

# SUNY Excels 2015 Performance Improvement Plan

## Attachment 1: Narrative Template

### Campus Information

**Campus:** Purchase College

**President:** Thomas J. Schwarz

**Chief Academic Officer:** Barry Pearson

**Chief Financial Officer:** Judith Nolan

### Section 1: Campus Alignment with SUNY Excels (the framework for the *Power of SUNY 2020*) and SUNY's overall focus on completion

<http://www.purchase.edu/AboutPurchase/President/StrategicPlan/default.aspx>

The Purchase College Strategic Plan articulates the mission and vision of the college and outlines four interrelated directions that have acted as guideposts for actions and decisions over the past five years. The college later adopted three "uber goals" related more specifically to student retention and graduation, philanthropic support and institutional assessment. The college completes annual progress reports that align the directions and goals of the strategic plan with the recommendations from the college's Middle States Self-Study, also completed in 2012. Hence, the college is pleased to offer the following as evidence of its alignment with SUNY EXCELS and the SUNY completion agenda.

### Access

The number of high school graduates is dramatically decreasing across the country. Graduation rates are expected to decline by 12.8% between now and 2021 in the northeast. A substantial change in the mix of college-bound populations will result in an increase in underprepared and financially disadvantaged students. These conditions will make the goal of enrolling a diverse cohort of students who will be academically successful in a college that does not offer developmental courses and that requires a senior thesis more challenging. The future enrollment mix will also come from a greatly diversified stratum. The mix will include more international students, more underrepresented minorities, and more students who characterize a polarized continuum of academic and cultural differences.

As rapidly changing demographics unveil new challenges, the college has engaged in strategic planning to optimize enrollment, increase retention, and achieve our completion goals. Strategic planning has allowed the college to identify key initiatives that have intentionally moved Purchase to become a more learning-centered community committed to fostering greater student success, particularly among underrepresented minorities. Our enrollment and retention efforts reflect the best traditions of the College: collaborative deliberation, data-informed decision making, cross-sector planning, and transparent analysis. Indeed, cognizant of the challenges and committed to becoming even more effective, the college has hired the Education Advisory Board (EAB), one of the largest providers of research, technology, and consulting services to colleges and universities nationwide. EAB will help the college use its data to better project trends in enrollment and to identify and intervene with at-risk students, thereby improving retention and graduation rates.

In order to reinforce the strategic enrollment initiatives Purchase expanded the responsibilities of the Affirmative Action Officer to include Diversity/Title IX responsibilities. The Diversity Officer developed a diversity plan that was ratified by College governance in 2014. The plan infuses the academic and social experience with more diversity knowledge, understanding and training. The goal is to augment and complement the cross campus efforts to attract and retain minority students as well as faculty and staff.

The college looks to its special blend of unique programs as keys to success in addressing access, particularly for a diverse and often underserved and underprepared population of students, among them:

***Our Conservatories and Signature Programs.*** The mission of our top-flight conservatory and signature programs is to offer the highest quality education and professional training to students of New York whose parents cannot afford private institutions. Our conservatories are distinctive, providing professional BFA and MusB arts training in conjunction with a liberal arts and sciences education. Further, enrollment in some conservatory classes is open to liberal arts and sciences and liberal studies students, allowing them to experience arts education that Purchase has to offer. Our signature BA programs in disciplines such as New Media, Theatre and Performance, Creative Writing, Arts Management, and Journalism bring theory and practice together in unique and innovative curricula that support experiential learning.

***EOP.*** Provides an opportunity for a college education for students who have not reached their academic potential because of limited financial resources and inadequate academic preparation. EOP at Purchase has a committed, dedicated staff who is eager to help students succeed. Current enrollment is 149 students. The college is among the top achieving SUNY programs in terms of retention and graduation and as a result will be increased this fall.

***STEM programs for underrepresented minorities:*** Since 2000, the college has offered a ***Bridges to the Baccalaureate*** program designed to improve two-year to four-year transfer success for minority and underrepresented STEM students. The program offers summer research, intrusive advising, STEM tutoring, and mentoring. Each summer approximately 25 community college students participate in the program. In 2011, Purchase College received the ***Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring*** in recognition of the success of this program.[1] Program students who subsequently transfer to Purchase College have a strong connection to STEM faculty and to other students from UR groups.

***Continuing Education.*** The School of Liberal Studies and Continuing Education (LSCE) offers courses both on campus and online for high school and non-matriculating students to continue their education in disciplines more specific to high school and vocations. LSCE also offers professional certificate programs in a variety of programs, allowing the adult, non-conventional student access to college level studies. The following courses offer completion certificates:

- [Arts Management](#) (credit)
- [Appraisal Studies](#)
- [Early Childhood Development](#) (credit)
- [Home Staging](#)
- [Interior Design](#)
- [Museum Studies](#)
- [Nonprofit Management](#)
- [Pilates Mat Instructor](#)
- [Social Media Marketing](#)

**Rockland satellite campus.** Purchase liberal studies programs are offered at Rockland Community College in order to encourage graduates of RCC to continue in their studies and complete their bachelor degrees. Last fall, Purchase College began a scholarship program for RCC graduates to continue their studies and complete their Bachelor's degree while attending Rockland Community College.

**Great Potential Program.** Purchase participates in this state-funded program to help at-risk middle and high school students complete secondary school education and to prepare for higher education. Purchase offers workshops for students and their parents beginning in the ninth grade in acknowledgment of the correlation between early preparation and later success.

**New Majors/Programs.** The MA in Arts Entrepreneurship will appeal to New York City residents and provide mid-career arts and nonprofit professionals with access to high quality advanced education. Similarly, the MFA in New Media/Film currently in development will also offer access to affordable advanced level education.

**First Year Experience** has been restructured both academically and socially, to be more instructive and proactive on issues related to tolerance, cooperation and effective communication. This serves two purposes: to attract a more diverse population of student and to ensure these students of their inclusion in the college.

## Completion

Purchase College is committed to moving the dial up on retention, recognizing that investing resources in our enrolled students is the most productive way to foster completion. As described above, **EAB** programs will allow the college to adopt highly empirical analytic and assessment tools that will guide the college in identifying trends that can determine student readiness for courses and ultimately lead to greater student success. The college will be better prepared to identify and intervene with at-risk students and to create projections that will improve persistence. Further, Purchase recognizes that many students come to college unsure of their educational and professional trajectories and prioritizes assisting students in finding the Purchase major that is right for them. Using EAB analytics, we will have the ability to advise students on potential majors based on courses they succeed in.

Consistent with its strategic focus on student success, Purchase College offers a full range of programs to facilitate timely completion, among them are its **8 semester plans that tie to course planning** and its **online courses** during summer and winter sessions to increase 4-year graduation rates. The educational experience in the arts at Purchase is student-centered, with close mentorship, curricula promoting engagement and personal growth, substantial one-on-one contact with instructors and advisors, and intensive hands-on professional training, leading to high retention and degree completion rates. It recently redesigned the Visual Arts curriculum with reduced

credit requirements to encourage more timely completion. The college replicates this type of education and innovation across the liberal arts and sciences, and has introduced innovations with the required Senior Projects consistent with this model.

In 2014, the learning and advising centers were moved from student affairs to the enrollment management division, creating a Student Success unit. The college adopted a **formal case management approach** to help monitor, and ultimately retain and graduate, students at risk. The college named a Dean of Student Success to oversee the efforts of the learning/advising/registrar/financial aid/career counseling areas. This new approach complements our other high-impact, mentoring and counseling programs. In addition, the final steps to the restructuring of the School of the Arts led to the creation of the Students and Enrollment group which is made up of an Assistant Dean and four coordinators (one in each Conservatory) whose primary roles are to increase student enrollment, satisfaction and retention. The college developed a Social Action Leadership Seminar for transfer students. These students become active in learning communities and as campus leaders and in turn mentor future transfer students. Data shows that retention is higher among these students relative to other non-engaged transfer students. Finally, Purchase College has been able to secure a Far Fund Grant with three-year renewals since 2008. Our latest funding grant renewal was for \$250,000. The grant supports students on the Autism Spectrum and supplies a variety of support services for them, including individual counseling sessions, social skills support workshops, peer mentoring, referrals, academic support services, and advocacy and education of faculty, staff, and other students. The grant also provides career development, job preparation skills and job placement services.

We are also examining our majors to better align them with student interests and market trends, and to make them easier for students to find. For example, the college recently changed its Liberal Studies: Communications/Media Studies major to a Communications major. This change was rooted in efforts to get students to the right major by providing a recognizable and searchable name, and to ease access to the major for native students. This name change also attracts transfer students to the college who are suited to the liberal studies degree. To facilitate credit transfer, we have changed the degree from a BA to a BS to allow more courses like marketing and advertising (common courses that students currently transfer in with) to count towards the degree. We expect that the major will attract commuter transfer students from Westchester Community College and other institutions who are interested in pursuing a four-year degree, and that the restructuring will permit transfer students to graduate in a more timely fashion.

## SUCCESS

Our strategic plan highlights a shared mission with SUNY to develop networks and cooperative relationships with partners locally, nationally and globally that will advance our mission of education, research and service. In order to meet this challenge, the college offers the following unique programs aimed at broadening the learning locus of our students from the campus to the world.

### ***Applied Learning***

**CASA Purchase.** CASA Purchase is a collaboration between the college and its neighbors that contributes to the social, economic, and educational advancement of local Latino communities and their transnational counterparts in Latin America. By increasing the presence of Purchase College in local communities, the college seeks to make educational and artistic opportunities available to broader audiences, to increase the number of first-generation Hispanic students enrolling in colleges and universities, and to help these students graduate.

**Purchase College Center for Community & Culture in Yonkers (PC4-Yonkers):** This fall, Purchase opened and will manage a cultural center in downtown Yonkers that will serve as gallery, performance and education space for

interaction between students, faculty and members of the Yonkers community. Our students will be engaged in the design and implementation of cultural and academic activities that will assist Yonkers in its community development efforts in lower income and deteriorating neighborhoods.

**Service Learning Experience in Local Communities.** Consistent with the Chancellor's emphasis on experiential learning, Purchase students have the option of engaging in a variety of internship experiences; non-credit, paid or unpaid, and with/without an academic component. The internship experience may be developed by the institution or independently by the student, as an appropriate learning environment involving productive work.

**The Senior Project,** a college wide requirement for the BA, BS, and some BFA programs, is the hallmark of the Purchase educational experience and the signature of our curriculum. The project must be a year-long experience, have close faculty mentorship, take place in lab or in the field, and include an experiential component. The goal is to train students for independent or entrepreneurial work.

**COIL** (Collaborative Online Interactive Learning): Purchase College developed an American Council on Education award-winning program that creates online courses with an international dimension. Working collaboratively with faculty members at all SUNY campuses, the program links faculty and students in foreign countries with American faculty and students to provide international learning experiences that increase student interaction and experiences with other cultures. One of the program's objectives is to encourage students to study abroad. SUNY students participate in team-taught online courses developed collaboratively by faculty members in the U.S. and in the participating country. Courses may be totally online or offered in a blended format with face-to-face sessions taking place at both schools, while collaborative work between the groups takes place online. The course work takes into account the cross-cultural interests of both groups of participating students.

**Bridges to Baccalaureate Community College mentoring program** is aimed at underrepresented minorities, low income students, or individuals who have started their college studies at a community college, but may need encouragement and motivation to continue through to a baccalaureate degree. The program provides a full range of academic and other support services for students including peer mentoring, academic advising, tutoring, employment, internships, cultural and leadership development activities, career planning, and assistance with graduate school admissions. This program has become the foundation of SUNY's Building Bridges in STEM initiative.

**Civic Engagement.** Purchase offers students the opportunity to contribute to their college environment in the form of community service, committee work, off-campus volunteer and service work among other options—although civic engagement as a course is not an option, credit for experiential or service learning may be appropriate depending on the hours committed, and the supervision and oversight of these experiences.

### **Student Support**

Our Career Counseling Center assists students and alumni in locating jobs and internships as well as providing career advice, preparation and mentoring. The Purchase College Association has been able to support our Career Development Office with an Internship Transportation Grant that enables students who have unpaid internships to have their transportation costs covered for the duration of their internship. This grant makes it possible for our students to get real life hands-on work experience that they would not normally be able to afford.

Our Arts programs have close connections/relationships with successful alumni who support our students' career aspirations and provide valuable assistance in the classroom as adjunct instructors. These alumni are leaders in local industries and their longstanding commitment to and support of our programs and students represents a

significant sharing of expertise. For example, the Conservatory of Music recently implemented a variety of internships in ensemble management, alumni affairs, and music administration, and created a Masterclass series led by young professionals working in all areas of the music industry.

Exposure and experience are absolutely essential for placing students on successful paths. The Purchase Jazz Orchestra performs annually at The Blue Note and at Dizzy's Club at Jazz at Lincoln Center. Additionally, the Purchase Latin Jazz Orchestra performed at Birdland in NYC this year, and the intention is for this to become an annual event as well. The Acting and Design/Technology programs showcase seniors within professional venues (NY City Center, The Snapple Theatre Center) for industry leaders/professionals. Dance majors, starting in their freshman year, have the opportunity to audition for the Purchase Dance Company, which performs repertory and commissioned works and offers two major on-campus concerts a year for the wider community at the college's [Performing Arts Center](#), as well as on national and international tours. The Conservatory of Dance has partnerships with New York Live Arts (performance series) and several prominent contemporary dance institutions/choreographers including Doug Varone and Dancers, The Martha Graham Dance Company, and The Merce Cunningham Trust (teaching/performance partnerships). It offers nine international student exchange programs open to juniors in the Conservatory (Beijing, Taipei, London, Rotterdam, Amsterdam, Perth, Hong Kong, Seoul, Singapore), as well as a Degree Completion program and a faculty residency program with the Nanyang Academy of Fine Arts in Singapore.

### ***Financial Literacy***

Financial literacy is a topic discussed as part of a student's first year experience. The importance of staying on track to degree completion is reinforced through the 8-semester program plans designed for each major. With online courses offered in January and the summer, as well as SUNY cross registration options, the college strives to help students understand options to reduce their debt with timely degree completion.

## **INQUIRY**

Purchase encourages its students to "Think Wide Open." The thriving intellectual culture at the college is enhanced by the unique and synergistic relationship between the liberal arts and the arts. Our students live in an intense and rich environment where they are presented with daily opportunities to engage in scientific, artistic, and creative inquiry in an atmosphere that is accepting of diverse opinions. Inquiry occurs in every venue – the classroom, the lab, the concert hall or theater, the residences, and the wider community. Through this inquiry, students become thought leaders and authors of their professional and personal stories.

The mission of the college is to offer a unique education that combines its programs in ways that emphasize inquiry, mastery of skills, and creativity. The college seeks to create opportunities for our students to fulfill this mission through interdisciplinary study, senior and capstone projects and experiential learning. While the quest to fulfill this mission can be challenging, Purchase continues to meet these challenges.

In collaboration with the Fashion Institute of Technology, Purchase College has proposed a ***Network of Excellence*** that will serve as a nexus for creative inquiry that attends to urgent problems and questions surrounding the human condition in contemporary life. Funds from the Network of Excellence will allow Purchase and FIT to develop shared public programs that cross disciplinary boundaries to explore a broad range of problems and questions, resulting in projects that impact social change, inspire community engagement in network-related practices, and expand the influence of arts and humanities. Projects will include hands-on investigations of local

challenges involving urbanism and public space, as well as ways to catalyze activity surrounding issues of environmental stewardship, public education, homelessness, immigrant rights, all unified through the lens of culture.

Purchase launched an ***MA in Entrepreneurship in the Arts*** in fall 2015 that will create leaders in the commercial and nonprofit arts sectors by giving students the skills they need, such as a solid foundation in management and leadership. The program enables graduates to identify, imagine, and build enterprises that will create and sustain the arts marketplace of tomorrow. Examples of these enterprises include organizations that deliver services, companies that build devices, companies that completely reimagine how the arts interact with society, entities with new organizational structures/business models, and collectives that foster new ways of thinking about the arts disciplines. When approved, our proposed ***MFA in Media Art and Culture*** will attract students seeking progressive, experimental, and participatory forms of media practice that reflect the contemporary media art landscape. The multi-disciplinary curriculum will encourage graduates to think beyond medium-specific approaches, embracing the notion that in the contemporary world “media” embodies technologies and aesthetic practices: It is a whole social field in which people and communities participate.

## ENGAGEMENT

Purchase College is proud to promote a number of entrepreneurial and philanthropic initiatives that support our faculty, students, and the wider community.

### **Innovative programs aimed at faculty include:**

***Art Engagement and Conflict Resolution.*** Faculty from Purchase, Cortland and Geneseo are collaborating with technical expert Shawn Lent to design a research project investigating how engagement in body-based arts experiences can positively impact Conflict Resolution and Track 3 Diplomacy, and how the knowledge and capacities to lead such dance experiences can be assessed and taught in order to empower a new generation of artists. Participation is also possible from Buffalo and Brockport campuses.

***Ghana ThinkTank Collaboration.*** SUNY Professors from Purchase, Buffalo, and New Paltz are collaborating on a project initiated by Ghana ThinkTank (led by Purchase Art+Design Assistant Professor Christopher Robbins) that transposes a Moroccan-style courtyard upon abandoned brick buildings. In doing so, they develop a framework for a series of service-learning courses that utilize digital fabrication tools and skills exchange to create a tessellated arch, while training local residents in the skills needed to benefit from economic development. The work is also designed to initiate a dialogue around race relations, immigration, the relationship between American and Islamic culture, and the negative and positive role of outsiders.

***Topos Partnership Collaboration.*** SUNY faculty from Purchase and Binghamton campuses are collaborating with Topos Partnership to extend a research initiative designed to develop a communications strategy that yields a broad sense of shared responsibility in support of the arts. The results of the initiative, conducted in the Ohio Valley area around Cincinnati, were released broadly in 2010; however, the findings have never been confirmed by research in other locations. It is expected that new inquiries conducted elsewhere will identify dynamics that resonate with those in Cincinnati, as well as insights specific to a different location.

### **Innovative programs aimed at and inclusive of the greater community include:**

Purchase College partners with the Westchester County Association to select candidates and winners of **Science Entrepreneurship Awards**. Scientists are selected based on a variety of criteria including proof that their work is

innovative, entrepreneurial and socially significant. This program, now in its fourth year, has led to important partnerships with high tech health care firms such as Acorda, Regeneron and Histogenics.

In fall 2016, the college will open up a **branch of the Neuberger Museum of Art** in the lobby of the College of Optometry in New York City. This midtown location will introduce the Museum's vast collection of modern and contemporary art to a new audience and will boost the college's visibility and relevance in New York City.

**Athletic facilities.** The college supports the athletics and academic programs of regional high schools and sports leagues that avail themselves of the turf fields and athletic facilities. The local community also enjoys access to the College's sports facilities. The college is the practice venue for the New York City Football Club, the professional soccer team started by the Manchester City football team, and the Yankees.

#### **Innovative educational programs that engage in outreach to local schools**

The college offers several programs that engage students from neighboring schools in developmental and educational programming:

**Project Focus.** A community service collaboration with Purchase College students and faculty, the New York Campus Compact and the AmeriCorps VISTA (Volunteers in Service to America) Program, Project Focus is a partnership program with various middle and high schools. The purpose is to reach out to students from traditionally underrepresented backgrounds and assist in their development of leadership skills and goals clarification with the long term hope of including higher education aspirations. Many of the underserved school tour groups that visit the Museum will be involved in Project Focus activities.

**K-12 and Community Outreach.** The Purchase Writers Center is collaborating on reading- and writing-related projects with the King Street Elementary School in Port Chester. In addition, Purchase and Bank Street College of Education have partnered under a grant from the New York State Education Department *Teacher Leader Quality Partnership* to create institutions for the development of K–12 public school leaders. Local School districts are involved.

The PAC and the School of the Arts offers In School Residencies, an intensive series of classroom sessions with qualified teaching artists. Residencies are designed to immerse students in a particular art form and to teach another subject area (or areas) through that art form. Through residencies, students meet applicable learning standards both in the arts and/or in other curriculum areas. School Shows provide programmed offerings for elementary and middle school students who are bussed to campus, with preshow visits during which a specially trained Teaching Artist leads students through fun, educational and engaging introductions. We also offer Neighborhood Bridges and PAWS (Performing Arts Workshops) for secondary school students. These events include workshops for high school students taught by high school teachers and professionals.

Carnegie Hall's National Youth Orchestra uses Purchase College and the PAC as its summer training facility. The National Youth Orchestra recruits highly talented high school students from around the nation to practice, play and perform, both on campus and at venues around the country and abroad. The Neuberger Museum of Art offers core programs for children and young adults from underserved communities. The School Partner Touring Program introduces Pre-K through college students to the arts and humanities through a rigorous series of in-depth learning-centered tours tailored to the needs of the students, the New York State teaching standards, and the curricular goals of the instructors. The School Scholarship Program provides matching funds to schools to help defray the costs of transportation and/or program fees for schools in need. Writing through the Arts is a



humanities and literacy program integrates art museum experiences into high school English curricula in partner high schools.

The Conservatory of Music runs outreach programs with concerts and lectures at local High Schools in New York and in senior living facilities, sponsors clinics, performances, and masterclasses for local high school and college students. Music students perform at professional venues regularly: at the John Engeman Theatre in Northport, Long Island, and, as noted, at Dizzy's, Blue Note, Birdland, all in New York City. This year, Soul Voices, a choir made up of 60 Purchase students from all majors, participated in New York's annual Martin Luther King, Jr. Day celebration in Albany (co-sponsored by SUNY).

Purchase College is committed to finding new and innovative ways to support our students. We are an approved StartUP campus. Efforts to solicit business partners are ongoing. The college is considering affordability programs such as "*Open Educational Resources*" --providing online books and music score downloads, especially for freshman.

## **Section 2: Specific SUNY Excels Priority Areas and Metrics**

### **STUDENT SUCCESS**

Total student enrollment increased by eight percent over the period of 2009-14 (Table 1 in Appendix A). Over this same period, enrollment of students from New York State increased by five percent; residents now comprise 83% of our student population (Table 2 in Appendix A). This increase may be attributed to the reputation Purchase has in the region for providing an excellent and affordable education (i.e., our top-flight conservatory programs, new majors/programs that are competitive and relevant, key services geared towards increasing student success - see earlier descriptions). As mentioned earlier in this report, changes in demographics make it difficult to reach enrollment targets. Nonetheless, by 2020, we hope to stabilize a total enrollment of 4286 students through enrollment growth and improved retention.

Enrollment growth will occur in three key areas. First, to enhance our recruitment efforts and in collaboration with the Education Advisory Board (EAB) Student Success Collaborative, the college will conduct an in-depth geo-demographic analysis to identify and locate the 'right' students with the greatest potential to enroll at Purchase and to persist to timely graduation. This project has just launched (Fall 2015). Second, Purchase is increasing its international student enrollment by identifying majors of greatest relevance to international students and focusing on the right countries from which to draw. We are implementing a program of non-credit-bearing ESL courses to bring students to language proficiency, which will aid in the recruitment of international students. Third, Purchase has created programs that fill a unique niche market and we will grow our graduate and non-matriculated enrollment by capitalizing on our strengths in the arts and new media and on our proximity to New York City. Purchase has just launched an MA in Entrepreneurship in the Arts, and has in development an MFA in Media Art and Culture. We look to develop additional programs like these in the near future. For example, we have in development certificates (e.g., curatorial skills) that will provide opportunities for members of the extended community to develop credentialed skills that will aid in their employment advancement.

Given declining numbers of high-school graduates nation-wide, Purchase is also committed to doing everything possible to *retain* students to successful degree completion. Tracking three cohorts of students identified by year of graduation (2008, 2012, and 2014), our data indicate that to improve our 4-year graduation rate to 65%, we will need to increase our first-to-second-year retention to 90%, our second-to-third-year retention rate to 85%, and our third-to-fourth-year retention rate to 82%.

We have already implemented initiatives to achieve these goals. Our first-year curriculum has been successfully revamped, leading to a slight increase in first- to second-year retention, an upward trajectory we expect to continue. Plans are currently underway to scale up this philosophy to second- and third-year retention. Our newly formed Student Success unit, which merges our enrollment management and learning and advising services, is the foundation from which the college has launched its intensive, multi-faceted approach to intervening, advising, and supporting its students across the disciplines. Indeed, Purchase offers a full range of programs to support students, including eight-semester plans that tie to course planning, a formal case study approach that monitors student progress, transfer student support programs, and FAR Grant funding to support students on the Autism Spectrum. Fully utilizing these services with a focus group of undecided students increased their retention to 85%.

EAB has provided us with preliminary analytics on non-transfer students who first enrolled at Purchase between fall 2000 and spring 2010. These analytics indicate that a measurable percentage of incoming students do not complete enough credits in their first year to ensure timely graduation. Similarly, analysis of GPA trends indicate that freshman with cumulative GPAs between 2.00-2.59 demonstrate a graduation rate that averages 25% lower than freshman with GPAs above 3.50. These analytics help us to further understand our students and target interventions to them that will improve graduation success. EAB has also provided us with information on critical course opportunities – those courses that are make-or-break for success within a major. This data allows us to identify potential majors for undeclared students who are successful within these critical courses, and to target mentoring and advising resources to majors who are struggling in them.

Based on these initiatives we expect an overall increase in the number of completions as follows:

**Total Degrees Granted**

	2014-15	2020-2021
Undergraduate Degrees	946	1066
Graduate Degrees	47	97
Certificates (all levels)	40	45

**EDUCATING UNDERSERVED STUDENTS**

Our data indicate that the number of minority students enrolled at Purchase College has more than doubled over the past five years (Table 3 in Appendix A), and is entirely consistent with the percentage of minority students enrolled at national benchmark institutions.

Diversity is a core value in Purchase College’s Strategic Plan. We have implemented programming that promotes diversity and cultural competency among all our students. The college has developed an action plan aimed at infusing the academic and social experience of our students with more diversity knowledge, understanding and training. This includes restructuring the first-year academic and social experience to be more instructive and proactive on issues related to tolerance, cooperation, and effective communication. Last year, Academic Affairs

hosted a series of open forums to discuss tensions on campus as a result of events in the news (i.e., the Ferguson, MO shooting).

Although well known as an 'arts college,' Purchase College has a longstanding commitment to access and completion in STEM, particularly for underrepresented minority students. Through our excellent Bridges to the Baccalaureate Community College Mentoring Program ('Bridges'), EOP/MAP, and advising programs we provide the institutional supports to facilitate academic success. Last year, 34% of graduating STEM seniors came from underrepresented minority groups. According to NSF, among all state-supported public institutions granting only baccalaureate degrees, Purchase College tied for 11<sup>th</sup> in the number of graduates who obtained Ph.D.'s in STEM from 1999-2008. We look forward to expanding the use of EAB analytics to develop trend reports that will guide efforts to increase persistence and to help students in STEM disciplines complete their degrees even more; specifically, we will augment current programming with the analytics necessary to predict student success potential within each STEM area based on a 10-year course taking history of all Purchase College STEM students, and expand the college's network of support by implementing proven interventions at key milestones to anticipate students' remedial needs.

It should be noted that we submitted an Investment fund application to SUNY that included a request for \$10.4 million for the renovation and expansion of our science laboratories in order to facilitate and support our goal of expanding our STEM program for underserved minority students.

## **EXPERIENTIAL LEARNING**

The New York State Legislature has put in place a requirement for SUNY campuses to offer students applied learning opportunities, but Purchase already has that requirement. Every student at Purchase College is required to complete a senior project, and many students engage in other forms of experiential learning. Our goal is to expand the opportunities available to our students and to provide them with the means to capitalize on the unique skills these experiences afford.

The senior project is a college-wide requirement for the BA, BS, and some BFA programs. (Students majoring in liberal studies are required to complete a senior capstone course.) It is the hallmark of the Purchase educational experience and the signature of our curriculum. Students devote two semesters (Senior Project I and II) to an in-depth, original, and creative study, which may take the form of a research paper (laboratory or field), an exhibition, a piece of creative writing, or a translation. The senior project must be sponsored by a member of the board of study in which the student has majored. Our students do amazing work, and it is not unusual for their work to culminate in papers presented at professional conferences or published in respected journals, or to appear in premier museums and performance venues. This experience also increases the competitiveness and success of our students when applying for graduate school admission or employment. Appendix B provides links to the Purchase College website that list a selection of the notable accomplishments of our seniors.

Student research, particularly in the STEM disciplines, can be expensive. Three initiatives underway address the resource challenges. First, the School of Natural and Social Sciences helps to defray research expenses through competitive grants of up to \$1000 (made possible through private donations and faculty grants) that financially support student projects that would otherwise be too expensive for students to complete. Second, the senior living community promises to add significant funds to our scholarship budget in the next decade. Many of these dollars will also be distributed as undergraduate research fellowships, as well as to provide deserving students the means to travel to conferences, publish, or exhibit their work, which is important to their professional

development. Finally, the Social Justice Scholar's fund provides fellowships to eight students whose research is funded by the Eugene and Emily Grant Incentive fund. Expansion of this program to provide greater access for more students and to defray research-related expenses, such as travel, is a priority.

As described in Section 1, Purchase also offers a number of unique programs aimed at engaging our students with the world around them. Casa Purchase sponsors a number of internships that perform services for and benefit the local community (Learning Assistants for Conversation in English Language (ESL) Instruction, Community Voices Heard, NYIC/Americorps VISTAs, Don Bosco Community Center, Port Chester Cares). With the opening of PC4-Yonkers, our students will experience the design and implementation of cultural and academic activities that assist Yonkers in its community development efforts in lower income and deteriorating neighborhoods. Our Career Development Center provides a variety of career-related internships where students gain 'real-world' experience and explore a variety of career fields. Purchase College Abroad offers short-term and exchange programs for those students wishing to study internationally.

Although participation in these programs is not a requirement for graduation, many majors at Purchase strongly encourage students to engage in some form of applied learning and have accommodated the experience within the eight-semester graduation plans. One of the impediments to capitalizing on these opportunities, however, is their availability and cost. Developing productive and meaningful partnerships with community organizations, particularly those that provide strong academic ties, require faculty and staff resources to develop; unfortunately, these are limited and thus limit the development of new opportunities. These experiences provide additional costs to students as well. Transportation to and from an internship may be burdensome, and for many students study abroad is simply out of reach. Recently, the Purchase College Association has begun to provide a need-based travel stipend of up to \$250.00 to defray transportation costs for credit-bearing, unpaid internships. Funding to develop new collaborative relationships and partnerships, to provide student access to internships, and to provide for study abroad is a priority.

## **ENTREPRENEURIAL AND PHILANTHROPIC INITIATIVES FOR THE PURPOSES OF FACULTY AND STUDENT SUPPORT**

Through creative entrepreneurship and the philanthropy of our donors, Purchase College raises funds for student scholarship, as well as to improve access and quality of programs. The college is committed to providing students an affordable education and to helping students reduce debt.

Purchase College is able to generate funds for scholarships to students across the disciplines through its entrepreneurial activities. The college leases spaces in academic buildings to Long Island University and the NYU Stern School of Business and rents athletic fields, facilities, and other campus indoor and outdoor spaces. This past fall the college became the training facility for the New York City Football Club. Rental proceeds from the 2.5 year permit will be used to offset the financial burden of the construction of a dormitory. Purchase Park2Fly, an airport parking service operated in one of the college's parking lots, yields funds for scholarships and other vital student services. Purchase College continues to pursue other entrepreneurial opportunities.

In August 2011, the State legislature approved the development of a *senior learning community* on the Purchase College campus. The Purchase College Advancement Corporation is actively engaged in the development of a retirement community at Purchase College; it is anticipated that once developed, the community has the potential to generate significant funds that could both double our current scholarship support and supply resources for faculty as per legislative mandate. The retirement community will also provide audiences for our PAC and

Neuberger (making them more sustainable sub-institutions), create opportunities for intergenerational learning (consistent with the SUNY and the Seamless Education Pipeline direction highlighted in the SUNY strategic plan), benefit the local economy and extend the College's reach. We regard this initiative as a new chapter for the college, and a fulfillment of SUNY's Education Pipeline.

The Purchase College endowment is approximately \$70,000,000. Since 2010/11, the endowment has increased 38.4%. Major gift donors and board members with longstanding involvement on the Purchase College Foundation Board, The Performing Arts Center Board, and the Friends of the Neuberger Board represent a significant portion of the President's portfolio. More than 2,000 donors annually make up the balance of gifts received to the Purchase Fund, which is used for scholarships and the emergency needs of students.

The President and Vice President of Institutional Advancement have successfully closed \$10M in the last two years and \$25M has been raised in contributed sources including bequests within the last five years. The President has been engaged in the planning and silent phase of a capital campaign since the summer of 2011.

## **SUSTAINABILITY**

One of the cornerstones of our Strategic Plan, Purchase College recognizes that our future depends on smart and innovative planning – our ability to manage our resources and rethink our practices to guarantee fiscal, academic, and environmental sustainability.

To meet this commitment, Purchase has enacted a two-year budgeting and planning cycle in order to allocate resources to priority areas as effectively as possible in an uncertain financial landscape. This switch serves two purposes: It allows for greater planning and coordination between Enrollment Management and Academic Affairs and, coupled with solid fiscal management, promotes more effective and strategic budget planning. Indeed, the college prides itself on its open and transparent budget planning process.

We continue to investigate energy conservation initiatives aimed at cost savings and increased sustainability. Over the past year the college's average daily electrical use decreased 14.5%, resulting in an electrical cost decrease of 9.6%. We are well on the road to reaching the goal of reducing energy usage 20%, as per the Governor's Executive Order 88. The college continues to pursue projects aimed at increasing efficiency and productivity. The college has a pending solicitation to install up to 2 megawatts of solar on campus and is considering installing a small wind turbine.

President Schwarz was one of the original signatories of the American College and Universities Presidents' Climate Commitment to reduce the college's carbon footprint. In its recent Greenhouse Gas (GHG) update, the College cited its reduction of its carbon footprint by 13.4% in just 2 years. The college was recently awarded a \$765,000 grant by the Mid-Hudson Regional Economic Development Council for green infrastructure initiatives and to install electrical vehicle charging stations. This grant allows the college to improve upon its growing list of projects aimed at increasing green space, reducing impermeable surfaces and becoming better stewards of the environment. For the fifth time, the Princeton Review has recognized Purchase as one of the most sustainable schools in the country.

Our students have become increasingly engaged in energy management and sustainability. The number of students majoring in Environmental Studies has grown 35% since 2011. Our students have integrated their coursework into real-world projects like the installation of the Rocket composter, which can compost up to 460

gallons of food waste at one time to produce compost for campus use. The college's Rocket composter will be the subject of an abstract to be presented at an upcoming sustainability conference in Boston, MA.

Purchase College is committed to involving our students in sustainability initiatives and sharing what we have done with other campuses in the system.

### **Section 3: Conclusion and Expected Impact on your Campus**

**“Think Wide Open”** and **“Where the Arts and Liberal Arts Combine”** are phrases associated with Purchase College. Indeed, the college is committed to providing the youth of New York with a unique and affordable education in an intense and rich environment. Students are presented with daily opportunities to engage in artistic, creative, and scientific inquiry. We foster student success through our conservatories and signature programs that capitalize on the synergistic relationships we have with the larger community, the implementation of a formal case management approach to advising, the provision of applied learning opportunities, and ongoing efforts to increase scholarship support.

Appendix C contains a chart that summarizes Purchase College's support of SUNY Excels and the Chancellor's completion agenda, and details the resources the campus will need to help us realize these aspirational goals.

Purchase College has experienced eight percent enrollment growth in recent years and expects to stabilize a total enrollment of 4286 students by 2020. Although national trends indicate that our enrollment rate will likely decline, a smaller incoming class will allow us to do a better job with recruitment and retention. Purchase will contribute to Chancellor Zimpfer's goal of 150,000 completions by improving retention. As detailed in Section 2, our data indicate that to improve our four-year graduation rate to 65%, we will need to increase our first-to-second-year retention to 90%, our second-to-third-year retention rate to 85%, and our third-to-fourth-year retention rate to 82%.

We have implemented initiatives to achieve these goals: A Student Success unit that takes a multi-faceted approach to intervening, advising, and supporting students across the disciplines, faculty committed to scaffolding the learning experience and to mentoring students, and most importantly, a data-driven analytic approach that anticipates student challenges. By using 10-years of course-taking data, we have identified patterns of student behavior based in indicators such as the number of credits completed during the first year, freshman grade point average, and milestone courses, that serve as markers of difficulty or indicate points of change, where we can intervene and help students successfully face these challenges head on.

While we feel that our approach to student success is on track, three operational elements must be in place to support our retention efforts and to improve the college. First, full implementation of our intensive case management approach requires a faculty committed to intensive student contact and inquiry-based instruction. Therefore, our dependency on part-time faculty must be decreased by hiring and retaining full-time faculty. We have faced challenges in hiring a diverse faculty (and staff). In large part, these are a result of a very competitive hiring process for minority candidates and the ability to offer competitive salaries. This past year, a college priority has been to develop and implement a comprehensive plan to realign faculty salaries at the assistant and associate ranks to increase our competitiveness and to develop a policy for effective response when faculty receive offers from other institutions. The college will continue its efforts to hire and retain talented full-time faculty; the ultimate success of these efforts, however, is hampered by static state funding.

Second, to ensure the delivery of education to our students, particularly our URM students, funding must be made available to support critical maintenance needs in our facilities. In particular, we feel that the college would do a much better job in its efforts to prepare STEM students for graduate study and employment if its major science laboratories were updated. Research suggests that the current state of our facilities is not conducive to the learning styles of this cohort of students. Instrumentation important to the delivery of our programs has been purchased from grants; however, some instrumentation (e.g., our scanning electron microscope) is nearing the end of its serviceable life and needs replacement. Purchase College submitted a proposal seeking \$10.4 million in funding from NY-SUNY 2020 Grant, Investment and Performance, and EOP for the expansion of its STEM program for URM students through the renovation of its four science laboratory clusters.

Third, consistent funding that promotes innovation in student support and educational delivery must not only be stabilized, but increased. We simply cannot keep passing on the expense of education to students. The results of the 2012 Student Opinion Survey indicate that financing college and other difficulties is a source of concern for our students. Although our score on this item was average for our sector, it was one of the lowest scores students provided on the whole survey. Currently, Purchase students demonstrate a 3-year default rate of 6.2%, down 1.4% since 2009, and well below the National Student Default Rate of 8.9%. Unfortunately, trend data indicate that the default rate will likely increase in coming years due to the increased reliance of students on loans to meet the rising cost of attendance in the future. Purchase is doing its part through the senior living community which, once online, will double the scholarship support available to students.

Action at the system level may facilitate stabilization. For example, SUNY could provide services to campuses that empower predictive, informational analytics. Currently, colleges must arrange or provide their own analytics in order to achieve goals (better enrollment, retention and graduation) at great cost. Given SUNY's commitment to shared services, this is an opportunity to provide a service that would save time, money, help the colleges, and ultimately improve retention and graduation goals system wide. Although this would require a shift in focus from SUNY enrollment to specific campus enrollment, the impact of this shift would have an overall positive effect on SUNY.

## APPENDIX A

Evaluation Data Tables - Purchase College  
Trends In Fall Student Enrollment and AAFTE



TABLE 1	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2015	Plan Fall 2018	Plan Fall 2020
<b>Student Headcount Enrollment</b>										
<b>Total Students</b>	4,192	4,166	4,324	4,240	4,353	4,225	0.8%	4,222	4,280	4,286
% Full-time	90.9%	90.8%	88.9%	90.1%	90.7%	90.7%	-	91.3%	91.4%	91.5%
% Undergraduate	97.0%	97.1%	97.2%	97.4%	97.4%	97.6%	-	97.1%	95.8%	95.7%
<b>Total Undergraduate Students</b>										
<b>Total Undergraduate Students</b>	4,065	4,044	4,204	4,128	4,239	4,124	1.5%	4,101	4,101	4,101
% Full-time	90.9%	90.9%	88.8%	90.1%	90.8%	90.8%	-	91.5%	91.5%	91.5%
Full-time Undergraduates - Total	3,690	3,675	3,733	3,721	3,847	3,746	1.4%	3,751	3,751	3,751
Full-time First-time	728	691	827	712	821	761	4.4%	795	795	795
Full-time Transfers	368	394	364	472	406	377	2.4%	390	390	390
Full-time Continuing & Returning	2,598	2,590	2,542	2,537	2,620	2,602	0.1%	2,566	2,566	2,566
Full-time Other	0	0	0	0	0	6	-			
Part-time Undergraduates	370	369	471	407	392	378	2.2%	350	350	350
<b>Total Graduate Students</b>										
<b>Total Graduate Students</b>	127	122	120	112	114	101	-20.5%	121	179	185
% Full-time	91.3%	89.3%	90.8%	90.2%	89.5%	86.1%	-	86.8%	91.1%	91.4%
Full-time Graduates - Total	116	109	109	101	102	87	-25.0%	105	163	169
Full-time New Graduates	60	54	56	59	50	42	-30.0%	60	88	91
Full-time Continuing & Returning	56	55	53	42	52	45	-19.6%	45	75	78
Part-time Graduates	11	13	11	11	12	14	27.3%	16	16	16
<b>Graduate Students by Level</b>										
<b>Graduate Students by Level</b>	127	122	120	112	114	101	-20.5%	121	179	185
Masters Programs	113	104	111	101	96	89	-21.2%	109	167	173
Graduate Certificates	14	18	9	11	18	11	-21.4%	12	12	12
Non-Degree Seeking	0	0	0	0	0	1	-	0	0	0

  

	2009-10	2010-11	2011-12	2012-13	2013-14	Plan 2014-15	5-Year Percent Change	Plan 2015-16	Plan 2018-19	Plan 2020-21
<b>AAFTE</b>										
Official AAFTE	4,185	4,190	4,212	4,243	4,271	4,173	-	-	-	-
Planned AAFTE	3,836	3,836	4,181	4,160	4,195	4,328	13%	4,159	4,222	4,228
% Deviation Between Planned and Official	9%	9%	1%	2%	2%	-	-	-	-	-

Source: SUNY Data Warehouse and Campus Approved Enrollment Plans



Evaluation Data Tables - Purchase College  
Trends In Geographic Diversity of Full-Time Students

TABLE 2	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2015	Plan Fall 2018	Plan Fall 2020
<b>Total Full-Time Students</b>	3,811	3,784	3,842	3,822	3,949	3,833	0.6%	3,856	3,914	3,920
New York State	2,969	2,988	3,006	3,112	3,207	3,157	6.3%	3,155	3,188	3,192
Percent	77.9%	79.0%	79.5%	81.4%	81.2%	82.4%	-	81.8%	81.5%	81.4%
U.S. Non New York	725	715	702	589	639	581	-23.0%	609	630	627
Percent	19.8%	18.9%	18.3%	15.7%	16.2%	15.2%	-	15.8%	16.1%	16.0%
International	87	81	84	111	103	95	9.2%	92	96	101
Percent	2.3%	2.1%	2.2%	2.9%	2.6%	2.5%	-	2.4%	2.5%	2.6%
<b>Full-Time Undergraduate Students</b>	3,695	3,675	3,733	3,721	3,847	3,746	1.4%	3,751	3,751	3,751
New York State	2,912	2,932	3,005	3,067	3,155	3,112	6.9%	3,100	3,098	3,098
Percent	78.8%	79.8%	80.5%	82.4%	82.0%	83.1%	-	82.6%	82.6%	82.6%
U.S. Non New York	719	683	666	566	614	560	-22.1%	581	581	578
Percent	19.5%	18.6%	17.8%	15.2%	16.0%	14.9%	-	15.5%	15.5%	15.4%
International	64	60	62	88	78	74	15.6%	70	72	75
Percent	1.7%	1.6%	1.7%	2.4%	2.0%	2.0%	-	1.9%	1.9%	2.0%
<b>Full-Time Graduate Students</b>	116	109	109	101	102	87	-25.0%	105	163	169
New York State	57	56	51	45	52	45	-21.1%	55	90	94
Percent	49.1%	51.4%	46.8%	44.6%	51.0%	51.7%	-	52.4%	55.2%	55.6%
U.S. Non New York	36	32	36	33	25	21	-41.7%	28	49	49
Percent	31.0%	29.4%	33.0%	32.7%	24.5%	24.1%	-	26.7%	30.1%	29.0%
International	23	21	22	23	25	21	-8.7%	22	24	26
Percent	19.8%	19.3%	20.2%	22.8%	24.5%	24.1%	-	21.0%	14.7%	15.4%

Source: SUNY Data Warehouse

Note: New York State includes unknowns

Evaluation Data Tables - Purchase Collete  
Trends In Student Diversity - Race/Ethnicity, Gender, and Pell



TABLE 3	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2015	Plan Fall 2018	Plan Fall 2020
<b>Race/Ethnicity</b>										
Total Students	4,192	4,166	4,324	4,240	4,353	4,225	0.8%	4,222	4,280	4,286
White Non-Hispanic	2,159	1,850	2,173	2,147	2,403	2,282	5.7%	2,364	2,312	2,315
All Minorities	872	774	945	1,039	1,242	1,302	49.3%	1,110	1,319	1,321
Black Non-Hispanic	292	216	248	291	329	363	24.3%	338	368	368
Hispanic	444	456	562	639	757	780	75.7%	591	790	791
Asian/Pacific Islander	117	102	126	104	148	193	30.8%	160	153	155
Native American/Alaskan	19	0	9	5	8	6	-68.4%	21	6	6
Two or More Races	0	0	0	117	175	203	-	0	206	206
Underrepresented Minorities <sup>1</sup>	755	672	819	935	1,094	1,149	52.2%	950	1,164	1,166
Non-Resident Alien	92	86	91	115	104	102	10.9%	169	103	103
Unknown	1,069	1,456	1,115	822	429	336	-68.6%	578	340	341
Campus % All Minorities	20.8%	18.6%	21.9%	24.5%	28.5%	30.8%	-	26.3%	30.8%	30.8%
Sector % All Minorities	15.9%	14.9%	18.9%	21.6%	23.1%	26.3%	-	-	-	-
Campus % Underrepresented Minorities	18.0%	16.1%	18.9%	22.1%	25.1%	27.2%	-	22.5%	27.2%	27.2%
Sector % Underrepresented Minorities	13.8%	12.8%	16.5%	19.1%	20.4%	23.0%	-	-	-	-
<b>Gender</b>										
Total Students	4,192	4,166	4,324	4,240	4,353	4,225	0.8%	4,222	4,280	4,286
Male	1,859	1,800	1,891	1,889	1,937	1,903	2.4%	1,902	1,928	1,930
Female	2,333	2,366	2,433	2,351	2,416	2,322	-0.5%	2,320	2,352	2,356
Campus % Male	44.3%	43.2%	43.7%	44.6%	44.5%	45.0%	-	45.0%	45.0%	45.0%
Sector % Male	41.2%	41.2%	41.2%	41.2%	41.2%	41.2%	-	-	-	-
Campus % Female	55.7%	56.8%	56.3%	55.4%	55.5%	55.0%	-	55.0%	55.0%	55.0%
Sector % Female	58.8%	58.8%	58.8%	58.8%	58.8%	58.8%	-	-	-	-
<b>Pell Recipients</b>										
Students Eligible to Apply for Pell	n/a	n/a	4,058	3,811	3,938	3,847	-	3,722	3,833	3,944
Students Receiving Pell	n/a	n/a	1,091	1,123	1,237	1,282	-	1,481	1,525	1,570
Campus % Students Receiving Pell	-	-	26.9%	29.5%	31.4%	33.3%	-	39.8%	39.8%	39.8%
Sector % Students Receiving Pell	-	-	35.8%	35.9%	36.2%	37.2%	-	-	-	-

<sup>1</sup> Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: SUNY Data Warehouse

## APPENDIX B

The following links will take you to pages on the Purchase College website that list notable student accomplishments:

Student Work in the School of the Arts

<http://www.purchase.edu/gallery/>

Student Publications in Biology and Environmental Science

<http://www.purchase.edu/Departments/AcademicPrograms/LAS/Sciences/Biology/studentpublications.aspx>

Natural and Social Sciences Annual Student Symposium

<http://www.purchase.edu/Departments/AcademicPrograms/LAS/Sciences/Symposium/default.aspx>

## Appendix C

### Purchase College Performance Improvement Plan Summary

Priority Area	Purchase Contributions	Resources Needed to Achieve Goals
<b>Student Success</b>	<ul style="list-style-type: none"> <li>● Increase enrollment to 4286 students</li> <li>● Improve yearly retention</li> <li>● Achieve a graduation rate of 65%</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to increase analytic capacity to document student completion trends</li> <li>● Capacity to hire and retain full-time faculty committed to our student success model</li> </ul>
<b>Educating Underserved Students</b>	<ul style="list-style-type: none"> <li>● Implementation of programming that promotes diversity and cultural competency among our students</li> <li>● Expansion of STEM programming, particularly for underrepresented minority students</li> <li>● Development of analytics to increase persistence and help students to completion</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to increase analytic capacity to document student completion trends</li> <li>● Funding to support critical maintenance needs in our facilities and to replace vital instrumentation</li> </ul>
<b>Experiential Learning</b>	<ul style="list-style-type: none"> <li>● Our senior project, which provides an applied learning experience for our students</li> <li>● Growth of experiential learning opportunities for students that engage them with the world around them and build valuable skills</li> </ul>	<ul style="list-style-type: none"> <li>● Funding to provide undergraduate research fellowships</li> <li>● Funding to support student professional development, including travel to conferences and exhibition costs</li> <li>● Funding to support additional costs associated with internships</li> </ul>
<b>Entrepreneurial and Philanthropic Initiatives for the Purposes of Faculty and Student Support</b>	<ul style="list-style-type: none"> <li>● Entrepreneurial activities that provide scholarship support to students</li> <li>● The Senior Learning Community, which fulfills SUNY's Education Pipeline and will yield additional</li> </ul>	<ul style="list-style-type: none"> <li>● Support from SUNY for activities and replication efforts</li> <li>● Advocacy by SUNY with legislature, DOB, OSC and AG to facilitate such activities.</li> </ul>

	funds for scholarship and faculty support <ul style="list-style-type: none"> <li>• Growth of the Purchase College Endowment</li> </ul>	
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Successful model of strategic budget planning</li> <li>• Successful energy conservation initiatives that have resulted in increased sustainability and cost savings to the college</li> </ul>	<ul style="list-style-type: none"> <li>• Support from SUNY for activities and replication efforts</li> </ul>