
Memorandum of Understanding

SUNY New Paltz
and the
State University of New York



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Market Niche/Distinctiveness *Campus Role within SUNY System*

State University of New York at New Paltz was founded in 1828 as a school to teach the classics, and established as the New Paltz Academy in 1833. It became a Normal School in 1886, and joined SUNY in 1948. Today, SUNY New Paltz is a comprehensive institution that defines its essential character by its location in the mid-Hudson region, its commitment to the primacy of teaching, its ethnically and culturally diverse population, and its emphasis on internationalism. Programs in the liberal arts and sciences serve as the foundation for professional programs in the fine and performing arts, business, health care, computer sciences, education, and engineering. One of only two public residential four-year institutions between New York City and Albany, New Paltz is deeply committed to serving the educational needs of the citizens of the mid-Hudson region and the greater New York metropolitan area, and this regional focus is particularly important in many of the graduate and professional programs.

An important facet of New Paltz's commitment to diverse educational experiences involves both bringing international students to the campus and offering New Paltz students opportunities to experience other cultures first-hand. For 50 years, the College has been a leader in the SUNY system in emphasizing international education through its international studies and overseas programs. It attracts a substantial number of international students and faculty and has instituted an international core requirement. Current and planned international activities continue and expand this tradition.

Projected Institutional Position and Benchmarks of Success

SUNY New Paltz strives to be an innovative teaching/learning community committed to diversity and excellence. These core values, delineated in the recently completed Strategic Plan, are supported by the following goals: to become more student/learning-centered; to improve organizational effectiveness; to strengthen the College. Annual audits of progress made toward accomplishing goals and objectives will be issued and analyzed each fall, and amendments made to the Plan as and if necessary.

Specific challenges that focus planning include: balancing enhanced selectivity with need for diversity and access; balancing increased enrollment with need to sustain an acceptable faculty-student ratio; increasing ratio of full-time faculty; establishing equity in full-time faculty workload; increasing support for part-time faculty; funding faculty and staff professional development; maintenance of physical plant and improvement of facilities; improving student retention and graduation rates; increasing scholarship and financial aid support.

1.0 Enrollment/Admission Selectivity

1.1 Enrollment growth

New Paltz plans to grow enrollment in a modest, planned, and balanced manner: an estimated 6,400 AAFTE (8,500 headcount) by 2007, an increase of 440 (660 headcount) from fall 2000. Growth will occur incrementally only after securing the resources necessary to support it; for example, undergraduate enrollment growth, currently limited by dormitory and village housing capacity, could be increased further if additional residence hall resources became available. As the campus is focussed primarily on serving the needs of the State and the region, undergraduate in-State enrollments will be maintained at 90%. Increasing the percentage of out-of-state enrollment is a secondary priority.

A comprehensive regional marketing plan, designed to increase graduate enrollment by 15% by fall 2003, is currently being implemented, and graduate headcount is projected to increase to approximately 380 full-time and 1,550 part time (by 2003). Graduate students will be recruited from beyond the region for programs with particular national and international appeal, the MFA programs in the department of Art, for example.

Some increase in the number of international students is projected—from the current 350 to 470 by 2007.

The College's detailed enrollment projection is as follows:

	Fall 1999 (actual)	Fall 2000 (approved)	Fall 2001 (planned)	Fall 2002 (planned)	Fall 2003 (planned)	Fall 2004 (planned)
Undergraduate						
FT first	997	1,000	925	950	950	950
FT transfer	667	650	625	625	625	625
FT Cont/Ret	3,418	3425	3,525	3,625	3,700	3,800
Total FT	5,082	5,075	5,075	5,200	5,275	5,375
Total PT	991	1,030	1,000	970	920	900
Total Undergrad	6,073	6,105	6,075	6,170	6,195	6,275
Graduate						
FT	350	370	375	380	380	400
PT	1,323	1,375	1,425	1,500	1,550	1,550
Total Graduate	1,673	1,745	1,800	1,880	1,930	1,950
Total Headcount	7,746	7,850	7,875	8,050	8,125	8,225
Total AAFTE	5,882	5,890	5,909	6,063	6,136	6,186

Note: Enrollment goals may be affected by external factors such as changing economic conditions, tuition increases, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the above.

1.2 Student mix

New Paltz predicts some changes in its overall student mix.

- The transfer student cohort is expected to decline while that of native students will increase; for example, the makeup of the 1999 entrants was 997 new freshmen and 667 transfer students continuing the trend of a higher ratio of freshmen and more full-time undergraduates.
- In addition, the planned increase in the number of international students could also affect the freshman/transfer ratio.
- The undergraduate/graduate mix will be impacted by the projected 15% increase in the number of graduate students
- Finally, the gradual, but significant, change in the mix of part-time and full-time students is expected to continue.

1.3 Recruitment

New Paltz's freshman application level is very strong—9000 applicants for 900 seats in fall 1999; 2217 applications for 125 freshmen seats in the EOP program. Undergraduate recruiting is principally within New York State, although some recruitment efforts are made in neighboring states, primarily via the web site.

Similarly, partly in response to its regional focus, the majority of graduate students currently come from the mid-Hudson region and New York State. However, the campus believes that its Graduate School has significant growth potential that is currently being realized, for example, in the new MBA program. New Paltz intends, also, to increase out-of-state and international marketing efforts for programs with particular national and international appeal—for example, the M.F.A. programs in Fine and Performing Arts mentioned above.

1.4 Level on selectivity matrix

New Paltz is presently group 2 Highly Selective (SAT 1060 [first score], 1130 [highest score]). Current forces—growth in applications and selectivity, increasing retention rate, popularity, broad program offerings—indicate that the admissions profile could soon move into group 1 (Most Selective). However, New Paltz will only move to greater selectivity if it can do so without compromising current levels of diversity and access. (See also §7.0.)

Selectivity Group		Fall 1999 (actual)	Fall 2000 (planned)	Fall 2001 (planned)	Fall 2002 (planned)	Fall 2003 (planned)
Regular Admits who have an SAT Score and a High School Average	Total	100.0%	100.0%	100.0%	100.0%	100.0%
	In Group 1	15.4%	16.2%	18.0%	19.0%	20.0%
	In Group 2	41.0%	42.6%	49.0%	50.0%	51.0%
	In Group 3	40.6%	38.2%	32.0%	31.0%	29.0%
	In Group 4	2.7%	3.0%	1.0%	0.0%	0.0%
	In Group 5	0.3%	0.0%	0.0%	0.0%	0.0%
Special Admits (EOP or Other Risk) as a Percent of Total First-Time Full-Time		21.0%	20.0%	20.0%	20.0%	20.0%

1.5 Comparisons with selected benchmark institutions

New Paltz identifies the University of Wisconsin at Eau Claire and SUNY Fredonia as appropriate current peers. James Madison University (VA) and The College of New Jersey are considered aspirational peers.

	SUNY New Paltz	Univ. of Wisconsin at Eau Claire	SUNY Fredonia	James Madison	College of New Jersey
Full-time Undergraduate Enrollment	4,933	9,294	4,292	12,776	5,429
Acceptance Rate	43%	77%	63%	59%	56%
SAT (25/75 Percentile)	930-1180 ¹	1080-1290	1000-1180	1090-1260	1140-1330
High School GPA % > 3.0	20% ² (67%)	N/A	73%	87%	N/A
% Full-time faculty	51%	79%	61%	77%	52%
Freshman Retention	79%	77%	81%	91%	93%
Graduation Rate (6-year)	50% ³	53%	66%	80%	80%

Source: The College Board, 1999

¹Mean combined SAT for first-time fulltime regular admits rose to 1095 in fall 1999, per SUNY Student Data File

²The campus believes this percentage is a reporting error to the College Board. The figure in parentheses (67%) is, according to campus data, the correct and accurate percentage.

³SUNY Office of Institutional Research, Attrition and Retention Survey (98-10) fall 1998

2.0 Student Outcomes

2.1 Student life

New Paltz strives to provide a well-rounded program in residence life designed to support student social, emotional, recreational, and academic needs, and recognizes that a clean, safe, and attractive living and learning environment is fundamental to the goal of a student/learning-centered community. To meet these goals, the College plans the following improvements:

- Construction of new residence hall in fall 2000 to provide accommodation for students displaced from dormitories due to be renovated
- Rehabilitation of all eleven existing dormitories over the next 15 years
- Construction of a second new residence hall in 2000-2001
- Renovation of all classrooms over a 10-year period

Other plans to improve student life include expansion of space for the bookstore and student clubs and organizations, an addition to the library, and studying the feasibility of constructing an additional, all-campus dining room/common room. While the expansion of the bookstore is

expected to be complete by spring 2001, no firm timeline has been established for the other projects. They are, however, likely to be proposed for the next five-year Capital Plan.

2.2 *Retention/graduation rates*

Retention has long been a problem for New Paltz with its relatively low (77.3% in 1996) retention of first-time, full time freshmen. Improved student retention has been one of the campus' highest priorities for the past three years, and the Strategic Plan identifies these retention and graduation goals:

- Improve retention from Freshman to Sophomore year to 85% by 2005 (77.3% in 1996; 77% in 1997). New Paltz also hopes to improve sophomore to junior year retention. The intermediate retention goal is 2% a year until the 85% figure is reached.
- Maintain high admissions standards for transfer students and improve the match between the program of study completed elsewhere with the upper division coursework at New Paltz while achieving a high yield (New Paltz will admit by major for students with 45 credits or more and require the same GPA and prerequisites as for native students).
- Improve 6-year graduation rate to 60% by 2003. The campus estimates it will take at least three years before any sizeable effect is achieved. Intermediary goals for 6-year graduation rate are as follows:

1994 Cohort: 45%	1995 Cohort: 48%	1996 Cohort: 52%
1997 Cohort: 53%	1998 Cohort: 55%	1999 Cohort: 57%
2000 Cohort: 57%	2001 Cohort: 58%	2002 Cohort: 59%
2003 Cohort: 60%		

New Paltz recognizes the following as appropriate steps toward improving the time-to-degree and graduation rates:

- Work with students to ensure development and implementation of a plan of study to ensure graduation in a timely manner
- Build scholarship fund to enable students to study full time. Current annual goal is \$90,000 per year. New Paltz would like to double this annual goal by 2005
- Make courses available across the time schedule in order to facilitate students taking the courses they need in the sequence they need them
- Establish inter-divisional programs targeting adjustment to campus life and academic success, with special focus on improving time-to-degree performance

- Review the General Education requirements with the dual intent of providing students with a broad-based liberal arts education while allowing them to complete their plan of study and graduate within a realistic and established time frame
- Review General Education offerings, and policies related to them, in order to enhance students' ability to complete these requirements in a timely manner

New Paltz's goals for undergraduate retention and graduation are as follows:

	Current	3-year goal	5-year goal
First year retention rate	78% ¹	81%	85%
4 year graduation rate	26% ²	28%	33%
6 year graduation rate	50% ²	53%	57%

¹ Fall 1997 cohort; ² fall 1992 cohort; Source: SUNY Office of Institutional Research, *Attrition and Retention Survey*, fall 1998 (Report 98-10)

(Note: The averages for all comprehensive colleges for the same cohort years are as follows: first-year retention 74%; 4-year graduation rate: 35%; 6-year graduation rate: 54%)

2.3 Student/Alumni satisfaction

The 1997 and 1994 Student Opinion Surveys have been helpful in reinforcing staff and faculty perceptions of areas that need strengthening. While the surveys revealed that New Paltz students believe the campus is doing quite well in most categories, lower than desired ratings in *course availability*, *academic advising*, *condition of residence halls*, and *student services* have led to defined actions in the Strategic Plan, as follows:

- Expanded access to student support services (office hours, communications, one-stop shopping, etc.)
- Evaluation of full program access for disabled students
- Schedule courses to maximize student choice in course selection
- With faculty, assess advising needs and implement strategies to emphasize pedagogical aspects of advising, e.g. advising sessions discussing how particular course sequences/groupings reinforce learning and are synergistically beneficial. Advising will thus become more than a mere checking off of requirements.
- Improvements to residence halls as detailed above

The results of the 1998 SUNY Alumni Outcomes Survey, which sampled 50% of the classes from 1991 and 1994, were mixed. While most alumni were generally satisfied with their education, New Paltz's analysis (summer 1999) of the Surveys' results indicated that

improvement was needed in two areas: *applying computer skills* and *speaking effectively*. In addition, only 53% of responding alumni would recommend New Paltz without any reservation (the comprehensive college average was 63.8%).

Since the 1991/1994 classes graduated, quantum advances have been made with respect to computer skills, and the College believes this area is no longer a problem; the results of the 2000 Student Opinion Survey will provide insight here. The ability of New Paltz's graduates to speak effectively is being addressed in the outcomes assessment program (see §2.5).

New Paltz intends to improve all facets of alumni/ae life with the campus, including, for example, broadening representation of the Alumni Association Board, creating active alumni chapters in appropriate locations, and involving alumni in scholarship fundraising and student recruitment. Currently, the College's professional programs have advisory boards, one of the principal objectives of which is to assess alumni (and employee) satisfaction. This approach will be broadened to include the arts, liberal arts, and sciences.

2.4 *Post-graduate success*

New Paltz identifies itself as a substantial resource for meeting the professional needs of the region in fields such as education, engineering, business, nursing, and journalism, and, as noted above (see §2.3), the advisory boards to these professional programs assess and measure employee and alumni satisfaction.

The School of Education does not currently systematically monitor the careers of its graduates, but will do so as it prepares for accreditation. Over the next two years, an initial compilation of alumni career information will be gathered with the expectation that, during the third year, a satisfaction survey will be conducted and analyzed.

2.5 *Assessment planning*

New Paltz uses, or will seek, external accreditation to assess the effectiveness of its professional programs (American Association of Colleges and Schools of Business [AACSB] for business programs, Accreditation Board for Engineering and Technology [ABET] for engineering, National Council for Accreditation of Teacher Education [NCATE] for teacher education, for example). Boards of representatives from the professions, businesses, and industries also serve as advisors to professional programs.

- As part of the overall assessment plan, New Paltz will continue to include a comprehensive review of all academic departments, not separately accredited, on a five-year cycle.
- The general education program is reviewed on a ten-year cycle.

Student learning is also subject to educational outcomes assessment through the following mechanisms:

- Creation of a program of educational outcomes assessment for all undergraduate programs within five years.
- Capstone courses, activities, or experiences, designed to assess overall mastery of the major, for all undergraduate majors within five years (i.e. by 2004).

New Paltz has made significant progress in developing a campus-wide assessment plan. The interim report, issued by the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes (www.sysadm.suny.edu/provost/whatsnew) may provide guidance and direction in the area of academic assessment.

3.0 Faculty Development and Scholarship

3.1 Faculty recruitment

New Paltz will continue to seek first-rate faculty who wish to place teaching at the center of their professional lives and who are willing to engage in risk-taking and innovation in research and scholarly/creative activity. New (and established) faculty will be encouraged to experiment with innovative teaching techniques and to cultivate mentoring relationships with students. This effort will be facilitated by the establishment of a Center for Teaching and Learning in 2000-2001.

All faculty are expected to take seriously their responsibility for proper academic advising.

A priority for New Paltz in faculty hiring is to restore full-time faculty lines and, thereby, reduce its reliance on part-time faculty. Through internal reallocation and priority allocation of basic Performance-based Funding, New Paltz will fill, on average, seven new full-time faculty positions during each of the next five years, 2000-2004. Priorities for new faculty are (1) departments in which the ratio of majors to full-time faculty has become too large, i.e., over 40 (e.g., elementary education, computer sciences), (2) areas of growth (e.g., business, computer sciences), (3) areas with large part-time faculty populations (e.g., communication and media arts, art), and (4) areas central to academic majors that have been decimated by retirements and resignations (e.g., business, art, computer engineering).

3.2 Faculty review, promotion, and tenure

New Paltz's Strategic Plan calls for the establishment of equity in faculty workload. This means just, impartial, and fair expectations (not necessarily equivalent expectations) of all faculty for the full range of faculty responsibilities: teaching, advising, research, and service. The College is currently undertaking a thorough review of the criteria for tenure, promotion and merit.

New Paltz uses external evaluation of scholarship for tenure and promotion but not for merit increase. System Administration applauds the use of external peer review for scholarship as a way of upholding high standards that ensure academic excellence.

- New Paltz will continue to use student evaluations of teaching effectiveness (Student Evaluation of Instruction) in its review of faculty for promotion and tenure.

3.3 *Quality and quantity of research/scholarship*

New Paltz's total Sponsored Activity through the Research Foundation for 1998-99 was \$3,010,000, an increase of about 7% since 1992. While the first priority for New Paltz faculty is good teaching, the campus recognizes the desirability of increasing the level of faculty funded research. To this end the campus has articulated the following priorities for promoting increased activity and distinction in research:

- Establish a policy for granting temporary reassignment of instructional responsibilities to research leading to publication or preparation of major grant proposals
- Develop inter- and multi-disciplinary research programs, particularly in education, natural sciences and engineering, behavioral social sciences, business, and computer science. Responsibility for this initiative lies with the deans
- Develop organized research centers (materials research and engineering, public policies and planning issues, applied research in management, for example. Discussions with industrial and commercial partners in "Pattern for Progress" (a mid-Hudson consortium) have begun. New Paltz hopes to develop one to three such centers in the next five years
- Develop collaborative international projects. For example, in 1999 New Paltz realized its first major grant-funded project with Uzbekistan; a second, with Brazil, will be developed in 2002
- Collaborate on research ventures with regional economic development and local government agencies
- Continue promotion of industry-university partnerships
- Expand research opportunities for graduate and undergraduate students

New Paltz anticipates that its major grants will continue to be in education, training, innovative curriculum development, and international activities.

- The campus' goal for overall grant expenditures of these types of grants and contracts is an increase of at least 10% over the next five years.

The technical (science and engineering) portion of the total funding is currently less than 5%. New Paltz has restructured its sciences and engineering to form a School of Physical Sciences and Engineering that will include chemistry, geology, physics, computer science and engineering, electrical engineering and mathematics. The School will be initiated, with a new

dean, in spring 2001. Increased research funding will be a priority for the new dean, both in terms of program development and the hiring of new faculty (the School will hire a number of new faculty over the next five years). In the meantime, the campus has begun collaborative initiatives with institutions that already have highly successful funded research programs; this effort is expected to increase the likelihood of New Paltz's acquiring grant funding. At this time, it appears likely that technical research funding could increase several fold. Overall research expenditures (direct and indirect costs) should, therefore, increase by at least 20%.

4.0 Intercampus Collaboration

4.1 Joint academic programs

SUNY New Paltz currently collaborates with a number of SUNY campuses including jointly-registered programs with regional community colleges, a jointly-registered MA in Sociology/MSW with SUNY Albany, a 3+2 program with SUNY Albany in physics and engineering, integrated programs with SUNY College of Optometry and Environmental Science and Forestry, and new jointly-registered programs in Management; this last initiative may be expanded into business specializations—accounting, economic/finance, and marketing, for example. In addition, New Paltz collaborates with other SUNY engineering programs through EngiNet, SPIR, and the Alliance for Minority Participation (AMP).

During the next five years, New Paltz expects to engage in further collaborative activities with other SUNY campuses (state-operated and community colleges) including a doctoral degree in educational administration with the University Center at Albany and expansion of New Paltz's contributions to EngiNet. In addition, a number of jointly-registered (with community colleges) education programs are being reviewed to ensure compliance with Regents-mandated standards. New Paltz expects to add jointly-registered engineering programs with two or three more community colleges, and exploring opportunities for additional jointly-registered programs and/or new dual degree (baccalaureate/master's) programs.

For the future, New Paltz is particularly interested in focusing on collaborative activities in the international arena: new overseas academic programs (in year, semester, and modular formats); international economic/educational development activities and training programs; joint ventures of collaborating SUNY campuses with international institutions of higher education—for example, some discussion has taken place with SUNY Cortland about collaboration in the Czech Republic.

4.2 Articulation

New Paltz is a member of the Mid-Hudson SUNY Alliance and has well-developed articulation agreements with the five regional community colleges. Forty percent (40%) of Alliance member graduates enroll at New Paltz. However, as a result of demographic and admission policies designed to promote success and on-time graduation, the College anticipates a decrease in the number of its transfer students.

4.3 *Other cooperative activities*

SUNY New Paltz's School of Education is collaborating with other University Colleges to ensure broad master's level programs related to new expectations in the teaching profession. One proposal, not yet approved, is an urban education initiative in which Cortland, Buffalo State, Fredonia, Old Westbury, New Paltz, Potsdam, and the City University of New York would join forces with the New York City Board of Education to address collaboratively the need for competent, certified teachers in urban schools.

New Paltz is working with Marist College in developing professional/economic development activities through continuing education programs. Collaboration with the Poughkeepsie Institute addresses urban concerns. (The Poughkeepsie Institute involves professors from New Paltz, Marist, Bard, Dutchess CC, and Vassar who teach a class each semester enrolling students from all five colleges. Course content focuses on social issues of the region). In addition, New Paltz has joined with Pace University and Marist College to develop e-commerce instruction and research programs designed to assist businesses in the Hudson valley.

5.0 **Academic Program Directions**

Goal II, *Improve Organizational Effectiveness*, of the Strategic Plan proposes, among other things, a restructuring of the academic divisions. Where appropriate, academic divisions will be reorganized, inter- and multi-disciplinary programs will be encouraged, and department chairs will be given the authority to design course schedules, to address student needs, and provide schedules that address maximization of resources and improvement of time-to-degree.

5.1 *Undergraduate*

New Paltz's programs will continue to respond to the needs of students and the community. Growth and program development will be systematic, collaborative, initiated with adequate resources in place, and will be linked with systematic program review in an attempt to balance new programs with the elimination of redundant and/or obsolete programs. Therefore, new academic programs will be developed as resources become available, provided such programs enhance those already established or meet a new market need. Priority will be given to interdisciplinary program proposals that maximize the use of available resources. All new programs will be evaluated in light of available resources, external demand, connection to the educational mission, ability of the program to foster the unique identity of New Paltz.

Possible program development at the undergraduate level could include Environmental Science, BFA in Acting, Religious Studies, Industrial/Organizational Psychology, Information Systems (baccalaureate/masters), and Liberal Studies (baccalaureate /masters), an interdisciplinary pre-professional major.

Development of new study abroad opportunities is a campus priority. New Paltz has a primary goal of creating international study opportunities for its own students. By 2004, the College plans to have twenty percent (20%) of its undergraduates participate in an international

experience (current participation is around 14%). A comprehensive plan for the entire international program area is currently being developed and will be completed by June 2000.

System Administration endorses New Paltz's determination to ensure that all program development will be reviewed for consistency with mission, demonstrated market need, and evidence of academic quality. System is also pleased with New Paltz's willingness to review existing programs for relevancy and sufficient enrollment strength, and to consider deactivation and/or discontinuance when appropriate.

5.1.1 General education

SUNY New Paltz's General Education program, currently named "General Education II," is revised on a 10-year cycle, a process that began in 1983. The faculty-appointed (1998) General Education Task Force is currently developing recommendations to shape the "General Education III" program expected to be initiated in 2003. The current revision of the general education program will address:

- Enhancing the international theme of the program
- Increasing the curricular coherence of the program and reducing total credits required
- Strengthening requirements in writing proficiency, mathematics, analytical skills, and foreign language proficiency
- Integrating "information mastery into general education requirements
- Integrating public speaking opportunities into the general education requirements
- Infusing "critical thinking" techniques into lower division general education course requirements
- Developing alternatives means for satisfying requirements
- Developing assessment strategies to determine effectiveness of general education program.

New Paltz has been working with the Provost's Advisory Council on General Education in developing its general education program to meet the requirements of the Board of Trustees' Resolution 98-241, and will have this program in place for first-time students entering in fall 2000.

5.1.2 Teacher education

The School of Education at New Paltz anticipates making the following changes in order to obtain NCATE accreditation:

- Reduce number of part-time faculty employed to teach education courses
- Increase number of faculty and students from diverse backgrounds
- Increase opportunities for educating students and providing support for faculty in use and application of technology
- Modify curricula to reflect new teaching certificate titles as mandated by New York State
- Establish follow-up procedures with graduates of the various teacher education programs

Additional changes may have to be made as clarification of NCATE guidelines is obtained. However, New Paltz does expect to gain accreditation before the deadline of 2004.

As noted above, the School of Education does not currently systematically monitor the careers of its graduates, but it is the institution's intention to do so, beginning in spring 2001. (Note: as New Paltz students major in a disciplinary field, not education, they therefore have career opportunities beyond specific professional preparation.)

In view of the existing and projected shortage of teachers in New York State, SUNY System Administration encourages New Paltz to:

- Develop new articulation agreements and jointly-registered teacher education programs with sister SUNY campuses, including community colleges

5.2 Graduate

New Paltz offers Master's degrees in over 50 areas that attract students from around the world and directly provide the region's citizens with low-cost professional advancement programs. New Paltz believes its Graduate School has significant growth potential, and intends to strengthen its position as a center for graduate and professional education. It will implement a comprehensive regional marketing plan to increase graduate enrollment by 15% and will recruit graduate students from beyond the region for programs with particular national and international appeal—for example, the MBA (regional and international), MFA programs (statewide, national, international), MEd. (in high need areas such as bilingual education, science, mathematics).

- As with undergraduate programs, program development will be carried out in conjunction with systematic program review in order to balance new programs with the elimination of redundant and/or obsolete ones

Possible new programs include the following:

- Information Systems (baccalaureate/masters)
- Corporate Communications (masters)
- School Counseling (certificate of advanced study)
- Industrial/Organizational Psychology (masters)
- Liberal Studies (baccalaureate/masters)
- Industrial Engineering/Operations Management (masters)
- Master of Social Work program (masters)
- Athletic Training (certificate program)
- Nurse Practitioner Certificate of Advanced Study
- Public Administration (masters)

Other graduate programs "on the table" include: MAT in Art Education; Multi Media Design; Museum Studies; Music therapy (upgrade from baccalaureate program); School Counseling (Certificate of Advanced Study); Audiology (doctoral with a university center).

5.3 Responsiveness to local/regional/state needs

New Paltz responds well to the educational and professional needs of the region, especially in the teacher education, business, nursing, and engineering fields. It also provides incubator support for emerging high technology industries and a program of collaborative use of university research equipment by small industries and individual entrepreneurs. Such support will be continued through expanded collaborative research and development programs.

The College will continue to create partnerships with the village and town of New Paltz on environmental issues and the improvement of the quality of life, and will also explore opportunities for public/private partnerships to meet facilities needs. Support will be solicited from regional business and industry for Visiting Fellows for Engineering and Business—a target of six to eight visiting fellowships annually to support summer industrial employment experience for faculty seems possible.

6.0 Infrastructure and Technology

6.1 Facilities

In addition to the residence hall and classroom rehabs and possible expanded space for student organizations, the Strategic Plan announced a complete revision of the facilities Master Plan; this Plan was completed in November 1999. The State University Construction Fund is negotiating a contract with Wallace Roberts and Todd to provide a new Program Study-Campus Capital Plan.

The campus intends to maintain an aggressive schedule of implementation of the Master Plan, particularly with regard to ADA compliance. The first priority in the next capital construction budget will be supplemental funding to complete the new Athletic Center and an addition to the Sojourner Truth Library.

6.2 *Academic technology*

New Paltz was an early participant in distance learning activities: EngiNet, SUNY Learning Network, synchronous audio/video, and Mid-Hudson SUNY Learning Network, for example. Currently, New Paltz is focused on providing asynchronous, Internet-based summer coursework for students who must work and reside off-campus. For summer 2000, three new general education courses and five other courses were developed as on-line offerings. All these courses are fully enrolled.

For the future, New Paltz would be interested in developing collaborative relationships with other SUNY institutions to provide instruction in low-enrollment languages (e.g., upper division German, Italian, Russian, African and Asian languages) using the SLN. New Paltz could develop two to four courses a year over the next three or four years for the summer program depending on the interest, faculty resources and potential student enrollment of the SUNY partners. New Paltz currently offers five courses on the SUNY Learning Network (SLN) and will provide general education courses as SLN offerings in the relatively near future. New Paltz expects to continue to expand its distance learning offerings via the SLN.

New Paltz has been, and expects to continue to be, an active participant in *SUNYConnect*, which supports online reference tools and full-text databases in the Sojourner Truth library. The College will also participate in *SUNYConnect* library management system (LMS) implementation, and will move to the new LMS ExLibris ALEPH 500; 2002-03 is the campus' desired timeframe for implementation.

New Paltz is also participating in discussions on the LAIP program. However, full implementation of the program must wait until 2002 when the necessary increases in power availability and workstation upgrading in the library have been completed. The campus will set aside funds over two years to complete this project.

7.0 **Mission Review Funding**

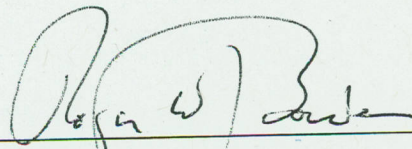
SUNY College at New Paltz has received a \$615,000 Mission Review funding award to facilitate changes in and enhancements to campus mission. This competitive award was based on the academic merit of New Paltz's proposal to:

- Improve retention through changes in selectivity enhancement, freshman year programming, faculty development, and improved transfer articulation.

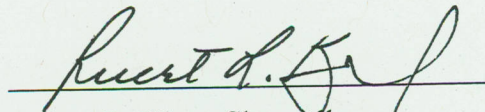
This award is contingent upon the College meeting the reporting and other requirements detailed in Appendix A. These reports will enable System Administration to better evaluate the strength and plausibility of future Mission Review funding proposals.

* * * *

This Memorandum of Understanding was developed jointly by SUNY New Paltz and the State University of New York System Administration to provide guidance for planning the campus' future and a framework for gauging the achievement of its goals. s intended to serve as a starting point for planning and discussion about the campus' future and how it is achieving its goals. Recognizing that individual institutions and the State University as a whole must be able to respond to changing circumstances, both New Paltz and System Administration will work together to realize the goals and objectives articulated in this document.



Roger W. Bowen, President
SUNY New Paltz



Robert L. King, Chancellor
State University of New York

Appendix A

Mission Review Funding

SUNY College at New Paltz has received a \$615,000 Mission Review funding award to facilitate changes in and enhancements to campus mission. This competitive award was based on the academic merit of New Paltz's proposal to:

- Improve retention through changes in selectivity enhancement, freshman year programming, faculty development, and improved transfer articulation.

This award will be made in three installments of \$205,000. First year funding is contingent upon an agreed-upon Memorandum of Understanding. Second and third year funding is contingent upon the College meeting the reporting and other requirements detailed below.

A. Reporting

At the conclusion of each year for which the College receives Mission Review funding, New Paltz will submit a report containing a narrative section describing:

- The nature and dollar amounts of strategic investments that have been made in support of this plan, especially the new faculty that have been hired to meet the need for increased lower division instruction by full-time faculty;
- Developments in the extent and breadth of the Freshman Year Initiative;
- The activities of the Center for Teaching and Learning; and
- The steps that have been taken to:
 - Improve transfer articulation;
 - Require all transfer students with more than 45 credits to be accepted into a specific academic major; and
 - Develop three, three-credit courses in General Education for transfer students;

a data section indicating, for the years 1999-2000 forward:

- New Paltz's freshman and transfer retention, and progress with respect to time-to-degree rates;
- The percentage of the teaching loads in the lower division of the new faculty hired with Mission Review funding and the percentage of lower division courses taught by full-time faculty;
- The number of students and the percentage of the freshman class enrolled in the Freshman Year Initiative; and
- The number of faculty taking advantage of the Center for Teaching and Learning; and

an analysis of the size and makeup of the freshman application pool broken out by selectivity group, geographic origin, and admissions rate with data on the number of prospective New

Paltz students in Groups 1 and 2 who applied to the University, were accepted, enrolled, and returned as sophomores.¹

B. Funding and Reporting Schedule

	Date	Notes and Conditions
Installment 1:	Fall 2000	Agreed upon Memorandum of Understanding
Report 1:	Fall 2001	With Official Student Data File including freshman SAT (or ACT) scores and High School Averages
Installment 2:	Fall 2001	Completion of Report 1
Report 2:	Fall 2002	With Official Student Data File including freshman SAT (or ACT) scores and High School Averages
Installment 3:	Fall 2002	Completion of Report 2
Report 3:	Fall 2003	With Official Student Data File including freshman SAT (or ACT) scores and High School Averages

C. Performance

This Mission Review award is performance-based and funding is dependent upon New Paltz meeting the following undergraduate enrollment and selectivity benchmarks.

Enrollment (headcount)

	2000	2001	2002	2003
Undergraduate				
Full-Time	5,075	5,075	5,200	5,275
Freshman	1,000	925	950	950
Transfer	650	625	625	625
Continuing/Returning	3,425	3,525	3,625	3,700

¹ In the reports at the end of the second and third years of funding.

Selectivity

First-time Full-time by Selectivity Group

	1999 (Actual)	2000 (Approved)	2001	2002	2003
Regular Admits who have an SAT score and a High School Average					
In Group 1	15.4%	16.2%	18.0%	19.0%	20.0%
In Group 2	41.0%	42.6%	49.0%	50.0%	51.0%
In Group 3	40.6%	38.2%	32.0%	31.0%	29.0%
In Group 4	2.7%	3.0%	1.0%	0.0%	0.0%
In Group 5	0.3%	0.0%	0.0%	0.0%	0.0%
Special Admits (EOP or Other Risk)	21.0%	20.0%	20.0%	20.0%	20.0%

D. Performance Funding Adjustments

Funding will be adjusted by \$1,600 for each:

- First-Time Full-Time student:
 - Above the aggregate percentage level of Groups 3, 4, and 5;
 - Above the percentage level in Special Admits; and
 - Who is a Regular Admit, not foreign, and lacks either an SAT (or ACT) score or a High School Average, based on a joint review by System Administration and the campus of the SAT and HS averages (on the official Student Data File) for incoming students.
- Transfer student more than 2% over approved planning levels.