Appendix

Academic Programs

COMMITTEE CHARGE	The flexibility and individualized nature of our academic programs is at the core of Empire State College. The college must continue to review academic programs to ensure currency and collaborate across the college to ensure support for academic programming.	
Tier 1 Strategic Objective	**(10) Increase Enrollment**	**(5)Diversify and strengthen academic programs**
Tier 2 Strategic Objective	Increase enrollment through stronger academic programs.	Integrate and address current and future aspects of students' lives (personal, professional, and civic), by building habits of mind that lend themselves to excellent preparation for careers as well as all other aspects of life.
Timeline (short-range 1-3 yrs., mid-range (4-5 yrs., long-range 6-7 yrs.)	4-5 years	1-3 years

Description	A. Encourage college-wide self-reflection of inefficiencies and missed opportunities in areas such as partnerships and innovative academic programs. B. Broaden curriculum to diversity ideas and perspectives within disciplines and attract diverse and talented faculty and students.	A. Strengthen academic program through 1) clearer learning outcomes for program design, 2) increase consistency across all academic programs, and 3) create easier pathways for student success and advancement; 4) Improve marketing and communication efforts between Undergraduate and Graduate schools in order to enhance and coordinate continuity across academic programs. B. Improve student experiences and retention through industry relevant accessible learning opportunities e.g .deliberate in development for improved learning communities and online courses.

Intended Results	A. Establish undergraduate and graduate practices that improve academic programs by 1) reflecting market opportunities, 2) creating seamless entry and accelerated progress toward advanced degrees, and 3) creating opportunities for internal and external collaborations.	A. Uncover new revenue building partnership opportunities in order to 1) justify personnel cost and 2) inspire innovative academic program development, and 3) growing enrollments. B. Establish a robust curriculum of courses that include topics relevant to equity, inclusion, and diversity.

Measures	A1. SUNY Empire Office of Special Programs provide *Grant Funding Metrics* data on current grant revenue streams and offer trainings on grant writing opportunities and supports for each region to develop one grant by 2021 A2. Evaluate (enrollments) current and new/emerging academic programs by 2020. A3. Establish a set of metrics used to define successful working relationships with regional or community agencies, businesses and schools for new programs that result in one new partnership every three years by 2022. A4. Support and leverage the ongoing scholarship-based initiatives. B. Establish one new undergraduate-graduate 4+1 Undergraduate to Graduate Pathway program by 2022. C1. Grow courses that include topics relative to equity, inclusion, and diversity by 20% by 2025. C2. Grow the number of students concentrating in topics relative to equity, inclusion, and diversity by 10% by 2025. C3. Develop and resource (fund) a Consortium on Race, Ability, Gender and Ethnicity by 2021.	A1. Review 100% AOS and concentration guidelines for clarity, consistency, and currency by 2021. A2. Review 100% of the catalog to determine whether appropriate and ample choices to fulfill guidelines by 2021. A3. Develop a course mapping process for each division B. Develop three new relevant and feasible academic programs or certificates by 2020 based on student feedback and marketing research.

Initiatives	A. Increase diversity by providing programs that attract a more diverse student body. B. Increase enrollment through partnerships. C. Increase enrollment through attractive programming by supporting faculty development.	A. Review, clarify, and streamline AOS and concentration guidelines B. Explore the types of structured programs that would uphold and enhance ESC's successes. C. Review and refine new program development process to secure student/alum feedback and current workforce development needs. D. Improve communications of expectations to faculty, students and staff about program requirements E. Define what is meant by a stronger and relevant academic programs across the college.

Enrollment and Retention

Tier 1 Strategic Objective	(14) Improve retention and graduation rates across all populations	(10) Increase Enrollment
Tier 2 Strategic Objective	Assess students early	Build and sustain partnerships
	Analyze assessments and configure supports accordingly	Showcase Empire State College
	Streamline degree program processes	
	Build infrastructure and support to ensure technological efficiencies and student support.	

Experiential Learning

**MISSION STATEMENT OR
COMMITTEE CHARGE**

"Experiential learning" is an approach to education that integrates experiences throughout different aspects of the learning process. Experiential learning may take many forms; including skills/knowledge/insights gained outside of the college classroom, service learning, internships and field placements, and applied activities relevant to any new learning. Overall, experiential learning refers to an orientation to teaching and mentoring in which experience can be the basis of learning; that is, experiential learning provides students with opportunities to engage actively, to reflect upon what they know and do, to evaluate that learning, and apply it to new contexts. Empire State College is committed to recognizing, assessing and integrating learning gained from experiences of all kinds and to providing students with new and continuing experiential learning opportunities.

Tier 1 Strategic Objective - in the adjacent cells enter in the Tier 1 objectives you are mapping to	#1 Increase Innovation Across The College	#7 Strengthen communication	#5 Diversify and strengthen academic programs	#13 Improve student experience	#15 Enhance reputation
Tier 2 Strategic Objective	Provide opportunities to generate innovative ideas and create projects and pilots around experiential learning.	Ensure shared understanding and common language of experiential learning across the college and clarity around processes, policies and applications.	Utilize experiential learning to enhance students' academic experiences and address students' needs and interests more effectively.	Integrate and scaffold experiential learning opportunities throughout students' studies at the college.	Develop and implement a research agenda, including exploring our own practices, and disseminate results more broadly.
Timeline (short-range 1-3 yrs., mid-range (4-5 yrs., long-range 6-7 yrs.)	Short-range Mid-range	Short-range Mid-range	Short-range Mid-range	Short-range Mid-range	Short-range Mid-range

Description					
	Expanding EL opportunities for our students requires increased opportunities for faculty and professional staff to learn more about possibilities (professional development) and be provided designated time and resources to develop and expand what is available to students.	Consistent and accurate communication about what we mean by EL and the ways in which EL can be incorporated into a credential is essential to provide quality, integrity and equity across students' experiences.	Research indicates that we learn through our experiences and by helping students make connections between their different experiences, we can enhance their abilities to apply their learning across different contexts.	Planned integrated and scaffolded EL opportunities maximizes the connections that students can make across their studies and with work and life experiences.	The college is well known for its work with PLA, but the ways in which EL is integrated with degree planning and in coursework is relatively unknown. At a time when applied learning is becoming widely recognized, we need to provide ways in which faculty and professional staff can collaborate with each other and with external partners and colleagues to increase awareness of and expand the work being done at the college.

Intended Results					
	1. Culture of inquiry regarding experiential learning increases. 2. Increased number of faculty and staff who engage in PD on EL. 3. Increased number of projects and efforts using EL.	1. An understanding and common language of EL is shared universally across the college. 2. There is clarity around processes, policies and applications across the college. 3. Increased communication around EL opportunities available to students.	1. Increased number of students engaging experiential learning opportunities. 2. A registration process is created and operationalized to track Internships and other EL opportunities. 3. More academic programs integrate EL opportunities within the curriculum. 4. Update the new program development process to include EL.	1. EL is embedded within courses (e.g. student/faculty research opportunities; fieldwork/lab research). 2. Student have access to and engage in multiple EL opportunities throughout their tenure with the college. 3. Students make connections across their EL experiences with studies, work, community, and other experiences.	1. Mechanisms and processes are created, with assistance from Decision Support, to gather data on student participation in EL and the overall impact on student learning. 2. Faculty and professional staff are engaged in EL opportunities. 3. Faculty and professional staff are contributing to the literature and presenting on EL and the impact on student learning. 4. Faculty and professional staff are engaging with partners and external colleagues around EL opportunities and scholarship.

| **Measures (be sure to put in quantifiable measures that include numbers, percentages, etc.)** | 1. Measure the number of research projects and other projects involving EL. 2. Measure the number of PD opportunities and # of participants.3. Measure satisfaction of PD opportunities.4. Measure funding provided to support innovation and PD opportunities. | 1. Fewer calls to SIC regarding EL opportunities.2. Increase in number of students who access EL resource materials online.3. Completion and updating of review of policies, procedures, and materials regarding EL. 4. Increase in Exchange articles, social media posts and other communication pieces regarding EL opportunities. | 1. 10% increase of students per year engaging in EL opportunities.2. Measure the number of new program proposals that address and/or incorporate EL. | 1. A 10% increase in EL embedded in courses over a one-year period.2. A 10% increase in students engaging PLA for college credit.3. A 10% increase in the number of students engaged in internships, field studies, and other applied learning and EL experiences. | 1. Mechanisms are processes are in place to collect data on the impact on student learning and satisfaction from engaging in EL. Student outcome data is disseminated across the college and shared externally. 2. A 10% increase in faculty and professional staff engaged in EL opportunities for students. 3. A 10% increase in faculty and professional staff engaged in scholarship, writing, and presenting on EL. |

Initiatives	1. Provide professional development opportunities regarding experiential learning across the college.2. Provide professional development opportunities to help faculty integrate experiential learning within the curriculum.3. Develop reassignments for faculty and PEs to develop and engage in experiential learning projects.4. Create time and space for faculty and PEs to try out new ideas regarding experiential learning.	1. Review policies and procedures regarding experiential learning to ensure more consistency and clarity of concepts and language.2. Review materials, website, and other resources regarding experiential learning to ensure more consistency and clarity of concepts and language.3. Create a compendium of shared vocabulary and understanding regarding internships and other applied experiential learning experiences. 4. Share through newsletters, blogs, conferences, and other venues experiential learning activities, opportunities, and accomplishments.	1. Diversify academic programs (current/new) by including experiential learning opportunities.2. Include experiential learning as a necessary element in the development of new programs.3. Use experiential learning to connect academic programs with the community and the workplace. 4. Develop better methods to collect data on student participation.	1. Explore PLA philosophies, policies, and processes to improve students' ability to engage in and be successful with PLA. 2. Provide supports and opportunities for students to engage in PLA and other experiential learning opportunities early and throughout their ESC program.3. Provide new kinds of experiential learning opportunities that are directly linked to students' employment, communities and studies.	1. Develop experiential learning opportunities in conjunction with partnerships for and with students, faculty and professional staff.2. Provide resources and opportunities for faculty and professional staff to share and expand their practices and scholarship, including engaging and collaborating with partners and colleagues external to the college.

Facilities and Operations

MISSION STATEMENT OR COMMITTEE CHARGE (add this into adjacent cell)	*The vision for facilities and operations is well aligned with the college's overall mission to lead as a member of the State University of New York's college system in offering affordable, flexible, and quality degrees. With an emphasis on making college education accessible to the diversity of adult, non-traditional and traditional learners across the state and the world, we will maintain a focused lens on accessibility and social justice. In order to achieve this it is vital that facilities, location and structural lay out, technology and staffing align with the academic and student needs of the college. We envision a thoughtful strategic and structural approach to identifying the specific academic needs of*						
Tier 1 Strategic Objective - in the adjacent cells enter in the Tier 1 objectives you are mapping to	**(4) Enhance and Leverage technology and facilities**	**(4) Enhance and Leverage technology and facilities**	**(8) Improve efficiencies across the college**	**(4) Enhance and Leverage technology and facilities**	**(4) Enhance and Leverage technology and facilities**	**(4) Enhance and Leverage technology and facilities**	**(8) Improve efficiencies across the college**
Tier 2 Strategic Objective	Align regional facilities to academic program needs	Locate facilities (college owned/leased and partner facilities) in locations that align with student's (potential students) location and transporation preferences	Improve efficiency of academic processes	Align regional facilities to student needs	Align technology to student needs	Align technology to academic program needs	Align regional staffing to academic program needs
Timeline (short-range 1-3 yrs, mid-range 4-5 yrs, long-range 6-7 yrs)	long-range 6-7 yrs	long-range 6-7 yrs	short-range 1-3 yrs	long-range 6-7 yrs	short-range 1-3 yrs	short-range 1-3 yrs	mid-range 4-5 yrs
Description							
Intended Results	Align facilities to academic needs	Align facilities to meet student needs	maximize resource utilization	Algin facilities with students academic and service needs	Align technology to student needs.	Align technology to academic program needs.	Optimally staff locations to meet student and academic program needs
Measures (be sure to put in quantifiable measures that include numbers, percentages, etc.)	Increase per year in enrollment in studies at physical locations (target by location, as appropriate) Percentage of time academic spaces are utilized for academic purposes (classes, residencies, symposia, etc...) Student Survey	Increase per year in enrollment in studies at physical locations Student survey	Number of processes and policies automated, revised, streamlined	Number of students receiving student and academic services at each physical location	Number of students using computer labs, other technology resources at each physical location Number of total student hours spent at the computer lab	Number of courses, residencies, events originated/delivered using technology at a location (e.g., ICL) Number of research projects (faculty &/or student) supported by academic research networks (ARN)	Increase in student retention. Number of locations that meet at least the minimum staffing model
Initiatives	Develop an academic plan for each college location Conduct a scholarship needs assessment for each location Co-develop a facility and techology plan for each location based on academic plan with OEM and OA Develop a location academic review process to contiuously evaluate the alignment of programmatic offerings, scholarship, facilities, and student demand.	Evaluate student/potential student locations and transportation preferences in each location	Finalize business process mapping all academic affairs processes Develop a regular review process and schedule for all academic policies, process, and procedures to ensure alignment with changing needs and circumstances Develop a statewide OAA staffing plan based on location academic plans and online academic plan	Develop a student and academic services plan for each location Align facility and technology plan to align with student and academic services plan Define minimum standard of students and academic services that need to be available to students physically and virtually. Align facility and technology plan to align with minimum student and academic services	Develop a student and academic services plan for each location (why minimum?under last bullet) Align facility and technology plan to align with student and academic services plan Define minimum standard of students and academic services that need to be available to students physically and virtually. Align facility and technology plan to align with minimum student and academic services	Develop an academic plan for each college location Conduct a scholarship needs assessment for each location Co-develop a facility and techology plan for each location based on academic plan and scholarship needs assessment with OEM and OA Develop a location academic review process to contiuously evaluate the alingment of programmatic offerings, scholarship, technology, and student demand.	Develop a minimum services and staffing model for locations Include minimum services and staffing model in the location facilities and technology plans

Student Experience

Tier 1 Strategic Objective	(2) Improve Service Excellence	(3) Enhance Diversity, Inclusion and Equity	(13) Improve Student Experience	(6) Improve and Diversify Student Support and Services
Tier 2 Strategic Objective	Enhance a shared culture of service to students by responding to students in a timely, respectful and effective manner. Through training and increased communication, provide employees with clarity of responsibility and accountability.	SUNY Empire State College supports the development, promotion and implementation of diversity, equity and inclusion policies, practices and structured programs for all members of the college community and with respect to all aspects of human difference, including but not limited to age, disability, race, ethnicity, gender, gender expression and identity, language heritage, learning style, national origin, sexual orientation, religion, socioeconomic status, status as a veteran and worldview.	Empire State College has a history of high student satisfaction based on SUNY Student Opinion Survey results; however, retention over the years has been low but steady. Given this, a focus on the overall student experience, from entry to graduation, will assist in the overall retention efforts.	Provide equitable, ongoing and differentiated student support through a student-centered culture. Strengthen faculty, staff and student communication ad engagement across the college.
Description	We have ethical and professional obligations to give our students good service. We design our systems, processes and policies to support our emphasis on empathy, respect, and encouragement of our students. Models of service excellence need to be incorporated into all levels of communication and interaction with our students, staff, and faculty. Additionally, we need to communicate well and offer supports/training for students, faculty, staff and administration. Service Excellence needs to be a core value of the institution.	We need to respect diversity and the global needs of students no matter who or where they are. Embrace the diversity of all students, support their initiatives and respond to their needs.	We are encouraging towards our students as we help them meet their educational goals and earn a degree. engagement, we will have to be more systematic and informed when it comes to opportunities. We engage our faculty and staff in providing enhanced student experiences in the variety modalities in which we offer learning opportunities for our students. Curricular and co-curricular opportrines	We innovatively, flexibly, and resourcefully create, expand, improve, and promote pathways for students to get the supports and services that best fit their needs and situations. The overall student experience is enhanced when we show our students compassion through service excellence and provide them with these resources. We share a culture of compassion, empathy, and paying it forward.

Candidate Intended Results	• A student-centered culture • Decisions are always made asking, what is best for our students. • Multiple ways for students to be served, which can include some 24/7 service/support	We see increased student diversity, inclusion, and equity throughout our programs and services that address student's specific needs.	Increased student satisfaction and increased support and development opportunities for students so we can better assist our students meet their goals.	Increased support and development opportunities for students.
Candidate Measures	• Reduction in Student Complaints • Reduction in Service Grievances • Decreased response time for student inquiries/communications • Improved rates of satisfaction.	• Fewer dropouts and higher degree completion • Gaps in our retention of student's term-to-term, and to graduation by specific populations and modalities of study are decreased • Achievement gaps by mode of learning, gender, age, region, and race are mitigated and smaller.	• Decrease the number of stop outs • Decreasing the number of students who stop out in their first term • Improvement in first term completion • Use our baseline data to help us better track and plan for initiatives.	• Fewer ZWs and courses with high DFW rate • Increase in our term-to-term and graduation rates • Increase the number of course with embedded supports • Increased student satisfaction, retention and completion.
Candidate Initiatives	• A student-centered approach to providing 24/7 access to information and resources to students via our Website/Portal. • Review existing data and establish baselines on any data points related to service excellence.• Establish benchmarks and expectations. • Develop trainings, educational forums and professional development opportunities focused on service excellence. • Develop a regular cycle for review and updating college policy on service standards.	• Develop a communications plan and phone outreach to student stop-outs and other student populations who are stalled in completing their degrees.• Develop more robust learning analytics into our strategies to address achievement/success gaps. • Expand BMI to other regions (not just Metro). • Develop ESL resources/services.• Expand clubs, groups, activities, events celebrating diversity; highlight successful students; • Try to assure staffing reflective of a diverse student body; • Open locations in neighborhoods where we find high concentrations of diverse students.	• Increase social opportunities for students (to meet each other) • Emphasize an inclusive approach to students in regions to engage in events at locations regardless of modality of learning• Increase opportunities for out of state/out of country students to participate virtually• Educate students on study abroad opportunities• Utilize the Early alert system.	• Increased collaboration with faculty, instructional designers, and key offices to have more embedded supports in courses - academic, library, internships, engagement, etc… • Develop more robust learning analytics into our strategies to measure the use of embedded supports and course completion rates • We will create more support and development opportunities for students. In particular we will create more programs and support for first-year and first-term students.

Teaching and Mentoring

Tier 1 Strategic Objective	(1) Increase Innovation	(2) Improve Service Excellence	(3) Enhance Diversity, Inclusion and Equity	(5) Diversify and Strengthen Academic Programs	(7) Strengthen Communication
Tier 2 Strategic Objective	Develop and adopt a faculty development plan in teaching and mentoring that provides specific and systematic pathways and opportunities at the individual and collective level for innovation, which is defined by fulfilling a need, solving a problem, or creating substantive change in the status quo to respond to changing realities. Increased expectations to partner with internal and external units.	Define, strengthen, and sustain academic quality in teaching and mentoring, which will contribute to improving service excellence.	Develop and strengthen teaching and mentoring skills and competencies around diversity, inclusion and equity that result in increased engagement and student success. With a focus upon strengthening faculty skills, there should be an enhancement of diversity, inclusion and equity.	Define, strengthen, and sustain academic quality in teaching and mentoring. By focusing on academic quality, academic programs are strengthened. Defining academic quality moves toward creating more diversity in programs by identifying need-based areas.	Strengthen communication across faculty, professionals, and administration.