

Engagement Pillar

Goals	Objectives	Strategies	Metrics
<u>Goal 1:</u> Expand opportunities and provide support for HIPs, consistent with national best practices and system-wide strategic priorities.	Design and implement HIPs across the curricula at Brockport. Provide all students the opportunity to engage in learning through HIPs throughout their academic careers. Establish student engagement as a hallmark of Brockport learning.	- Use evidence-based strategies to promote the implementation and advancement of 3-4 high impact practices (HIPs)-based pedagogy and programming in two year cycles: 1st Yr Experience, Capstones, Collaborative Assignments, Common Intellectual Experiences, Diversity/Global Learning, Internships, Research, Service Learning, Writing Intensive. Each HIP will have a fully developed implementation and assessment plan. - Measure our achievements against nationally-recognized HIP leader institutions. - Incentivize, reward and celebrate faculty/staff efforts to infuse HIPs into the curriculum and faculty/staff achievements in student engagement through HIPs. - Establish a campus-wide HIPs professional development program for faculty and staff that offers the necessary tools and skills for the design, implementation and assessment of HIPs inside and outside of the classroom. - Communicate the College's commitment to student engagement by infusing HIPs into program, departmental, school and college-wide marketing materials, including our web-presence.	a.1 Specific metrics for each will measure student learning and engagement with the goal of increasing both. Examples of assessment tools include NSSE, retention rates, graduation rates, job placement rates, 1st destination survey, etc. b.1. NSSE data b.2. Number and type of external recognitions related to HIPs (awards, invited presentations, publications, consulting) c.1. FSSE data c.2. Number and type of HIP course offerings c.3. Number and type of recognition and rewards of HIP pedagogy c.4. Degree of faculty satisfaction with institutional support and resources for HIPs (focus group) d.1. Attendance and participation in HIPs-based professional development programming d.2. Number and type of HIP course offerings e.1. Survey data related to familiarity with HIPs (surveys to campus community) e.2. Departmental website and material review for HIPs language and content

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<u>Goal 2:</u> Expand opportunities and provide support for Co-curricular High Impact Practices (CHIPs), consistent with national best practices and system-wide strategic priorities.	Provide and promote a broad range of co-curricular opportunities for student engagement. Ensure that all students have access to enriching co-curricular activities that create a sense of community and connection to the College.	a. Identify, advance and measure 3-4 CHIPs in 2 year cycles. - a.1. Year 1-2: Living Learning Communities, Leadership Development Program & Athletic Teams/Club Sports - a.2. Year 3-4: Residential Curriculum, Healthy Campus, Student Organizations & Community Service - a.3. Year 5-6: Student Employment, Peer Mentoring, Rituals & Traditions b. Measure our achievements against nationally-recognized HIP leader institutions. c. Communicate the College's commitment to student engagement by infusing CHIPs into program, departmental, school and college-wide marketing materials, including our web-presence. d. Use evidence-based strategies to promote the implementation of CHIPs. e. Measure our achievements against nationally-recognized co-curricular programs. f. Incentivize, reward and celebrate efforts to advance CHIPs and staff achievements in engaging students using CHIPs.	a. Each CHIP will have a fully developed implementation and assessment plan. A cluster of CHIPs will be identified annually to collect baseline data. Specific metrics for each will measure student learning and engagement with the goal of increasing both. Examples of assessment tools include CORE, SOS, NSSE, retention rates, etc. - b.1. NSSE & SOS scores - b.2. Number of type external recognitions related to CHIPs (awards, invited presentations, publications, consulting) - c.1. Number and type of web and print materials updated - d.1. Compare practices to professional organization best practices in the field. - e.1. NSSE & SOS scores - e.2. Number and type of CHIPs offered - e.3. Participation levels in each CHIP - f.1. Degree of staff and student satisfaction with institutional support and resources for CHIPs (focus group) - f.2. Number of divisional, regional and national recognitions (awards, conference presentations, etc.)

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<u>Goal 3:</u> Create, improve and sustain effective support systems that engage students from recruitment through placement and foster student success.	Consistently update, improve and refine student support services. Relocate numerous diffused academic support services to Academic Success Center and implement new workflow processes to create a seamless experience for students.	a. Develop, improve and refine recruitment processes that provide a positive experience for prospective students, maintain college standards and system enrollment expectations. b. Readily provide information regarding college expenses, providing access and clear instructions for financial aid, scholarships and financial literacy education. c. Enhance student retention efforts through use of analytics in determining parameters of outreach, creation of a financial leveraging model and improvements in orientation, advisement, counseling and other student support mechanisms. d. Expand opportunities for major exploration and career advisement, preparation and aid in placement. e. Improve timeliness and communication in addressing student service concerns. f. Create and improve supportive physical spaces throughout campus.	- a.1. Applications, Admits, Deposits, Yield Numbers meeting goals - a.2. Meeting annual Quality Indicator Goals including SAT, ACT and GPA - a.3. UG Admissions survey data - a.4. Percentage of prospects and admits interacting through admissions communication system (CRM) - b.1. Number and type of web and marketing materials updated - b.2. SOS data - b.3. Number of students that are required to use SMART Track financial literacy module when requesting private loans and COA appeals - b.4. Number of students using Smart Track - b.5. Level of student debt - c.1. Number of faculty, staff and students using Starfish - c.3. Retention rates by cohorts and clusters - c.4. Yield rates through utilization of financial leveraging model - c.5. Unmet need gap - c.6. NSSE & SOS data - d.1. Number of students seeking major and career advisement - d.2. NSSE data

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<u>Goal 4:</u> Support, recognize, and celebrate engagement of faculty and staff in their professions and related service activities.	Design, provide and promote a broad range of activities for faculty, professional and operational staff engagement in their professions and related activities. Provide opportunities and recognition for faculty, professional staff and operational staff to participate with best practice activities design to improve the campus environment. Communicate and recognize the engagement efforts of faculty, professional staff and operational staff via internal and external communication channels.	a. Involve faculty and staff members in the planning and implementation of ways to support and acknowledge their engagement in their professions and related service activities to encourage broad-based ownership. 1. Evaluate the needs of faculty and staff members for support and engagement in their professions and related service 2. Evaluate the needs of faculty and staff members for support and engagement in their professions and related service 3. Identify aspirational opportunities for faculty a staff for faculty and staff to engage in their professions b. Identify goals and objectives for engagement of faculty and staff in their professions and related service activities. c. Develop strategies for faculty, professional staff, and operational staff to mentor employees during their early years of service for potential opportunities related to engagement. 1. Evaluate the potential interest and effectiveness in a mentorship program with faculty, professional staff, and operational staff during their early	a.1 Qualitative data gathered from focus groups, open forums, surveys, etc. with the following metrics: - degree of interest - benchmark number of potential engagement opportunities within the professions (faculty, operational staff and professional staff) -number of tangible ways to support and acknowledge engagement in professions (faculty, operational staff and professional staff) a.2. Number of faculty involved in professional and related service activities a.3. Number of professional staff involved in professional and related service activities a.4. Number of operational staff involved in professional and related service activities b.1. Degree of employee satisfaction with progress towards goals through Focus groups, College committees b.2. Number of current engagement opportunities, by category, for faculty and staff. c .1. Number and type of mentoring opportunities c.2. Degree of mentoring participation rates. d.2. Number of rewards or best practice models developed by faculty and staff resulting in tangible improvements for the College. d.3. Number of applicants and types of categories for the

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<u>Goal 5:</u> Support, recognize and celebrate the engagement of faculty, staff, students and alumni in local, regional, national and international communities.	Expand intentional networking and more intense engagement opportunities on campus and in the Greater Rochester Area. Equip the campus community with the knowledge and understanding of what engagement means to the College. Establish engagement as one of the highest priorities across the campus, with intentional recognition at all levels throughout the year.	a. Establish and grow community connections to increase support and opportunities for engagement. b. Chronicle and celebrate engagement of faculty, staff, students and alum at campus activities and programs. c. Identify and support opportunities for alumni engagement with faculty, staff, students (current and prospective), and fellow alumni, including those who reside internationally. d. Cultivate, support and maintain an engaged citizenry through opportunities for faculty, staff and student involvement with events that impact the community at the local, regional, national and international levels.	- a.1. Number of networking and engagement opportunities - b.1. Number and type of engagement opportunities (Faculty and staff annual reports) - c.1. Alumni engagement survey data - c.2. Institutional data related to alumni engagement - c.3. Annual report data - c.4. Number and type of alumni events and alumni chapters - c.5. Alumni involvement at campus events - d.1. Faculty and staff annual report data - d.2. MyBrockport student involvement data - d.3. Study abroad participation rates - d.4. Number of faculty, staff and student scholarship and creative activities (presentations, etc) - d.5. Number of service activities - d.6. Alumni placement survey data

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<u>Goal 6:</u> Develop, implement and integrate opportunities for engagement that promote principles of equity, diversity and inclusion (EDI).	Cultivate an environment where students, faculty, staff and alumni gain and utilize skills to be prepared to live and work successfully in a diverse world. Equip students, faculty, staff and alumni with skills to collaboratively create an inclusive campus environment. Create an environment for students, faculty and staff to learn and practice skills related to civil discourse and controversy with civility.	- Implement and assess the Strategic Diversity and Inclusion Plan. - Increase the collaborative and collective engagement of faculty, staff and students in educational programs and initiatives related to EDI. - Augment opportunities for international education and study abroad. - Identify opportunities to improve the campus climate, through educational programs, training and policy.	a.1. Implementation of the Diversity Strategic Plan, including various metrics related to learning, engagement and professional development. b.1. Participation at and assessment of at EDI programs and trainings such as Community Conversations, the Diversity Conference and other EDI events across the institution. c.1. Number and type of international and study abroad programs offered. c.2. Study abroad participation rates c.3. Number and type of financial support for study abroad d.1. Participation rates of various student groups d.2. Data related to campus climate, (Campus Climate Study, Campus Climate Survey, NSSE, FSSE and SOS and focus groups)