, Assistant



CLINTON COMMUNITY COLLEGE:

A Humanities Department initiative, launched in the 2015 spring semester, supports Clinton Community College's goal of preparing students to meet the challenges of a global society. This course is designed to encourage students to develop a global perspective through a cross-cultural learning experience on campus and in Montreal and Quebec City, Canada. Overall, students will develop knowledge, skills and strategies to enhance their cultural observation, communication, and acculturation skills, as well as acquire basic knowledge of Quebec's history and culture. They will also visit sites that are historically and culturally significant in Quebec.

During class meetings from January to May, the instructor will assist students in preparing for and completing the travel arrangements. Students will be required to participate in a four-day class trip to Montreal during spring break and a four-day class trip to Quebec City after the semester and final exams are over.

COBLESKILL, STATE UNIVERSITY OF NEW YORK COLLEGE OF AGRICULTURE AND TECHNOLOGY AT

The State University of New York College of Agriculture and Technology at Cobleskill's (SUNY Cobleskill) endangered fishes program provides a unique opportunity for environmentally conscious undergraduate students to make significant research contributions to restore endangered and threatened fish in the Northeast. Students utilize the most diverse university aquaculture facilities in the northeast to carry out their research projects. These include quarantine hatcheries, a 40,000 gallon cold-water hatchery, three warm-water and tropical hatcheries for fish and shellfish and an experimental pond complex including ponds in high tunnel greenhouses.

Students are supervised by Dr. John Foster and Brent Lehman, and have opportunities to work with a variety of researchers from the New York State Department of Environmental Conservation, U.S. Fish & Wildlife Service, U.S. Geological Survey, the New York Power Authority, Pennsylvania Fish & Boat Commission and Conservation Fisheries Incorporated, Seneca Indian Nation, NYS Museum and West Virginia Division of Natural Resources. In recent years the research has been primarily focused on three species, Lake Sturgeon, Paddlefish and Gilt Darters.



Fisheries and Aquaculture students Ariel Gallo (left), Alex Philipchik and Kristen Dietzler with paddlefish brood stock at Kentucky State University.



Dr. John Foster (left) Chair of SUNY Cobleskill's Fisheries and Wildlife Department and Brent Lehman, hatchery manager, prepare to spawn a male lake sturgeon.

COLUMBIA-GREENE COMMUNITY COLLEGE

As an extension of a new course, Research Methods for the Behavioral Sciences, Columbia-Greene Community College students wishing to broaden their learning beyond classroom boundaries were given an opportunity to conceptualize original research projects, collect and analyze data, and present their findings at the 2015 Eastern Psychological Association conference in March in Philadelphia, PA. This was an opportunity for students to engage in every aspect of the research process, to gain practical research experience, and to share their findings with the academic community.

CORNELL, NYS COLLEGE OF HUMAN ECOLOGY AT

The Global Health and Development course at the New York State College of Human Ecology at Cornell is taught collaboratively with Kilimanjaro Christian Medical University College (KCMUC) in Moshi, Tanzania. The team-based learning course brings together 12-15 students from each institution for a four-week summer course co-taught by the College of Human Ecology and KCMUC. The course uses a policy case study approach in which four to six person teams (with equal numbers from each institution) research and write a substantial case study addressing an issue relevant to the context of the Kilimanjaro Region of Tanzania. The course is structured to lead student teams through the processes of: analysis of a published case study; problem selection; problem analysis; stakeholder analysis; stakeholder interviewing; internet-based library research; and, the crafting of the written report. Lectures are interspersed throughout the course, but for the most part, students work as teams mentored by the joint faculty team. KCMUC staff facilitates fieldwork by connecting students with stakeholders, who have ranged from Regional Medical Officers to families with albinism to underemployed youth. The course is conducted in English (the language of instruction at KCMUC) and the case studies are typically 20-35 pages in length with academic citations. A few case studies have been published, used in the KCMUC 2nd-year community health curriculum, or presented by students at public health meetings in Tanzania or the U.S. In 2015, one of the student teams won an award when they presented their policy research at the Annual Biomedical Research Conference for Minority Students, sponsored by the American Society for Microbiology and the National Institutes of Health.



SUNY Excels:

Cobleskill Style: Engagement



- What has been done to create Start-Up NY linkages?
- How do they support our mission?
- Do we have matrices for
 - Experiential learning
 - Jobs created
 - # of alumni starting new businesses/working in Start-Up NY businesses
 - Collaborations with faculty
 - New patents developed, etc.?

SUNY Excels:

Cobleskill Style: Engagement (cont.)



- Describe our plans to enhance alumni engagement
 - In campus activities
 - Advocacy projects
 - Student support
 - Alumni support and donor-ship

- Case statement and status of our fundraising campaign
 - Campus goals
 - Aligns with system-wide, multi year targets of \$5 billion by 2020

SUNY Excels:

Cobleskill Style: Engagement (cont.)



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- Do we measure civic engagement and how?
 - How would we recommend measurement of civic engagement?
 - Do we measure economic impact and if so, how?

Power of SUNY 2020

SUNY Excels Performance System Worksheet

	Access	Completion	Success	Inquiry	Engagement
Priority	...provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs ...offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions	...recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society; promotes appropriate program articulation between its state-operated institutions and its community colleges. Increase degree/award production, non-degree completion and services that support student completion; enable those we serve to achieve their goals	...encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service. Robust system and campus supports for student success; students are prepared for the most successful possible launch into further education, career and citizenship	...encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement. Increase external investment in SUNY research. Continue to increase the level of confidence external entities have in SUNY - System - Institutions - Faculty - Programs	SUNY's engagement - our economic, societal, and cultural impact on New York State, and beyond; Engage with and share the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state ...for the purpose of enhancing the well-being of the people of the state of New York...(and) the health of local economies and quality of life; translating innovation into new ideas, products, devices, services and businesses to benefit communities and society
	Enrollment Diversity Capacity Affordability	Completion Persistence Transfer	Applied Learning Student Supports Financial Literacy	External Investment in Research Scholarship, Discovery and Innovation Thought Leaders	START-UP New York Commercialization Workforce Development Alumni/Philanthropic Support Community Service
External / Phase 1	Full Enrollment Picture (undergraduate/graduate, full-time/part-time, remedial, cont ed, workforce training, international, early college high school, certificates, single course credit/non-credit, industry partnerships contract courses/programs, concurrent HS enrollment) NYS Residents Served by SUNY Diversity* (ethnicity/race, pell, gender, geo, age, etc.) Affordability (tuition rates, fees)	Completions* – undergraduate, graduate, professional (degrees, certificates, course, credit/non-credit) Student Achievement / Success (SAM) Graduation Rates (fulltime/parttime, first-time/transfer, undergrad/grad/professional) Retention Rates (fulltime/parttime, first-time/transfer, undergrad/grad/professional) Transfer Rates	SUNY Advantage* Applied Learning (internships, cooperative education, undergraduate/graduate hands-on research) Multi-cultural Experiences (language studies, education abroad, international student enrollment) Student Supports (e.g., career advising, veteran supports, job placement, graduate advising, etc.) Financial Literacy* (student indebtedness, student default rate)	External Investment in SUNY's Research* - Total Sponsored Activity (research expenditures, industry-sponsored research, grants in high priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc.) Courses in SIRIS that include hands-on research, entrepreneurship, etc.*	START-UP New York* and beyond (applications approved, business started, jobs created) Commercialization (patents, licenses, invention disclosures, start-ups) Minority and Women Owned Businesses (dollars spent, % of spending with MWBE) Alumni* / Philanthropic Support (investments, alumni giving rate, # of new donors annually, amount of major gifts) Civic Engagement (estimated student and faculty volunteer hours)
Internal / Future	Market Share (state, regional, local) Capacity - programs and courses (high need/high demand, geographic distribution, sector distribution, STEM, clinical availability)	Time to degree – undergrad and graduate (measured in years, credits)	Degree Progression (Assoc→ Bacc; Undergrad → Grad) Additional Credentialing (e.g., minors, double majors, etc.) Employment and Earnings	Scholarship, Discovery and Innovation (publications, citations, creative works, etc.) Invited, appointed or called to serve as thought leaders (board member, academy member, national panels, keynote, national and international recognition)	Workforce Development (number of MOUs with businesses, number of participants) Cultural Impact (events, performances, exhibitions) Economic Impact*
Examples of initiatives	Strategic Enrollment Management SUNY Metro Recruitment Infrastructure (Manhattan, Westchester, Long Island) EOP/EOC/ATTAIN Open SUNY/Path to 100,000 Cradle to Career Alliances	Guarantee programs (4 in 4, 2 in 2) Seamless Transfer DegreeWorks Remedial reform/GAP Open SUNY/Center for Online Teaching Excellence (COTE) Online Orientation	SUNY Works SUNY Smart Track Veteran Supports Cultural Competency Initiative Next Generation Job Linkage Program	SUNY Networks of Excellence SUNY Distinguished Academy Empire Innovation Program (EIP) Pre-award and Grant Support Faculty/Student Research Mentoring	START-UP New York MWBE Program/Supports Small Business Development Centers SUNY Alumni Network System-wide Fundraising Support/Resources SUNY Services SUNY Voices
System Commits	Timely Program Review	Student Intent/Goals Reverse Transfer	Career Development Survey	Annual Activity Survey	Alumni Survey Economic Impact Study (RIG)

SUNY Excels:

Cobleskill Style: Next Steps



- White paper submission due on August 28
- Focusing on:
 - Online learning
 - Improved advising in high school and college
 - Early alert systems
 - Remedial pathways
 - Applied learning
 - Finish in Four/Two programs
 - Expanding the reach and impact of the Educational Opportunity Programs
 - Research and innovation

SUNY Excels:

Cobleskill Style: Next Steps



- Performance Improvement Plan due September 30th
- Must be approved by SUNY Board of Trustees

References

SUNY, (2015). *SUNY Excels*. Retrieved from <https://www.suny.edu/excels/>

[Applied Learning Initiative Magazine](#)

[YouTube Financial Aid Video](#)