2017-2018 AY IN REVIEW & RECOMMENDATIONS FOR AY 2018-19

SUNY New Paltz

The State University of New York at New Paltz (New Paltz) is a vibrant intellectual community whose mission and strategic plan encompass these principles of quality and inclusivity: sustaining a culture of excellence and high aspiration; maintaining a learning environment informed by evidence; and providing high quality, affordable education to students from all social and economic backgrounds. Holding steadfast to our mission and strategic plan, last year our campus engaged a broad array of priorities that not only reinforced our strengths but challenged us to clarify our purpose and values in the face of the changing landscape in higher education. This report outlines the scope of the work we undertook in AY 2017-18 and the progress made toward achieving essential initiatives of the strategic plan. Such initiatives capture the most pressing work we needed to undertake to thrive and to position the College for a sound future. The report concludes with several recommendations for action in AY 2018-19.

Retention and Graduation Rates

Our four- and six-year graduation rates of 62% and 72%, respectively, continue to demonstrate the College's consistent success in timely student progress, both overall and for students from racially diverse and economic backgrounds. Our six-year graduation rates are well above state and national averages. The four-year graduation rate, our highest ever, is equal to the average six-year rate for other public colleges and universities in New York and nationally, and well above the state and national four-year rate. Last year's first-year retention rate was 87%. Statistics like these reflect the excellent academic opportunities and support we provide our students, our high academic quality, and our focus on student success. Activities directed at improving student success last year included improved course availability and course scheduling, realigned and upgraded academic advising and peer-tutoring programs, support for students needing academic or other intervention, and implementation of block scheduling for first-year students. In addition, we implemented several initiatives for our transfer students that improved their social and academic integration into the College community.

Graduate Enrollment

Intensive and renewed efforts to recruit graduate students to our campus generated a 23% increase in enrollments for fall 2018 compared to fall 2017. Programs enjoying healthy growth in enrollment include School Leadership, Literacy Education, and Second Language Education. The MBA program also continued to experience enrollment increases due to the addition of an accelerated curriculum and

active marketing and recruitment efforts. This growth is very encouraging given our multi-year slump in graduate enrollment.

Program Development & Implementation

We developed several new innovative academic programs that are responsive to students' needs and regional workforce demands. In May 2017, our first cohort of mechanical engineers graduated. We launched a new undergraduate major in Business Analytics that bears the distinction of being the first SUNY undergraduate program in this area and only the second in New York. The first cohort of students in our new 4+1 English program, leading to a B.A. and a M.A., will begin this fall. In accord with best practice, our new MFA Studio Art degree consolidated our separate MFA degrees into one degree with separate tracks and integrated important updates to the program. This single MFA model encourages collaboration between areas and increases the potential for more rapid development of new tracks that respond to student and market needs. In addition, we added a new MFA Photography track. We obtained Board Certified Behavior Analyst (BCBA) approval for Applied Behavior Analysis (ABA) coursework for the Interdisciplinary M.S. Autism Studies program, which will be submitted to SUNY and the New York State Education Department for review and approval in the coming weeks. The autism program seeks to provide students with a path to achieve training and licensure to practice Applied Behavior Analysis in the treatment of Autism Spectrum Disorder. We modified programs in a broad array of disciplines to better meet student and regional needs and offered more programs through online and hybrid platform delivery systems. Finally, we launched a dual degree program in Early Childhood Education with Chongqing University of Education, China.

Integrating Planning & Assessment

For more than a decade now, the campus has consistently assessed student learning and institutional effectiveness. Although we have used assessment information to inform decisions about teaching and learning, our use of such data to inform planning processes and budget allocation decisions has been uneven. Consequently, we are making a concerted attempt to ameliorate this concern. Efforts include taking the big-picture view of planning across the campus; connecting assessment goals and objectives/student learning outcomes to planning goals and cycles; and connecting the planning, assessment, and budget/resource allocation processes more closely. Evidence that this strategy is producing positive changes includes development and implementation of unit/departmental priorities that connect to the strategic plan and assessment activities that flow from planning goals. Several planning goals in the administrative units centered on improving efficiencies in services to students and the public and augmenting classroom and residence life spaces. In Student Affairs, several of the planning goals and assessments bolstered support for teaching and learning and student belongingness and success.

Last year being no exception, departments used course- and program-level assessment information to enhance student learning, revise curriculum, and support requests for faculty and staff lines. Student outcomes data also played a role in the design of new buildings that were constructed on our campus. The new Science Hall includes classroom spaces that accommodate collaborative teaching/learning exercises, due to education research that underscores the effectiveness of problem-based learning. In

addition to lectures, it is now easier for instructors utilizing those classroom spaces to integrate more cooperative learning exercises in their teaching.

In summer 2017, the Department of Mathematics implemented Assessment in Learning and Knowledge Spaces (ALEKS) to improve advising and placement in math courses. ALEKS is an artificially intelligent assessment and learning system that uses adaptive questioning to determine what a student knows or does not know in a course. It can be taken online and, based on the assessment, can create review materials so students can upgrade their skills. It has been tested and validated at a number of campuses. ALEKS replaced an ineffective math placement system based on board scores and NYS Regents exam scores. We now have a very clear placement method that is entirely online and directly incorporates the Math Placement Level into Banner for advising and course planning. Since math placement is essential for placing students into the correct courses for STEM fields and business, ALEKS has made it possible to pre-register students into the majority of their courses before they come to campus for freshman advising. Fewer students dropped their math courses during the first two weeks of fall 2017 compared to fall 2016.

Finally, plans are proceeding to summarize assessment findings and how such data are being used across the campus, including relationships to the strategic plan. Based on timelines for submission of assessment reports from academic and administrative divisions, it is anticipated that the assessment summary report will be drafted late fall and available for planning and resource allocation decisions in 2019.

Online Endeavors

We completed several online projects last year. Instructional Technology created a new online graduate application that enables electronic submission of an entire application. The online portal allows applicants to request recommendation letters and recommenders to upload their recommendations. It also allows faculty to review an applicant's information without having to log into multiple systems. The online graduate application was a long-awaited achievement that generated great faculty, staff, and prospective student appreciation. Since its launch in fall 2017, the online application has already had a positive impact in accelerating the graduate admissions process, increasing overall applicant satisfaction, and improving advising services and administrative functions.

The Office of the Vice President for Administration and Finance, the Office of the Provost/Vice President for Academic Affairs, and the Office of Graduate and Extended Learning (GEL) worked to create a revenue sharing program that can be utilized for new graduate, online, and third-party programs. This model will provide an incentive to academic programs that participate in the form of additional decision-making regarding funding priorities. GEL then launched a budget dashboard—including the departmental and school/college revenue sharing—to inform decisions about development of new graduate and online programs. GEL, in cooperation with the Office of Instructional Technology and the Committee on Instructional Technology, also developed a new online/hybrid certification process. The new process increases financial support to faculty for online/hybrid training and online course development, provides training pathways based on the needs of faculty, and empowers departments and deans to prioritize online/hybrid course development more intentionally. Although not originally among the strategic plan initiatives for this academic year, as mandated by the Office of Civil Rights, the campus engaged several activities and trainings (e.g., Accessibility in the Classroom: Weekly Tips emails)

to accelerate improvement of accessibility for our online information. Further, Computer Services created a workflow that allows students to initiate the course withdrawal process online.

On August 27, 2017, the College launched a new Information Technology Service Management portal that establishes a single point of contact for technological issues and requests. Enabled by the portal, this consolidation of services has improved understanding of service demands and resource allocation decisions.

Sustainability

We continue to advance our sustainability goals. The SUNY New Paltz Foundation Board finalized and implemented a plan to remove endowment funds from direct investment in fossil fuel companies. In the spring semester, we held a ribbon-cutting ceremony to celebrate our photovoltaic array and battery storage demonstration project. We also installed solar cell phone charging stations across campus and continue to evaluate several campus practices to identify ways to reduce our use of energy and materials.

In their work this year, the Strategic Planning and Assessment Council (SPAC) sought a broader organizing principle that would aid members of the campus community in understanding and relating to strategic plan goals and activities and seeing the connections between them. This search led them to a consideration of the United Nation's Sustainable Development Goals (SDGs). The SDG's 17 goals express the intent of leaders from around the world to make significant progress in creating a sustainable world by 2030.

The SPAC drew heavily on a document published by the Sustainable Development Solutions Network (Australia/Pacific) titled "Getting Started with the SDGs in Universities: A Guide for Universities, Higher Education Institutions, and the Academic Sector." The SPAC concluded that many elements of university work such as teaching and learning; research; organizational governance, culture, and operations; and opportunities for external leadership, provide an entre for incorporating the SDGs into our efforts. The SDGs can also be used as a framework to connect and communicate about the strategic plan on campus, in the region, to funders, and prospective students. As an educational institution, the focus of our work is best reflected in *Goal 4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Utilizing this as the main thematic structure, many of the other goals articulated by the UN can contribute to create a meaningful framework into which almost all aspects of our work across the institution fit. Council members will continue working on articulating the ways in which the most relevant of the Sustainability Goals fit into the strategic plan and will engage in the following activities in the coming year:

- Mapping what we are already doing (the strategic plan essential initiatives to the SDGs)
- Building internal capacity and ownership of the SDGs
- Identifying priorities, opportunities, and gaps
- Integrating, implementing, and embedding the SDGs within university strategies, policies, and plans
- Monitoring, evaluating, and communicating actions on the SDGs

Web & Instructional Material Accessibility

Our commitment to ensuring that people with disabilities have an opportunity to fully participate in our programs and services – including those delivered through electronic and information technology – led us to embark on an accelerated campus-wide compliance effort, which also was mandated by the U.S. Department of Education's Office of Civil Rights (OCR). OCR's compliance mandate grew out of a recent major advocacy effort resulting in formal action by OCR about American with Disabilities Act (ADA) accessibility of online materials. SUNY, including New Paltz, is included in the OCR complaint. Working with legal counsel, we agreed to create a policy, audit existing content, propose a collective action plan, remediate materials (including materials on Blackboard and all other third-party sources of online content), and train employees within a set time frame for how to create accessible online materials. We also agreed to place public notices on our website about how to notify the campus about inaccessible material. We are working to honor our agreement and significant progress was made in academic year 17-18.

Budget

Public regional comprehensive colleges like ours work under significant and consequential financial challenges. We entered AY 2017-18 with an anticipated budget deficit of $1.8 million. Through careful planning and a combination of one-time and recurring budget reductions, we were able to reduce expected spending from reserves by $1.3 million, ending the year with a $500,000 deficit. Although the year ended with a budget that was better than predicted, we did not have a surplus to invest in one-time initiatives and recurring expenses such as new positions. Although we received small tuition increases, we will begin next year with another budget shortfall. The State settled several contractual employee agreements that included salary increases sorely needed by campus members, but these increases were not accompanied with funding. We will need to cover these well-deserved salary increases, plus inflationary and other cost increases, within a generally flat budget. Our budget is clearly not sustainable in the long-term without further funding or increased revenue generation. Nevertheless, we believe it is noteworthy that even with a weak budget, the quality and character of our college remains strong.

Diversity, Equity, & Inclusion

The Diversity and Inclusion (D&I) Council was very active in its first year. Among the Council's activities was responding to a presidential charge of considerable significance—to lead a thoughtful dialogue about the names on five residence halls and a dining hall in the Hasbrouck Complex. President Donald P. Christian initiated this effort in the context of national discourse in summer 2017 about removing Confederate statues or changing building names that commemorate or memorialize the era of slavery in America. The Hasbrouck Complex buildings carry the names of the original Huguenot settlers, who, along with their descendants, enslaved Africans during the time of slavery in New York. President Christian called for a campus dialogue about this issue and asked the D&I Council to gather input and develop a recommendation that would inform his decision to retain or change the names. In carrying out the President's charge, the D&I Council hosted community and student forums, utilizing data gathered from a prior survey. Forums included summary presentations of historical information and

public discussion. Members of the DEI Council visited Historic Huguenot Street (HHS) in New Paltz in spring and received information on the museum's inclusive programming about the Native American and slave experience.

The D&I Council provided President Christian with a report on May 1 that included the recommendation that the building names be removed and replaced. President Christian spent considerable time this summer contemplating the Council's report and recommendations and discussed them with others (i.e., other campus leaders, SUNY leadership, and leaders at HHS). After these deliberations, President Christian decided to recommend to the College Council that the building names be replaced. The authority change building names rests with the College Council, who will deliberate this fall, and ultimately, the decision rests with the SUNY Board of Trustees.

Faculty Governance Reform

The 2010 Middle States Self-Study Steering Committee and the 2014 Strategic Planning Task Force both recommended the need for reexamination of faculty governance to improve its effectiveness and appropriately manage workload. At the time of the recommendation, the ultimate decision-making body was the College Faculty as a "committee of the whole." The scope of the Academic Senate was limited to academic matters, and all its recommendations had to be reviewed by the full faculty. Many faculty expressed frustration with the time required to move recommendations through the governance system and with the service workload required.

In late 2014, the Academic Senate passed a resolution to form an ad-hoc committee on governance (COG). After a period of study and discussion, the ad-hoc COG presented three possible representative senate models and specific proposals for reorganizing the committee structure. The recommendations ranged from eliminating and/or combining some committees to developing consistent schemes for representation of divisions, to changing the details of ex-officio representation on some committees. In May 2017, a quorum of the faculty voted on the proposals, selecting a large hybrid senate model with a high number of ex-officio representatives. They also voted for several changes to reduce the number of layers in the committee structure. During summer 2017, a faculty team drafted new bylaws, reflecting the approved changes. At the December 2017 faculty meeting, a quorum of the faculty adopted a new series of bylaws and the revised governance system took effect in January 2018.

One of the issues that was not addressed by this revision is the recommendation, as per our 2010 self-study, that "Policies governing faculty reappointment, tenure, promotion, and salary increase should be clearly articulated at all levels of decision-making." An ad-hoc committee has been formed to address this concern. The fact that there is no central committee with responsibility for assessing and recommending changes to the governance role in personnel policies remains a concern. In addition, the central committee on "Budget, Goals, and Plans" was eliminated with the understanding that faculty would remain involved in the strategic planning process and that the president would form a Budget Advisory Committee. Membership for this Committee will be sought this fall.

The change to a new Faculty Senate model of governance is a historic milestone at New Paltz. We are optimistic that this new model will streamline processes and help us become nimbler while also valuing

deliberation and consultation. We also hope it will enhance communication and collaboration between faculty and administration.

Campus Safety & Emergency Management

Violent eruptions at Charlottesville, Virginia, and other campuses and the tensions and possible conflicts highlighted by those occurrences, spurred our Emergency Management Team and the Cabinet to assess our preparedness for similar incidents. From our assessments, we concluded that there is a critical need for campus leaders (including University Police) to have key information about planned speakers and other campus events so that we can adequately prepare for safety and security and ensure that potentially controversial speakers are not disrupted in ways that compromise campus safety. We are taking efforts to revise and refine our event planning processes to provide for the smooth transfer of needed information. We additionally conducted a small-scale "lockdown" drill in October to test the College's response to a hypothetical active shooter. That drill provided valuable data that will allow us to prepare and train for a full-scale campus lockdown drill in 2019. Information, departmental or group training, and other resources on how to deal with an armed intruder on campus were provided to the campus. We also conducted regular testing of our emergency mass notification system and are identifying the highest priorities for ongoing improvements in campus readiness to respond to emergencies.

Development, Alumni Affairs, & Regional Affairs (including economic impact)

Last year's strategic plan priorities included three goals that reinforce each other: increasing our philanthropic success, engaging our alumni more effectively, and increasing our engagement with and support for the Hudson Valley region. All goals were met.

The SUNY New Paltz Foundation raised $5.8 million during fiscal year 2017-18 (ending June 30, 2018), which reflects a pattern of increasing fundraising over the last four years and the highest annual fund generation in the history of the Foundation. The significance of achieving this goal is more deeply understood when placed within the context of our fundraising history. In 1996, our private fundraising efforts generated $960,000. By the end of FY17, after completing year three of a strategic fundraising initiative, the Foundation had raised over $3 million each year – nearly doubling prior annual fundraising. The grand total of fundraising for the past four years is more than $15.2 million. This lays the groundwork for a seven-year comprehensive campaign, our first ever.

Our fall alumni reunion attracted 430 attendees as compared to 332 the previous year. Five new Alumni Council members were appointed. A legacy program continued to recognize parents whose children have been accepted to and are current students at the College.

There are copious examples of our engagement with and support for the region. Our second Hudson Valley Future Summit in November 2017 brought a large and diverse group of engaged individuals from regional arts, technology, business, and education to our campus. The day-long program underscored the College's unique ability to host inclusive dialogues promoting sustainable growth and prosperity for the region and its residents. Two Distinguished Speaker events and our fourth annual Women's Leadership Summit further served to build community, with the D&I Council's theme of "citizenship" serving as a unifying motif for many events. The Samuel Dorsky Museum of Art attracted visitors and

extended appreciation for Hudson Valley art and artists. In spring 2017, several College of Liberal Arts and Sciences departments and the Benjamin Center for Public Policy Initiatives hosted a widely acclaimed conference that commemorated the 100th anniversary of women gaining voting rights in New York. The conference spurred subsequent discussion and reporting, and raised awareness of contemporary issues. Student and employee volunteerism served as an important connection between our campus and local communities. Departments served youth and families in the community through events such as the Saturday Arts Lab and Family Mole Night. Our regular Observatory and Planetarium programs attracted school groups and community members. Finally, last year, we reported that our college generates $359 million annually in economic activity for the Hudson Valley.

The next section of this report summarizes the major strategic plan essential initiatives that we accomplished last year and those that are in progress.

Building Construction, Renovations, & Relocations

We made unprecedented progress on improving the campus's physical environment, supported by generous state funding. Three College of Liberal Arts and Sciences departments and several Science and Engineering disciplines were moved into the renovated Wooster Hall and the new Science Hall in the past two years; several student services offices were relocated in Wooster to improve core student support. We also completed an 8-month renovation of Bevier residence hall. The 2018 renovation of the Speech-Language-Hearing Center is allowing us to grow graduate enrollment in a high-demand major. The Educational Opportunity Program moved into a newly renovated space that supports its enrollment growth. In October 2017 we broke ground on our Engineering Innovation Hub, which will house our Hudson Valley Advanced Manufacturing Center and our new mechanical engineering program – for which demand is exploding. Scheduled for completion in 2019, the Engineering Innovation Hub is funded largely by a competitive award from the Governor's NYSUNY 2020 program and his Consolidated Funding Application process, both of which are designed to advance economic development. SUNY Chancellor Kristina Johnson, various elected officials and legislative and gubernatorial representatives, and others, participated in the ground-breaking ceremony for the Engineering Innovation Hub. Parking spaces lost to construction are being replaced. A 240-space expansion to the Route 32 parking lot on the east side of the campus will accommodate commuting students, faculty, and visitors.

Additional Efforts Related to Strategic Plan Initiatives

In addition to items discussed above, we continued to make progress on our campus Strategic Plan Essential Initiatives. The list below represents some of our work this year.

Essential Initiative – I: Nurture Innovation and the Learning Environment

Implement active, hands-on, collaborative, and inquiry-based teaching

- Used Mursion (formerly TeachLive) simulations, simulated Parent-Teacher conferences, and co-taught inquiry-based science lessons in teacher education programs

- Used adult avatars to practice how to deal with difficult scenarios that school administrators may encounter
- Set up a Zoom Room to expand the use of simulation to include online and hybrid courses
- Used faculty funding awards for course development promoting experiential learning

Expand High Impact Educational Practices to improve retention rates and levels of student engagement

- Sent first cohort of engineering students to study in Madrid in spring 2018 and initiated a MBA study trip abroad
- Provided more internship opportunities and increased student participation rates
- Established the Hudson Valley Venture Hub—to integrate the entrepreneurship program into the community—and held inaugural event for 60 entrepreneurial leaders
- Implemented mentorship program for Turkish dual diploma students
- Increased students' involvement in undergraduate research projects and presentations through Summer Undergraduate Research Experience, Academic Year Undergraduate Research Experience, and independent study projects

In Progress:

- Expanding scope of Honors mentorship program to address issues of goal-setting and strategic planning for incoming students

Review and develop curricula that meet students' needs

- Completed several General Education (GE) implementation activities (e.g., formal progressive integration of Critical Thinking and Information Management competencies/objectives in majors)
- Reviewed several programs and deactivated the French and Spanish Education programs due to consistently low enrollments
- Received SUNY grant for Science & Engineering (S&E) and Fine and Performing Arts (FPA) to purchase equipment for the Digital Design & Fabrication minor and to develop a graduate program and/or undergraduate major
- Increased the use of 3-D printing in the curriculum
- Completed Association to Advance Collegiate Schools of Business (AACSB) and Accreditation Board for Engineering and Technology (ABET) reaccreditation reviews successfully
- Developed and received approvals for a consolidated MFA program in Studio Art and a reactivated track in Photography, reflecting best practices in the field

In Progress:

- Awaiting review and approval of application for The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation of our counseling programs
- Developing a General Studies/Liberal Studies completion program, low-residency MFA Creative Writing program, and investigating the potential of a M.S. Electrical Engineering program more focused on computer engineering that overlaps with Computer Science, a 5-year B.S./M.S. Psychology program, and a M.A. Arts Management program

Review and enhance course scheduling

- Implemented pre-registration of 3-5 courses for all first-year freshman to allow for better planning and more time for developmental advising during orientation events

In Progress:

- Updating Schedule Manager to display time zones for classes that are not full
- Exploring the use of multiple term course registrations to promote timely student academic progress and course planning
- Integrating Student Education Plans in schedule planning
- Working to optimize use of teaching/learning spaces through a Classroom Management Advisory Committee

Provide necessary training and commit resources to support faculty professional development, creativity, and innovation, and recognize achievement in those areas

- Encouraged curricular focus on sustainability issues/topics through Sustainability Faculty Fellows program
- Provided Provost's Office funding to faculty and staff to engage in research, creative activity, and other professional development efforts

In Progress:

- Conducting comprehensive assessment of the Sustainability Faculty Learning Community

Re-invigorate graduate education, including delivery approaches to meet student needs and support the region

- Developed a new Graduate and Extended Learning structure
- Enhanced graduate studies through program modification, mix of certificates offered, and instructional delivery modes

In Progress:

- Recruiting and enrolling students into the recently reactivated MFA Photography program

Improve advising effectiveness

- Piloted Hobson's Starfish Early Alert Starfish in February 2018
- Achieved faculty participation goal of 80+ in the Academic Success Referral System—61 faculty participated in spring 2016 (program's inaugural year), 127 during fall 2017, and 225 during spring 2018
- Implemented data-informed performance-based interventions as part of a three-pronged early warning system: 3rd semester intervention of native student cohort with GPAs ranging between

2.0 – 2.6 ("murky middle"), 5th semester intervention of native students with 50 or fewer credits (i.e., issues of progression in current academic trajectory), and mid-semester management outreach to students based on mid-term grades (i.e., academic jeopardy)

- Established baseline advising system for tracking, reporting, and evaluative purposes
- Debuted online scheduling system that supports real-time analytics and data extracts for tracking, reporting, and evaluative purposes
- Clarified and revised mid-term evaluation student outreach protocol
- Overhauled Academic Success Program (formerly known as the Freshman Success Program) and expanded scope of services to students
- Surveyed faculty and professional advisors (fall 2017) and students (spring 2018) to inform priorities regarding academic advising and student success
- Introduced peer academic advisor program that includes formal training, student learning outcomes, and ongoing reflective practice (leadership development model) in support of emerging advising as a teaching model
- Regained College Reading Learning Association I (CRLA-1) tutor certification status

In Progress:

- Conducting advisor training using different modalities
- Examining course distribution by time zones and days of the week to ascertain compliance with scheduling restrictions and to make adjustments, if needed
- Updating transfer equivalency database to improve the accuracy of Transfer Finder for applicants exploring New Paltz majors
- Using "Short Seniors" program to audit students who have completed 88 or more credits to reduce graduation deficiencies and to further strengthen graduation rates

Enhance international recruiting

- Hired international recruitment manager who is implementing International Recruitment Plan

ESSENTIAL INITIATIVE-II: Establish an Engaged Living and Learning Environment

Increase students' experience of diversity both within and beyond the classroom

- Increased Science, Technology, Engineering, and Mathematics (STEM) student participation in study abroad
- Enrolled a diverse cohort of new first-year and transfer students
- Held DEI-sponsored breakfast for a cross-section of students, faculty, and staff and discussed issues related to diversity and inclusiveness on campus
- Hosted/Housed International Scholars (e.g., France, Spain, Brazil, Egypt, and Italy) studying language pedagogy at New Paltz and engaged some as teaching assistants for elementary or intermediate language classes and cultural brokers
- Utilized Romance Languages Living and Learning Community (LLC) faculty as mentors for LLC international student participants

- Expanded Title IX training connecting best practices to o creating an overall civil and inclusive workplace
- Initiated planning for the "Stepping Into Diversity" leadership development program (PIF project)
- Significantly expanded student participation in the university-wide Smart Track financial literacy program for student borrowers and aid recipients.

In Progress:

- Purchasing additional Americans with Disabilities Act (ADA) accessible furniture to meet specific diversity goals

Continue commitment to collaborative curricular and co-curricular learning opportunities

- Increased Co-Curricular Transcript (CCT) utilization
- Developed and expanded Financial Literacy Initiatives
- Increased usage of Smart Track (i.e., financial literacy information): 382 new users in 2017 and 981 users in June 2018
- Received third consecutive Military Friendly Campus designation
- Ranked 13th in the "Best Colleges for Veterans" in the North by US News 2018 college issue
- Implemented several activities to enhance a "belongingness mindset" among transfer students

In Progress:

- Adding for-credit internships in the CCT
- Investigating Universal Internship Learning Agreement's integration with Banner and ultimately the CCT platform
- Developed a Transfer Living/Learning Community that launched fall 2018
- Participated in the 6th annual Free Enterprise Marathon (a competition that challenges aspiring young professionals in the northeast to demonstrate knowledge and aptitude in subjects related to entrepreneurship) through a School of Business (SoB) student team that took top billing for the second consecutive year

ESSENTIAL INITIATIVE-III: Strengthen Philanthropic Relationships and Success

Create a culture of philanthropy

- Hired consultant to train faculty, staff, and student leaders on how to create a "culture of philanthropy"
- Hosted Women's Summit to connect prominent female alumni and leaders with our students
- Raised more than $5.8 million in gifts and pledges in year four of a seven-year comprehensive campaign
- Hired campaign counsel to assist with a four-year campaign roll-out plan
- Installed alumni- and donor-sponsored brick pavers into the newly-established Walk of Honor and held related official ribbon-cutting event at Reunion 2017

- Evaluated the impact of the Excelsior Scholarship on philanthropy—especially relating to donor scholarships—and found effect to be negligible
- Raised monies from Engineering Expo sponsors to help finance engineering
- Increased various deans' and directors' engagement in philanthropic efforts

In Progress:

- Crafting campaign priorities and producing written materials via Office of Development and Alumni Relations and the Office of Communication and Marketing
- Continuing initiatives to build, engage, and diversify the Foundation Board, while consistently achieving 100% board participation through giving
- Connect more effectively with friends, alumni, and prospective donors
- Expand membership in the Tower Society via estate planning options
- Maintain high degree of presidential involvement in fundraising
- Increase Foundation Board membership

ESSENTIAL INITIATIVE-IV: Engage Alumni in the Life of the College

Develop and implement a program of effective alumni relations and engagement

- Grew the Alumni Council membership and harnessed Council member's individual talents and interests to expand their participation in Alumni Association activities
- Increased Alumni Reunion participation through a well-organized communication plan and program of events attractive to a diverse body of alumni
- Assembled a small group of alumni, donors, and professionals to mentor Scholars' Mentorship Program (SMP) students in fall 2018
- Held event to honor the late Heinz Meng, Biology Professor
- Implemented program to engage SMP alumni
- Broadened the scope of regional events and increased alumni attendance

Engage faculty, departments, schools, other units in alumni affairs

- Observed actively engaged alumni at the departmental and college/school levels
- Used information collected from graduating seniors' focus groups to engage new alumni in the life of the College
- Increased alumni involvement through a legacy program that recognizes parents of New Paltz students
- Continued the series "Without Limits" (LAS-sponsored initiative aimed at engaging the community beyond the campus)
- Increased attendance at "Career to Classroom Alumni" panel (LAS-sponsored annual event)
- Added 28 alumni profiles to the LAS website
- Worked with LAS departments to improve alumni engagement

In Progress:

- Expanding the Alumni Discovery program
- Working with Career Resource Center to develop programming for alumni-to-alumni networking and alumni-to-student networking through in-person events and deployment of an online networking platform
- Strengthening coordination between Alumni Relations and academic schools and departments to understand the nature and depth of alumni relationships with the College
- Continuing to develop the Legacy program by recognizing parents whose children are enrolled at the College

ESSENTIAL INITIATIVE-V: Market New Paltz Internally and Externally

Increase the College's visibility through marketing

- Launched new campus website using user feedback and data analytics
- Published free speech policies and statement of values webpage
- Designed and implemented content strategy/calendar for homepage news items to ensure coverage of critical alumni, faculty, student, and institutional news across schools
- Increased outreach and social media footprint efforts to raise awareness about SUNY New Paltz as a veteran-friendly educational option
- Implemented themes on homepage with key campus personality traits and identifiers/ differentiators

In Progress:

- Extracting data from Digital Measures about faculty accomplishments, especially research, and create web presence and stories
- Collecting feedback from users about new online magazine site
- Revamping *Connect* e-newsletter for alumni
- Exploring development of internal landing page to better serve internal audience with news/events
- Acquire, install, and implement the SLATE CRM program for use by Undergraduate and Graduate Admission programs and expand its use to other departments that may benefit from its communication modules.

Integrated centralized marketing support to departments to promote their programs and initiatives

- Continued using Liaison Model to collaborate with and assist departments with communication and marketing activities
- Increased internal communication of departmental accomplishments and initiatives with "Points of Pride" and "Week in Review"
- Developed marketing messages aimed at shifting perceptions about our academic rigor
- Initiated marketing campaigns for graduate programs with demand and capacity
- Created distinct brand platform for New Paltz's online degree programs

- Implemented "Rising Junior" campaign to recruit prospective high school students in their sophomore and junior years
- Increased outreach to community colleges in NYC, Long Island, and other regions of New York State
- Created and began implementing new process for creating/updating print and digital collateral for all graduate programs. Seven master's programs completed, prioritized by program demand/capacity.
- Conducted social media campaign on Long island, New York City and Hudson Valley with prospective students and parents
- Implemented Facebook communication plan for first year and transfer prospect name buys
- Redesigned Fine & Performing Arts (F&PA), LAS, and Sojourner Truth Library (STL) websites and upgraded display and archiving of STL social media posts and events
- Provided communication expertise and support to Hasbrouck Complex Dialogue, Alumni Relations, Development, and Diversity and Inclusion Council for their initiatives

In Progress

- Revamping S&E and SoE websites
- Attending graduate school marketing conference for information on latest trends and best practices in graduate recruitment and marketing

Increase awareness to sustain undergraduate and grow graduate enrollments

- Developed marketing materials profiling new graduate programs
- Developed international student-focused marketing collateral and engaged lead-generation, translation, and tracking services to increase international student enrollment
- Developed English and Turkish language online and hard copy application booklets for the Turkish dual diploma program

ESSENTIAL INITIATIVE-VI: Improve Internal Processes and Address Institutional Capacity

Generate clear descriptions of roles and responsibilities for positions and departmental structures

- Revised job descriptions and performance programs for professional academic advisors and Office of Academic Advising (OAA) staff members (including, in partnership with Human Resources (HR), the re-introduction/clarification of norms, workplace expectations, and out-of-office protocols)
- Introduced new OAA structures and processes that align with current best practices supporting student persistence and degree completion
- Reorganized the OAA to formalize cross-functional operations
- Assessed effectiveness of staffing in Sojourner Truth Library

In Progress:

- Improving re-contracting, tenure, and promotion processes
- Evaluating issues of clarity in faculty load and obligation for all titles

Review/tighten/streamline policies and procedures

- Implemented post-acceptance screening process for persons with prior felony convictions
- Completed online course withdrawal system that includes explanation of the academic and financial implications of withdrawing from courses or the College
- Created web form to enroll non-matriculated students and to expedite summer registration
- Produced Family Educational Rights and Privacy Act (FERPA) guidance Blackboard site for faculty and staff
- Implemented student authentication procedure
- Returned responsibility for New Paltz Computer ID (NPCUID) reset to Records & Registration (R&R)
- Implemented SUNY.edu cross registration system and integrated it with campus procedures
- Created comprehensive step-by-step online guidance for reserving academic space
- Surveyed STL users regarding late-night library services and pilot-tested 24-hour STL main floor access
- Reviewed STL's effectiveness for public service, including interlibrary loan, front desk, and research help (reference)
- Merged strategic planning and assessment websites
- Updated institutional effectiveness plan
- Implemented new Institutional Review Board model
- Updated Conflict of Interest policies and procedures on the Office of Sponsored Programs website
- Improving FMLA leave processes (intermittent FMLA tracking and case management model)
- Continuing soft roll out of personnel action form to streamline documentation and management of employment transactions.

In Progress:

- Investigating Workflow options for smoother processing of Reappointment, Tenure, & Promotion (RTP) and Discretionary Salary Increase (DSI) files
- Evaluating course caps across the College and development of standards
- Examining enrollment trends and engaging appropriate planning mechanisms for predictions
- Exploring feasibility and process for electronic transmission of transcripts to colleges and employers
- Automating Major Declaration workflow and Facility Use Scheduling Event form
- Migrating from Banner 8 to 9
- Implementation of a new model of Performance Program and Evaluation for Professional staff.

Laying out full plans for professional development throughout the college

- Hired Director, Organizational Development and Training

- Developed and offered multiple new training modules on benefits, accessing benefits, workplace competencies (e.g., conflict management, giving effective feedback, and working with challenging people)
- Introduced supervisor and management training to support best practices for supervision and employee development in academic and administrative divisions

Allocating resources for greatest efficiency/effectiveness

- Executed agreement among Campus Auxiliary Services (CAS), Student Association, and New Paltz to ameliorate some internal control, cost savings, and risk management issues
- Completed study of current printer practices, including best practices/opportunities for improvement
- Transitioned campus cell phone users to stipends and diverted staff time to other important performance goals
- Fine-tuned evening/weekend/summer courses and building schedules to achieve reductions in utility usage and security risks
- Launched Information Technology Service Management portal that establishes single point of entry for all technological requests and issues
- Simplified departmental billing process resulting in improving efficiencies in Accounts Payable and Telecommunication offices and in tracking expenditures
- Replaced legacy phone billing software with less expensive solution and saved $24,000/annum
- Hired outside consultant to assist with optimizing the use of classroom space

ESSENTIAL INITIATIVE-VII: Build Quality Online Education

Build high-quality online education

- Introduced weekly tips email series and weekly one-on-one drop-in sessions to enhance faculty training and development
- Launched Blackboard site to support development of accessible online materials
- Developed budget dashboard—that includes departmental and school/college revenue sharing—to inform decision-making about new graduate and online program development
- Rolled out new default left-hand menu to promote online learning best practices, to link to the online Instructional Technology Services support site, and to provide a new support module
- Launched a Health and Safety Training Module within Blackboard to help candidates meet a NYS teacher certification requirement
- Increased the number of online/hybrid offerings: undergraduate from 119 (2012-13) to 245 (2015-16); graduate from 23 (2012-13) to 74 (2015-16); undergraduate from 297 (2016-2017) to 305 (2017-2018); graduate from 84 (2016-17) to 116 (2017-18) and online/hybrid course enrollment: undergraduate from 2309 (2012-13) to 5041 (2015-16); graduate from 410 (2012-13) to 1205 (2015-16); undergraduate from 6156 (2016-17) to 6535 (2017-18); graduate from 1173 (2016-17) to 1776 (2017-18)
- Revised the online verification process and increased the financial incentive to teach online
- Used Webex to teach classes on "Sustainability Economics" and "Foundations in Sustainable Economic Policy Making" to New Paltz and Cambridge University, UK, students

In Progress:

- Planning completion of the 3rd and final Open SUNY Institutional Readiness training

ESSENTIAL INITIATIVE-VIII: Strengthen Regional and Community Engagement

Position New Paltz as "Your Public University"

- Continued Community Relations Campaign in the Village of New Paltz
- Maintained the Community Resource Page, which is linked to our home page
- Hosted two Distinguished Speaker Series events and the fourth Women's Leadership Summit
- Shared bi-annual LAS newsletters with alumni
- Oriented several Lifetime Learning Institute professors to the use of Smart Classroom technology
- Placed advertisements in local print and outdoor media to improve Hudson Valley brand awareness, recruit regional students, and improve community engagement
- Released new Economic Impact Statement

Integrate campus community with Mid-Hudson Valley and New York City through publications, curricular planning, fieldwork opportunities, performances, and events

- Increased attendance at the Dorsky Museum from 12,414 in 2017 to 13,141 in 2018
- Presented Warhol Symposium in partnership with Vassar and three other Warhol partners
- Presented programs for art teachers in cooperation with Ulster Boards of Cooperative Educational Services (BOCES) and NYS Association of Teachers of Art (NYSATA)
- Involved on- and off-campus partners in presenting interactive education programs in the Dorsky Museum

Conclusion and Recommendations

We engaged several campus-wide goals and strategic plan essential initiatives last year and achieved substantial progress in accomplishing all but a few. Goals and initiatives pursued included improving academic advising, expanding seated and online/hybrid program offerings, merging graduate and extended learning, improving faculty governance, improving internal processes and institutional capacity, integrating planning and assessment, increasing fundraising and strengthening alumni engagement, marketing New Paltz, constructing new and renovating outdated campus buildings, and strengthening regional and community engagement. True to our institutional fabric, student learning and success was the thread that ran through all of the strategic goals and initiatives. Information from these goals and initiatives is used to inform strategic planning and decision-making, including budget and resource allocation decisions. We believe achievement of these goals helps in maintaining our success and positions us for a bright future. In the coming year, we will continue pursuing many of these goals and strategic initiatives and will augment them with new ones.

Accordingly, the goals and initiatives proposed for AY 2018-19 are as follows. Because our strategic plan has fostered our continuing improvement and success, we have aligned the recommendations to essential initiatives in our strategic plan.

Strategic Plan Essential Initiative I: Nurture Innovation and the Learning Environment

- Develop targeted high-interest undergraduate and graduate offerings to serve current and new student populations
- Tailor educational programming and support to students' specific needs
- Promote more diverse modes of instruction (e.g., integrated, blended, mixed-mode learning) and increase availability, quality, and enrollments in seated and online/hybrid programs and courses; summer, winter, continuing education units, institutes, and workshops; and micro-credentials
- Revise targeted academic programs to adapt to changing student populations and industry needs
- Continue to enhance graduate recruitment and admissions efforts
- Continue to develop and implement new approaches to academic advising and support
- Implement proactive advising/developmental advising model in Office of Academic Advising (OAA) and School of Education (SoE) with a future goal of institutional development
- Rollout Starfish formally including communication and surveys to assess
- Participate in two-year national project – Excellence in Academic Advising Process with NACADA, The Global Community for Academic Advising/Gardner Institute – to evaluate and improve academic advising
- Increase study abroad participation
- Increase MBA enrollment for each semester by 5% over the same semester in previous year
- Open Engineering Innovation Hub
- Diversify the Honors program in multiple ways (e.g., viewpoint, major, race, gender, age, economic status, experience)
- Assess Summer Undergraduate Research Experience with EvaluateUR program
- Explore use of work study as a mechanism for funding additional undergraduate research opportunities
- Support GE4 implementation and revise GE program assessment
- Work toward Middle States Commission on Higher Education reaccreditation and continually monitor compliance with relevant regulations
- Support disciplinary/departmental review activities

Strategic Plan Essential Initiative II: Establish an Engaged Living and Learning Environment

- Increase and improve the Living/Learning Communities
- Increase co-curricular transcript utilization and add for-credit internships
- Continue the "Belongingness Initiative" with the utilization of the PERTS Social Belonging for College Students inventory to assess what subpopulations may be struggling with a sense of belonging to guide future initiatives

- Facilitate students' selection of majors and understanding and expectations of program requirements
- Increase opportunities for experiential learning by continuing to develop internships and service learning
- Enroll very diverse cohorts of new first-year and transfer students
- Increase and promote efforts to develop awareness and empathy around issues of diversity and inclusion for staff and students
- Fully implement the "Hot Topics" discussion series designed to increase student empathy and inclusiveness in collaboration with West Point
- Launch the "Stepping Into Diversity" leadership development program (PIF)
- Increase diversity of student participation in Research, Scholarship, & Creative Activities
- Launch the "Hawk's Eye" app to support student engagement
- Continue Student Affairs "Knowledge Groups" focused on improving student employment, transitions to adulthood and leadership/mentorship programming

Strategic Plan Essential Initiative III: Strengthen Philanthropic Relationships and Success

- Raise over $3 million in gifts and pledges
- Increase fundraising and alumni giving participation rate
- Roll out campaign materials and prepare for public campaign launch in fall 2019
- Sustain strategies for developing current and prospective donors of $25,000 and above

Strategic Plan Essential Initiative IV: Engage Alumni in the Life of the College

- Support and foster a climate of growth for alumni engagement across campus
- Continue to meet Alumni Reunion participation goals through a well-organized communication plan and program of events attractive to a diverse body of alumni
- Engage young alumni in the life of the College through the second 40 Under Forty award program

Strategic Plan Essential Initiative V: Market New Paltz Internally and Externally

- Conduct qualitative and quantitative market research to inform internal processes, external messaging, and marketing collateral development
- Continue to implement feedback from spring 2017 internal marketing survey results regarding news content, channels and point of view.
- Rollout communication plan for decision regarding Hasbrouck Complex Naming
- Support continuing free speech vs. inclusivity dialogue and skills building through communication efforts
- Work to increase international student enrollment and meet new student enrollment targets
- Provide communication support for diversity, equity, and inclusion goals and activities
- Update various webpages and launch webpage on building names and their origins

- Support Graduate Admission recruitment via ongoing campaigns (MBA, MFA, Educational Administration, Computer Science/Engineering, English, etc.) and continued overhaul of collateral, including webpage, e-blast templates and one-page information sheets for all graduate programs in partnership with Graduate and Extended Learning and graduate program coordinators.
- Develop advocacy campaign for external funding for the updated Facilities Master Plan, including legislative and gubernatorial support for our campus space deficit
- Support Undergraduate Admission with recruitment marketing, including rollout of new junior campaign
- Update Foundation webpage content/testimonials in preparation for public phase of fundraising campaign
- Develop comprehensive media pitching plan to attain more earned media coverage to support our recruitment and reputational messages in key markets.

Strategic Plan Essential Initiative VI: Improve Internal Processes and Address Institutional Capacity

- Manage a very tight budget and maintain budget transparency
- Form a Budget Advisory Committee
- Enhance development of excellence in personnel
- Migrate to new platform for immigration compliance documentation
- Improve processes and procedures in various offices
- Continue system implementation of Pre-Award and Compliance System (PACS)
- Continue working with Degree Works to develop a paperless graduation
- Continue work to enhance articulation between planning and assessment goals and objectives
- Work to link planning and assessment with budget and resource allocation decisions
- Improve communication about the strategic plan and its implementation
- Evaluate the effectiveness of assessment data in planning and goals
- Eliminate assessments that are not useful, etc.
- Conduct an assessment of planning goals and achievements between 2014 and 2019
- Continue to develop understanding among the leadership and campus community about the value of iterative planning
- Enhance current procedures for procurement of chemicals and other hazardous materials
- Improve card access/key processes
- Become a tobacco-free/smoke-free campus
- Solidify the employee onboarding process with respect to access to buildings and sensitive data/systems
- Use course predictive analytics to assist with student registration/orientation and assignment of teaching load
- Assist Graduate & Extended Learning and Undergraduate Admission to implement SLATE Customer Relationship Management (CRM) program
- Implement a water conservation campaign in fall 2018
- Continue planning for resident hall and Student Union construction projects with minimal disruption to student services and support
- Work toward fall 2019 implementation of Team Dynamix project management/work order software for the Office of Communication and Marketing with prep and testing this year to achieve goal of further OCM integration and consistent interaction with clients/colleagues.

- Implementation of a new model of Performance Program and Evaluation for Professional staff.
- Continuing soft roll out of personnel action form to streamline documentation and management of employment transactions.

Strategic Plan Essential Initiative VII: Build Quality Online Education

- Promote more online instruction and increase availability, quality, and enrollments in online/hybrid programs and courses
- Complete the final Open SUNY Institutional Readiness training
- Develop a dedicated website for online learning

Strategic Plan Essential Initiative VIII: Strengthen Regional and Community Engagement

- Maintain and expand partnership programs with regional school districts
- Expand Hudson Valley Venture Hub
- Define the role of the Samuel Dorsky Museum's collection as a regional and educational resource
- Host the third Hudson Valley Future Summit on November 19, 2018, at the Dorsky Museum
- Produce two Distinguished Speaker Series that will attract the campus and broader communities
- Host the fifth Women's Leadership Summit
- Continue to partner in our prevention efforts through NP SAFE (campus prevention coalition) and the Greater New Paltz Community Partnership (town/village prevention coalition).