

Self-Study Report 2020-2021

Middle States Commission on Higher Education

State University of New York at New Paltz

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SUNY NEW PALTZ AT A GLANCE

Campus

216 acres, 52 buildings

Enrollment

6,807 undergraduates, 950 graduate students

Five Academic Schools

College of Liberal Arts and Sciences

School of Business

School of Education

School of Fine and Performing Arts

School of Science and Engineering

Academic Division

Graduate and Extended Learning

Undergraduate Student Profiles

Average high school GPA: 90-95

Middle 50% SAT scores: 1140-1280

Middle 50% ACT scores: 24-28

63% female, 37% male

38% students of color (22% Latinx, 7% African-American, 6% Asian-Pacific, 3% multi-racial)

Undergraduate population includes students from 40 other countries

Financial Aid

62% of first-year students take out loans, with \$26,771 average loan debt at graduation

Faculty

667 (344 full-time, 323 part-time), 408 hold PhD or terminal degree

Student/Faculty Ratio and Class Size

16:1

73% of classes have fewer than 30 students

94% of classes have fewer than 40 students

Programs

Nearly 100 undergraduate programs of study

More than 40 graduate degree and certificate programs

Study Abroad

New Paltz students study abroad on six of the seven continents

College Activities

More than 800 leadership opportunities for students

More than 200 recognized clubs and organizations

Fraternity and sorority life

NCAA Division III athletics

Nationally renowned fine and performing arts programs

EXECUTIVE SUMMARY

SUNY New Paltz is a vibrant comprehensive public institution that strives to provide the highest quality education to an increasingly diverse student body. Our strength lies in our grounding in the liberal arts; student-centered pedagogy; rigorous, innovative, and varied program and co-curricular learning opportunities; and extensive student support structures. New Paltz's distinction as a top institution in the northeast has been achieved through the first-rate teaching and intellectual depth of the faculty, the highly skilled and committed administration and staff, and the College's unwavering focus on students' education and their success.

This self-study is the product of a two-year process of analysis by a broad and diverse group of faculty, staff, and administrators charged with evaluating and describing the College through the lens of the *Standards for Accreditation and Requirements of Affiliation* and our own institutional priorities identified for this self-study. Organizationally, this self-study report begins with an introduction to SUNY New Paltz. Following our analysis of each of the seven standards, we present findings and opportunities for improvement and innovation. Below is a synopsis of our findings and recommendations for future action.

Standard 1: Mission and Goals

This section introduces SUNY New Paltz's mission and then goes on to describe the College's Strategic Plan—initiated since our last reaccreditation review—and how we use it to set priorities, allocate resources, measure progress, and evaluate options. Continued investments in key campus goals facilitate ongoing institutional success and renewal; they set the stage for the launch of our first comprehensive capital campaign in 2014. In this section we also describe how assessments conducted through the lens of our mission help the College to gauge our effectiveness and protect our institutional health and well-being. The standard concludes with a call to undertake a comprehensive review of the mission.

Standard 2: Ethics and Integrity

This section presents a detailed analysis of SUNY New Paltz's commitment to ethics and integrity in the areas of academic and intellectual freedom; freedom of expression; diversity, equity, and inclusion; the effective management of grievances; avoidance of conflicts of interest; fair and impartial practices for employees; honesty and truthfulness in internal and external communications; and affordability and accessibility. The College's need to continue to explore creative ways to hire and retain a diverse faculty and staff, as well as opportunities for continued investigation of cost-savings measures related to textbook choices and course fees are presented as growth opportunities.

Standard 3: Design and Delivery of the Student Learning Experience

This section describes SUNY New Paltz's rigorous curriculum, noting that it is rooted in knowledge, skills, and values of liberal learning balanced with professional preparation. Sustainability, an institutional priority, and our new General Education (GE) program are then discussed as central features in our educational vision, with GE introducing undergraduate students to disciplines, ways of thinking, and ways of knowing. Our graduate programs, whose focus is on preparing students for professional career paths, are described in this section, as is our commitment to student-centered teaching and applied-learning opportunities. We describe our expansion of online and hybrid instruction, and our ongoing support for online instructors, as part of our commitment to our institutional priority of increasing access to a SUNY New Paltz education. Information describing the campus community's attention to issues of diversity and inclusion is included in this standard, as is a description of our commitment to inclusivity and excellence in the composition and credentials of the faculty. We also describe the variety of assessment activities and faculty resources that support teaching excellence. The standard ends with a proposal to develop a system to recognize and compensate faculty who mentor or supervise high-impact learning experiences such as fieldwork, internships, independent studies, honors theses, and graduate theses.

Standard 4: Support of the Student Experience

This section describes the ways we support the student experience from recruitment to retention, to graduation, and beyond. Multiple systems support student success, including mental health support, tutoring services, accommodations for students with disabilities, assistance with internships, and ultimately employment or

advancement to higher study. Also described is how methodical assessments and focused responses to assessment findings have resulted in significant changes to academic advising and contributed to positive trends in student retention. Regulation of athletics, student life, and other extracurricular activities and policies, protocols, and safeguards governing student record retention are also discussed in detail. A suggested area for improvement included in this standard is generating new ways to increase support for student mental health needs.

Standard 5: Educational Effectiveness Assessment

This section describes the central role that assessment plays at SUNY New Paltz in facilitating our above-average state and national retention and graduation rates, as well as in advancing student learning and student experiences. From designing, administering, analyzing, and interpreting assessments to using assessment findings, all across the campus there is active involvement in assessing educational effectiveness. Also illustrated in this section are findings from the self-study revealing the continued evolution and growth of an authentic culture of assessment and the integration of assessment in operational structures such as educational offerings and student services. Our carefully administered, organized, and systematic assessment processes have evolved into a living and ongoing process on our campus. To demonstrate the value placed on assessment findings, several examples of how we act on assessment results are included. The standard concludes with the observation that although we have a mature system of assessment in place, the College could do more to acknowledge and celebrate the work that faculty, professional and classified staff, and administrators do to maintain momentum in assessment.

Standard 6: Planning, Resources, and Institutional Improvement

This section describes the College's planning processes, resources, and structures and their sufficiency in fulfilling our mission and goals. The development and implementation of our Strategic Plan are discussed, as are our integrated planning and assessment processes; the resources allocated to support the design and delivery of programs and initiatives; the ways we maintain and expand physical and technical infrastructure; and our principles for acquiring, retaining, and developing human resources. Also detailed in this section are the College's careful fiscal planning and the expansion of the culture of assessment in administrative areas. The section concludes with two suggestions: first, that we develop an academic plan, which if accomplished would create more rapid ways to develop innovative academic programs; and second, that we more fully integrate our institutional priorities of diversity, inclusion, and sustainability into every component of strategic planning.

Standard 7: Governance, Leadership, and Administration

This section describes the institution's governance structure and the ways our shared governance structures allow the College to operate as an autonomous academic institution. Beginning with the governance of the State University of New York, the section goes on to discuss the Board of Trustees, College Council, President and College administration, faculty governance, and student governance. The concerted actions of governance at multiple levels have resulted in significant progress in promoting diversity, equity, and inclusion, and in developing a culture of philanthropy. Multiple efforts to enhance the educational functioning of the College and to foster the experience of shared community are also presented. We close with the suggestion that the reorganization and re-definition of the Provost's duties and reporting structures, designed to improve stability in that position, should be monitored for effectiveness.

COVID-19 AND THIS SELF-STUDY

The report was composed in the midst of a global pandemic. Our editorial team began to assemble this document on March 13, 2020, the very day our campus's extended spring break began and we pivoted to remote learning as one of our campus's first responses to the COVID-19 crisis. At that time neither the team nor anyone else on campus or beyond had any idea how transformative this emergency would become. The team has largely presented the reports of the seven subcommittees as they were delivered to us. However, with additional knowledge about the effects of the crisis and new contributions of key campus stakeholders, we also describe at several points some of the ways that the COVID-19 emergency has affected our campus. A detailed description is included in the addendum.

INTRODUCTION

The State University of New York at New Paltz is a comprehensive, public, regional institution that falls within the Carnegie classification of Master's Colleges and Universities: Larger Programs. Our institution has significantly contributed to the educational continuum of New York State and the Hudson Valley at all levels, from pre-kindergarten through graduate school, throughout our 191-year history. The College traces its beginnings to 1828 as the New Paltz Classical School. Five years later, with the promise of financial support from the New York State Board of Regents, the School was expanded into a full-fledged academy for preparing teachers. The academy became a State Normal School in 1885, a State Teachers' College in 1942, and was one of the charter institutions of the State University of New York (SUNY) system when it was formed in 1948. The first bachelor's degrees were awarded to the Class of 1942, and in 1947, the College began offering graduate studies in education. We were one of the first four-year colleges authorized to grant a bachelor's degree in liberal arts.

Six academic divisions comprise SUNY New Paltz: the School of Business, the School of Education, the College of Liberal Arts and Sciences, the School of Fine and Performing Arts, the School of Science and Engineering, and the Office of Graduate and Extended Learning. Additionally, our librarians hold academic faculty status and serve all six academic divisions through instructional class sessions; consultations with faculty; and individual research assistance to students, faculty, and staff. They also serve on campus committees and in other governance and oversight positions. Our strong liberal arts curriculum anchors all programs, including those oriented toward professional preparation. While we have retained our traditions in teacher education and the fine arts, enrollments in STEM have grown dramatically since our last self-study.

The range of our academic programs is a strength. Our nearly 8,000 undergraduate and graduate students can select from almost 100 active programs leading to a bachelor's degree, 39 master's programs, 4 advanced certificates, and a post-master's Certificate of Advanced Study in School Leadership. As of fall 2019, the undergraduate enrollment stood at 6,291 full-time and 516 part-time students, with graduate enrollment at 950. Our undergraduate population is diverse: 38% are from historically underrepresented racial/ethnic groups, 26% are first-generation college students, and 37% are Pell recipients. Our student-to-faculty ratio is 16:1, with average class sizes of 24 students at the undergraduate level and 15 at the graduate level.

In December 1998, the SUNY Board of Trustees adopted Resolution 98-241 establishing a General Education (GE) requirement for all baccalaureate degree candidates at the University's state-operated campuses. Consistent with the Trustees' action and in accord with our own mission, SUNY New Paltz has long required GE coursework for all bachelor's degree candidates. In fall 2016, we began planning to implement the most recent GE proposal—GE 4. Distinctive to this program is its emphasis on progressive student learning across the four years of a degree. Through curriculum mapping, faculty make explicit the sequential development within the major of two competencies—Critical Thinking and Information Management—over a student's course of study. Along with courses that develop these competencies, students take at least 32 credits of GE courses across 10 knowledge and skill areas: The Arts, Basic Communication, Foreign Language, Humanities, Mathematics, Natural Sciences, Social Sciences, United States History, Western Civilization, and World Civilizations. We assess the 10 GE knowledge and skill areas at the capstone level on a three-year rotation and the two competencies are assessed within majors. Beyond these, students must take one Diversity course and one Writing Intensive course prior to graduation.

Academic excellence, strong metrics of student success, and other achievements have contributed to our growing reputation as an institution of distinction. Nationally, we are recognized by several reporting agencies as one of the top colleges in the nation for return on tuition invested. Our grounding in the liberal arts; student-centeredness; rigorous, innovative, and varied academic offerings; and co-curricular learning opportunities contribute to our distinctiveness. So does the excellence of our faculty and the commitment of our staff.

SUNY New Paltz's strong metrics stem, in part, from the high caliber of our incoming students. Each fall we enroll around 1,100 first-year and 850 transfer students and each spring another 350 or so transfer students. Since 2010, more than 39% of our incoming first-year students have come from the highest selectivity group used by SUNY to assess students' academic preparation. In fall 2018, we had our highest percentage ever, with 45% of first-year students coming from this group. The economic and cultural diversity of our student body has also

increased significantly since our last self-study, and our students' retention and graduation rates are a particular point of pride. About 45% of our fall 2019 incoming first-year students were from historically underrepresented racial and demographic groups, as were about 34% of incoming transfer students. The fall 2019 incoming class included more first-year students of color than any year since 2000. Twenty-five percent of our fall 2019 entering class was first-generation.

Our graduation and retention rates exceed state and national averages for all the cohorts we serve. Six-year graduation rates for our White, Black, Latinx, Asian, first-generation, low-income (as measured by Pell grant recipients), and Educational Opportunity Program students fall within a narrow range of 7-8%. The range at the national level across these different cohorts is much wider at 33-35%. This differential indicates to us that we are excelling at supporting all our students, irrespective of their previous preparation or socioeconomic status, to stay in and finish college. Our first-year retention rate in 2019 was 85.4%, an increase over 2018's 83.3%. Our most recent six-year graduation rates for the fall 2013 incoming class, measured in 2019, are 76.6% overall, 73.0% for Educational Opportunity Program students, and 76.7% for first-generation students—the highest in our College's history. In 2019, our Scholars' Mentorship Program, which serves and supports students of color, graduated students at a phenomenal 81.7% rate. Four-year graduation rates dropped slightly from 2018 to 2019, from 61.7% to 58.2%, a pattern we are trying to understand and address, and which possibly reflects the impact of financial constraints that extend time-to-degree completion for many students. A broad-based campus Student Success and Retention Committee was assembled in early 2020 to study evidence and identify key actions to best support students so that they continue their studies and graduate promptly.

We serve an increasing number of students with disabilities who require accommodations and other forms of academic support through our Disability Resource Center. Students registered with the Center are retained at 85.9%, a rate that reflects its positive impact and the support of faculty and staff across the College. Having a diverse student body is central to SUNY New Paltz's educational mission, as is commitment to inclusion. We have been successful in admitting students from diverse backgrounds, and these students are succeeding.

SUNY New Paltz is fortunate to have more community colleges within a 45-mile radius than any other SUNY baccalaureate campus. We take pride in our long tradition of promoting a seamless transfer experience, an important feature of our admissions process since about half of each year's graduating class come to New Paltz as transfers. Retention and graduation rates of transfer students are among the very highest in SUNY. Students who started as transfers in fall 2018 were retained at a rate of 81.3% as of the fall of 2019 (the rate for first-year students is 85.4%); the three-year graduation rate as of fall 2019 for transfer students who started in fall 2016 is 71.0% (our five-year graduation rate for first-year students is 73.4%); and the fall 2019 four-year graduation rate for transfer students who started in fall 2015 is 74.4% (very close to our six-year graduation rate of 76.6% for first-year students).

A well-developed Diversity and Inclusion Plan and a broad-based Diversity and Inclusion Council, whose members are appointed by the President, direct many of our campus's diversity and inclusion efforts. We are striving to diversify our faculty and staff who teach and support our diverse student body by using several approaches associated with our hiring procedures. In addition, our Faculty Development Center offers programming on such topics as building an inclusive community and dealing with difficult topics on race and racism. Mandatory diversity training for all members of the campus community and the institution's two-year-long initiative to evaluate and ultimately change the names of one dining hall and several residence halls whose names were linked to slavery in New Paltz further demonstrate the College's serious commitment to diversity and inclusion as core values.

New Paltz's rising reputation as a leader among public comprehensive, liberal arts institutions is recognized and has been documented in several "best value" rankings of public colleges and universities in the Northeast and across the U.S. In the 2019-2020 *U.S. News & World Report: Best Colleges Rankings*, New Paltz tied for 16th in "Best Colleges for Veterans" in the North, tied for 28th among the best public "Regional Universities" in the North, and, in its 2018-2019 rankings list, as having the third "Best Metals/Jewelry" program in the nation. In 2018-2019, the *Princeton Review* included New Paltz on its "Best Northeastern" college list and its "Green Colleges" list while *Forbes* included New Paltz among "America's Top Colleges" in its 2019-2020 rankings. In addition, AccountingEdu.org ranked our MBA accounting program among the "Most Affordable Master's Degrees in Accounting" in New York State for 2018-2019.

Since our last self-study, we have made significant progress in improving the campus's infrastructure through new construction; extensive renovation of academic, support, and residential buildings; and careful attention to grounds, walkways, and other external aesthetics. On September 17, 2019, for example, we opened the Engineering Innovation Hub, which houses industry-leading equipment to support our students, faculty, and the work of companies partnering with the College through 3D design and printing. The Engineering Innovation Hub was made possible by a \$10 million NYSUNY 2020 Challenge Grant, awarded by Governor Andrew Cuomo in 2014, as part of a statewide effort to support academic programs that translate directly into economic development in New York State.

Like many institutions nationwide, disinvestment in public higher education presents a significant challenge for SUNY New Paltz. We continue to work hard to balance our budget in the face of flat levels of taxpayer support and growing expenses due to inflation; rising personnel expenditures; and costly mandates such as research compliance, cyber security, changes in procurement requirements, emergency planning, and ever-increasing technology costs. Moreover, the impact of the COVID-19 crisis will not be fully understood for some time. Faced with all these challenges, we work systematically and diligently to reduce expenditures while being careful to maintain excellence in education and services.

Following on the College's recent fundraising success, SUNY New Paltz announced the "silent" phases of its first-ever comprehensive campaign, Soaring Higher—The Campaign for SUNY New Paltz, in 2014 and opened the public phase on October 3, 2019. Our very successful fundraising will help to make a New Paltz education more accessible, support the distinctive programs that create the College's margin of excellence, and support scholarships and experiential learning. In June 2019, the Council for Advancement and Support of Education recognized New Paltz for overall improvement and overall performance in fundraising. We were one of only five universities nationwide to enjoy recognition in both areas and one of 98 colleges and universities to win a 2019 Educational Fundraising Award.

SELF-STUDY PROCESS

Our self-study process began in spring 2018 with the establishment of a Steering Committee by the President and Cabinet. Following consultation with the Steering Committee, the Middle States Accreditation Liaison Officer appointed the members of Standard Working Groups. Typically, two members of the Self-Study Steering Committee co-chaired each Working Group, increasing coordination and efficiency among Working Groups. Steering Committee and Standard Working Groups were intentionally created to be diverse and broadly representative of the campus community. The Strategic Planning and Assessment Council supported the Standard 1 Working Group, which was also aided by Cabinet and the Associate Provost for Strategic Planning and Assessment, who oversees institutional planning and assessment processes. The Council was assigned this function because it has representation from a wide range of schools and departments and could offer a clear perspective on how the criteria in Standard 1 have been addressed in the Strategic Plan.

The Accreditation Liaison Officer, in consultation with the Provost and VP for Academic Affairs, assigned Cabinet members and academic deans to support the Steering Committee and Standard Working Groups as consultants and resource personnel. Consultants, although not required to attend Steering Committee and Working Group meetings, were encouraged to do so and several did.

The Steering Committee and Working Groups were charged to gather and examine data from all areas of campus life. They used a set of guiding questions aligned to the Middle States standards and criteria, the College's Mission Statement, Strategic Plan Essential Initiatives, and institutional priorities chosen for the self-study. The Steering Committee also was charged with engaging the campus in the self-study process in meaningful ways and helping to achieve an appropriate balance of self-study narrative, analysis, and supporting documentation.

The College selected the standards-based approach for this self-study because of its potential to foster campuswide review of institutional performance within the context of the standards and criteria, institutional mission and Strategic Plan, and our institutional priorities. Further, we selected the standards-based approach to help the College identify and describe institutional challenges and opportunities in a highly public document.

For this self-study, New Paltz pursued the following institutional priorities:

1. Nurture a learning environment founded on critical thinking, creativity, and the growth and sharing of knowledge
2. Cultivate sustainability in all its forms, including institutional, social, economic, and environmental sustainability
3. Forge community and enhance our commitment to diversity, equity, and inclusion
4. Increase accessibility of undergraduate and graduate education in the region.

These priorities were selected through a process of consultation and reflection. The Strategic Plan Essential Initiatives, from which the priorities that receive special attention each year arise, and the 2010-2011 Middle States Commission on Higher Education self-study helped the College to establish our priority areas for this self-study. Also considered in refining the list were comments from the President and Cabinet, the Middle States Accreditation Liaison Officer, the Strategic Planning and Assessment Council, and the Steering Committee and Working Groups.

The Essential Initiatives referenced throughout this document are

- I. nurture innovation and the learning environment
- II. establish an engaged living and learning community
- III. strengthen philanthropic relationships and success
- IV. engage alumni in the life of the College
- V. market New Paltz internally and externally
- VI. improve internal processes and address institutional capacity
- VII. strengthen regional and community engagement.

This report is organized sequentially according to the Standards for Accreditation and *Requirements of Affiliation*. Our compliance with each standard is demonstrated based on data and documentation presented at times within each narrative, but more often in the accompanying online Evidence Inventory. Our case for compliance with each standard is generally organized according to the criteria and sub-criteria associated with that standard.

Likewise, the 15 *Requirements of Affiliation* are addressed as they apply to specific standards; they are also summarized and cross-referenced in Appendix 1. A list of Findings follows the discussion of each standard, leading into a list of Areas for Improvement and Innovation.



Standard 1: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

This section describes the ways in which SUNY New Paltz meets the four criteria and sub-criteria of Standard 1 and *Requirements of Affiliation 7 and 10*.

MISSION

The State University of New York at New Paltz is committed to providing high-quality, affordable education to students from all social and economic backgrounds. We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity. SUNY New Paltz is an active contributor to the schools, community institutions, and economic/cultural life of our region. We are selective in admitting students who show promise of thriving in a learning environment that is challenging, student-centered, and personalized. Our goal is for students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions and as active citizens in a democratic nation and a global society (S1.C1 SUNY New Paltz Mission Statement).

Growing out of predecessor institutions established in 1828, SUNY New Paltz is a comprehensive public liberal arts college that provides transformative educational opportunities to our students. We are committed to providing an affordable high-quality education to students from all incomes and backgrounds, engaged teaching informed by excellence in scholarship and creative work, and a diverse and inclusive campus environment. keystones of our mission that set us apart include educational programs that are rooted in the values of a broad liberal education, academic quality, vibrant intellectual engagement between students and faculty, and a wide range of academic programs. We are devoted to maintaining a student-centered culture and a positive campus ethos that values transparency, respect, and a collaborative relationship among administrators, faculty, staff, and students.

The College has retained its core foundation in the liberal arts and sciences and our historical traditions in the fine arts and education. At the same time, enrollments in STEM have grown dramatically during the last ten years. We have added new programs in fields such as business analytics, biochemistry, mechanical engineering, and digital design and fabrication; we have modernized programs in areas such as digital media management and production; and we are finalizing proposals for a graduate program in interdisciplinary autism studies and an online bachelor's degree in general studies. Our programs blend critical thinking, reflection on principles and ideals, and mastery of disciplinary content with high-impact practices. Our wide array of academic programs makes us attractive to students, including those who are uncertain about a major or who wish to explore various disciplinary options.

Genesis of the Mission Statement

[S1.C1 and C2] While our Mission Statement has undergone several revisions since the College's inception, its essence has remained virtually unchanged. The current Mission Statement, adopted in spring 1997, was the result of broad-based consultation involving many stakeholders, as called for in *Requirement of Affiliation 7* (S1.C1 Academic Senate Agenda, Mar. 21, 1997; S1.C1 Academic Senate Minutes, Apr. 11, 1997). The review of our mission coincided with a SUNY administration system-wide mission review that required each campus to revisit its mission and to identify areas of alignment with SUNY's mission. That mission review exercise enabled us to reaffirm that the goals articulated in our mission are excellence in comprehensive academic programming and in teaching; connectedness to the culture and economy of the Mid-Hudson Valley; and diversity in the racial, ethnic, and socioeconomic composition of the student body.

[S1.C3] The College used eight "vision points," developed in 2005, to define who we are, what we value, and what we want to be not only to guide us in meeting our mission but also to familiarize our new community members with our mission (S1.C3 Central Elements of Our Vision for New Paltz). The vision points, previous strategic planning, and the initiatives of previous presidencies also were considered in developing the current Strategic Plan, which was developed in 2013. Also considered at that time were the values outlined below. The values, which are virtually identical to the vision points, focus on students and their experiences, learning, and success:

- Offering a personalized, residential college experience, where students, faculty, and staff learn together through close interaction
- Promoting a high standard of rigor and academic expectation made possible by exceptional faculty who are committed to student learning and dedicated to conducting high-quality scholarship that informs their teaching, provides learning opportunities for students, and contributes to the long-term intellectual vitality of the faculty
- Recruiting and serving intellectually capable and committed students able to rise to the challenges we provide
- Committing to sustaining an open, diverse, and equitable college community
- Fostering a spirit of exploration, discovery, and artistry that prepares students to excel in a rapidly changing society and economy
- Educating each student as a whole person
- Being an intellectual and cultural hub in the Hudson Valley and serving regional economic and educational needs.

In fall 2017, the President and Cabinet charged the Strategic Planning and Assessment Council (SPAC), a representative group consisting of faculty, staff, and administrators, to review and make recommendations regarding the institutional learning outcomes (ILOs) in the mission. SPAC, working in consultation with the Associate Provost for Strategic Planning and Assessment, faculty governance, and the President and Cabinet, reviewed the ILOs and determined they could be more reflective of the outcomes we expect from a SUNY New Paltz education. Directed by SPAC, the faculty, President, and Cabinet collaborated to revise the ILOs (S1.C1 Institutional Learning Outcomes). SPAC developed an initial draft of the revised ILOs and invited review and comments from the Faculty Senate. Where appropriate, comments were incorporated which were then reviewed and, where appropriate, incorporated into a revision that was shared with the President and Cabinet. The revised document was again shared with the Faculty Senate before replacing the previous ILOs (see also Standard 5, p. 57).

THE NEW PALTZ IDENTITY

[S1.C1.a] SUNY New Paltz has a clear identity or "brand" that was developed from extensive research carried out in 2010 with prospective and enrolled students, faculty, staff, and alumni. Characteristics identified from that research include the value of a "degree and an education," our "creative environment of discovery," "engagement through impassioned teaching," and "a location for life." Another characteristic was "come as you are," reflecting the welcoming environment SUNY New Paltz provides its students of diverse backgrounds, cultures, perspectives, and aspirations (S1.C1 Strategic Plan—The New Paltz Identity, pp. 2-3).

SUNY New Paltz's identity clearly aligns with students' opinions of the College. Results of the 2018 SUNY Student Opinion Survey, administered to 6,283 students and to which 1,011 (16%) responded, revealed that New Paltz

ranks in the top three of the SUNY comprehensive colleges regarding students' impression of their education and experiences. Compared to students at other comprehensive colleges, New Paltz's students were more likely to select survey choices describing their education as excellent, library resources as outstanding, and library services and College computing services as first-rate (each ranked #1). Students reported that faculty employed innovative or creative teaching techniques, that they were intellectually stimulated by class materials, liked being involved in community service through College programming, and had a better understanding of environmental and sustainability issues. Students noted that acts of prejudice based on gender identity and sexual orientation were rare and that they appreciated the campus's physical environment. Careful attention to "brand image" has not only bolstered consistency of messaging concerning student recruitment, alumni and community engagement, and philanthropic outreach, but also has been central to the growth of our profile and reputation (S1.C1 New Paltz Brand Research; S1.C1 Student Opinion Survey).

[S1.C1.c] New Paltz's mission and goals are approved and supported by the governing body. In accordance with *Requirement of Affiliation 7* and with the powers and duties of the College Council, Council members review all of SUNY New Paltz's major plans and make recommendations before submitting such plans to the Board of Trustees for approval (S1.C1 Association of Council and College Trustees of the State University of New York Handbook). The Strategic Plan is an example of a major College-wide plan that benefited from the Council's involvement. Strategic planning was guided by a broad-based steering committee that included a member of the College Council. The Council also reviewed and provided feedback on the plan's drafts and on updates shared by the President and Strategic Planning Steering Committee co-chairs (S1.C1 College Council Agenda, Mar. 7, 2013; S1.C1 College Council Minutes, Mar. 7, 2013). The strategic planning process explicitly respected the identity and values of SUNY New Paltz because the planning process centered on the overarching question of "What is best for our students?"

[S1.C1.d] The mission fuels our actions, provides the framework for institutional development and self-evaluation, and unifies the College. It also guides faculty, staff, and administration in making decisions about planning, resource allocation, program and curricular development, and defining institutional and educational outcomes. For example, in all requests for lines, deans must justify the value of a position to the program/department, explain why the College should invest in a position, and describe how the position aligns with College priorities. The most compelling requests not only address these elements, but also are most likely to speak to issues such as course enrollment trends, emerging developments within a discipline, student demand, and space needs.

Strategic Plan Essential Initiative I, "Nurture Innovation and the Learning Environment," focuses heavily on individualized instruction and high-quality programming. As set forth in the Bylaws of the College Faculty, committees at the undergraduate and graduate levels are charged with reviewing curricular proposals and courses and forwarding such proposals, together with their recommendations, to the Faculty Senate for consideration. As a component of the program approval process, both SUNY and SUNY New Paltz require new program proposals to describe how they relate to the institution's and SUNY's mission and strategic goals and priorities (S1.C1 New Program Relationship to Mission and Strategic Plan; S1.C1 New Program Proposal for BS Mechanical Engineering). Thus, the College engages in the important work of aligning our academic programs and practices with our mission and Strategic Plan. We are proud of our academic year and summer undergraduate research programs, Honors Center, and of the leadership development afforded to our students through co-curricular activities and student governance participation (see also Standard 3). The Engineering Senior Design Expo and Celebration of Writing Day, for example, showcase successful undergraduate student projects each spring; at the graduate level, students have opportunities to deliver academic papers and show creative work.

Likewise, the Strategic Plan's goals and priorities guide us in making decisions related to planning and resource allocation. The President and senior level administrators, in consultation with their direct reports and sometimes with collaborating partners, develop SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for their divisions each year (S1.C1 AY2018-2019 SMART Goals—Assistant Vice President for Graduate and Extended Learning). The President and Cabinet, SPAC, Associate Provost for Strategic Planning and Assessment, and Institutional Research lead the review of the Strategic Plan. Much of the indicator data are available on the Institutional Research website and in the Fact Book (S1.C1.d Fact Book 2020). The President and Cabinet review SMART goals and mid-year and end-of-year progress reports, often at Cabinet retreats, and they rank goals and allocate resources based on prioritization of goals and initiatives (S1.C1 Academic Affairs Progress Report on 2018-2019 SMART Goals and 2020 Goals; S1.C1 Strategic Plan Progress Report AY2017-2018 and 2018-

2019 Goals; S1.C4 Strategic Plan Summary Report). This process enables us to plan effectively and to assess institutional needs and progress. To engage and inform the campus about the Strategic Plan, the President and VPs periodically report on progress in achieving Plan goals and priorities. Strategic Plan Progress Reports also are published on the Strategic Planning and Assessment website (S1.C1 Strategic Planning and Assessment website).

[S1.C1.e] Our mission advances our academic plans and promotes support of scholarly inquiry and creative activity. As is discussed more fully in Standard 3, SUNY New Paltz faculty are active scholars, publishing books, articles, and chapters; exhibiting artistic work and performing in various venues; presenting at regional, national, and international conferences; and seeking and securing external funding. New faculty receive a first-semester course release and reduction in service expectations. Full-time, tenure-track faculty receive travel funds for conference attendance, sabbaticals, research leaves, and new Science and Engineering faculty and some others receive start-up funds. A large number of our faculty receive personal recognition for their work, its quality, and impact and in so doing confer distinction on the College (S1.C1 Research, Scholarship, and Creative Awards 2017 Abstract Book Provost Statement; S1.C1.e 2014-2015 SUNY Conversations in the Disciplines Guidelines; S1.C1 Faculty Annual Report from School of Education 2012; S1.C1 Drescher Affirmative Action Leave Program Memo; S1.C1 2019-2020 Research and Creative Projects Awards Guidelines; S1.C1 CRAL Score Sheet; S1.C1 Student Call Distinguished Rank Nominations from Student Affairs, May 2019; S1.C1 Guidelines for Distinguished Faculty Ranks).

Students are involved in research and creative activities, much of it in collaboration with faculty mentors. Summer undergraduate research, sponsored by State University of New York's Louis Stokes Alliance for Minority Participation as well as our own Summer Undergraduate Research Experience program, provides students with invaluable research experiences. The Collegiate Science and Technology Entry Program (C-STEP) also offers similarly important opportunities to students, some of whom received prizes at the state level for their research. For example, a C-STEP student completed an investigation on the "Next Generation DNA Diagnostic Test for Rhodesian Ridgeback Dogs" which won first prize at a C-STEP competition. Students of Medieval and Early Modern Studies have presented papers at an autumn regional undergraduate conference in recent years, while Psychology students routinely present their work at regional and national conferences (S1.C1 Student Presentations).

External and Internal Contexts and Constituencies

[S1.C1.b] We appraise external contexts and track changing student demographics as we simultaneously evaluate and respond to the impact of current issues in higher education in fulfilling our mission. For example, in an era of declining high school graduates (S1.C1 The High School Graduate Plateau) and constrained direct taxpayer support, we have become more attentive to recruitment and enrollment and their impact on operating dollars, especially in the face of flat direct taxpayer support. In fiscal year 2019-2020, for example, the percentage of campus operating revenue that came from tuition and fees was 76%, with 24% coming from the state. Forced to become more reliant on tuition revenue to sustain the scope and quality of education we provide our students, we have been adopting several strategies to sustain and grow enrollment, especially graduate enrollment. These strategies include developing new programmatic offerings to reach new student populations, refining our marketing and student recruitment approaches, and using Slate, a customer relations management software package that facilitates regular communication with applicants and efficient application processing (S1.C1.b New Program Proposal for BS Mechanical Engineering).

Issues of significance to our region, state, nation, and world are pertinent to what our students do and learn, and they affect where the College focuses its expertise and resources. The campus's Benjamin Center for Public Policy Initiatives offers expertise and services in areas of applied research, including charter revision, economic impact studies, redistricting, survey research, and property tax studies.

Some of our educational programs serve the needs of an energy-smart New York. In addition to environmental/energy-focused courses, we offer a major in Environmental-Geochemical Science and a new BA in Environmental Studies (S1.C1.b Environmental Major and Minor). Students in our School of Science and Engineering conduct research and projects related to energy, some as capstone experiences. In the Department of Engineering, such research experiences often are tied to projects that are industry sponsored. We share here an example of a project sponsored by a local entrepreneur who provided a working prototype and technical guidance. A team of three mechanical engineering students analyzed a wind turbine mounted on the top of tractor trailers used to charge a

battery bank while the tractor trailer was moving. The batteries then powered the contents of the trailer while the vehicle was parked. In another example, Microchip/Amtel and Coil Craft sponsored a project by two students titled "An RF Energy Harvesting System that Powers IoT Temperature Sensors using Ambient Local Wi-Fi." The sponsors provided free samples and helped students to select the best component for the application. The research was later presented at an Institute of Electrical and Electronics Engineers meeting in 2017 (S1.C1.b Electrical and Electronics Engineers Meeting 2017).

We have worked with the local community to establish advisory boards for several schools and for the campus's museum; namely, the Business Advisory Council, School of Education Advisory Board, Samuel Dorsky Museum of Art Advisory Board, and Engineering Advisory Board. A hallmark of our teacher education programs is the innovative partnerships that benefit local P-12 schools, communities, and teacher education students and faculty. Graduates of our teacher education programs have extensive experience working in "high-needs" rural and urban school districts serving students affected by poverty. The School of Education is maintaining a partnership with the Mid-Hudson School Study Council and the Goshen Central School District, designed to recruit and train candidates for supervisory and principal positions in local districts. The partnership is aimed in part at addressing area districts' need for strong administrators as they prepare for individuals now in these roles to retire. These partnerships also enhance the alignment between the curriculum and the job opportunities that will be available to graduates. The School of Business, along with other organizations and sponsors, established a new Hudson Valley Venture Hub that connects entrepreneurs with prospective investors and employees.

Our Strategic Plan initiatives to "Strengthen Philanthropic Relationships and Success" and "Engage Alumni in the Life of the College" focus on cultivating and maintaining partnerships. Funds collected from our first ever comprehensive campaign, Soaring Higher—The Campaign for New Paltz, (see also Standard 7, p. 90) will help to make a SUNY New Paltz education more accessible—an institutional priority—and support the distinctive programs that create the College's margin of excellence. The funds will support the following three specific strategic initiatives: "Provide Opportunity: Scholarships and Experiential Learning," "Build Capacity: Program Support," and "Expand Possibilities: The Fund for New Paltz."

SUNY NEW PALTZ STRATEGIC PLAN

[S1.C1.d] Consistent with *Requirement of Affiliation 10*, the Strategic Plan draws upon and advances our mission. It is also aligned with the College's identity. Developed in 2013, the plan is a product of thoughtful deliberation and broad consultation with executive and leadership framing of key issues and priorities. The plan originally focused on eight Essential Initiatives, later reduced to seven by integrating "Build Quality Online Programming" into the first-stated initiative of "Nurture Innovation and the Learning Environment." The other Essential Initiatives in the plan are "Establish an Engaged Living and Learning Community," "Strengthen Philanthropic Relationships and Success," "Engage Alumni in the Life of the College," "Market New Paltz Internally and Externally," "Improve Internal Processes and Address Institutional Capacity," and "Strengthen Regional and Community Engagement" (S1.C1 Strategic Plan).

Strategic Plan goals and priorities, analogous to those in our mission, focus on students and the learning environment, institutional improvement, and engaging and supporting the region. Essential Initiatives reflect strategic actions that must be taken to ensure progress towards achieving that objective. Each year since the plan was implemented, we have reviewed progress on the Essential Initiatives and the President and Cabinet have established priorities for the coming year. From 2013–2017, this work was directed by the Strategic Planning Council, which evaluated progress, reported to the President's Cabinet, and recommended implementation priorities. Recognizing we could improve the assessment of our progress, the President's Cabinet formed the Strategic Planning and Assessment Council (SPAC) to report to the Provost and the rest of the President's Cabinet. SPAC also works closely with the Associate Provost for Strategic Planning and Assessment (S1.C3 Charge of the Strategic Planning and Assessment Council; S1.C3 Strategic Planning and Assessment Council Foci for 2019-2020).

The intention behind the new strategic planning and assessment structure is to bring assessment, strategic planning, and reaccreditation into tighter alignment. The structure also reflects two significant emerging views about strategic planning. First, institutional progress is advanced by treating strategic planning and plan implementation as an ongoing, more or less continuous process, rather than having it defined by a strategic plan that has a specific

start and end date. Second, structures and processes that feed assessment results for student learning and institutional effectiveness more directly into strategic planning create tighter “closing the loop” cycles that inform ongoing adjustments in plan implementation.

As 2018, the final year of our Strategic Plan, approached, the President's Cabinet and SPAC evaluated our progress in accomplishing the plan's Essential Initiatives and decided our continued progress would be best served by extending the current plan. Rather than ending this plan and developing a new one, it was decided to retain the seven Essential Initiatives (with modification and adjustment) and to continue using them to guide our new approach of continuous planning and assessment, rather than sequential fixed-term strategic plans.

The Strategic Plan's Essential Initiative “Improve Internal Processes and Address Institutional Capacity” includes advancing many elements of sustainability—a theme that cuts across our operations and curriculum, has deep ties to our values, and is reflected in our institutional priorities. During 2018-2019, SPAC became interested in the United Nations Sustainable Development Goals. SPAC believed that these goals provide a new lens into the Strategic Plan, help employees see how their work supports and advances the Strategic Plan, and give us new ways to approach our ongoing planning and communication about the plan (S1.C2 Global Goals as a Framework for Planning; S1.C2 SPAC Foci 2019-20). With the President and Cabinet's endorsement, SPAC has engaged the campus in extensive discussions about the goals and their relationship to the Strategic Plan (see also Standard 6, p. 81).

Campus Alignment with SUNY's Strategic Plans

[S1.C2] The roles of SUNY university centers, colleges, and community colleges are well defined, with New Paltz as a four-year comprehensive college providing affordable education of the highest quality and with the broadest access to address local, regional, and state needs and goals (S1.C1 NYS Education Law, Section 351). Like all other SUNY institutions, New Paltz operates under the guidance of SUNY's mission and Strategic Plan (S1.C2 SUNY Mission and Strategic Plan). Thus, strategic planning at the SUNY system level influences mission review and planning at SUNY New Paltz. Former Chancellor Nancy L. Zimpher's Strategic Plan was the Power of SUNY (S1.C2 The Power of SUNY). Central to that plan are the three imperatives of the SUNY seal: “To Learn, To Search, To Serve.” These edicts evoke the centrality of education, the spirit of inquiry, and participation in civic life—elements embedded in SUNY New Paltz's mission and Strategic Plan. In 2011, the College formed a task force, chaired by the VP for Enrollment Management, to identify areas of correlation between our campus initiatives and the SUNY Strategic Plan. This work, which closely followed our 2011 Middle States review, helped set the stage for our subsequent strategic planning effort.

Former Chancellor Kristina M. Johnson identified four themes in her January 2018 vision for SUNY, found in the Strategic Plan and Current Initiatives for Sustainability (S1.C2 Chancellor Johnson Themes 2018). The themes are Innovation and Entrepreneurship, Individualized Education, Sustainability, and Partnerships. Here, we share brief examples of the alignment of campus strategic priorities with the four themes in then-Chancellor Johnson's vision for SUNY. Initiatives developed under our Strategic Plan include the Hudson Valley Additive Manufacturing Center, which has partnered with more than 300 businesses and entrepreneurs in the region on 3D design and fabrication, prototyping, and customized and short-run manufacturing.

Our Essential Initiative “Nurture Innovation and the Learning Environment” focuses heavily on individualized instruction. Our fine arts and studio arts programs incorporate substantial individualized instruction, which graduating seniors in these programs routinely rate as the most important aspect of their undergraduate education (S1.C2 F&PA Student Focus Group Findings). Living-Learning Communities such as East-West and Sustainability provide individual learning opportunities. Our Essential Initiative “Improve Internal Processes and Address Institutional Capacity” includes advancing many aspects of sustainability. We have developed a Sustainability Faculty Learning Community, including Sustainability Faculty Fellows, and we offer many courses and tracks with a sustainability focus. Our students have led several behavioral change competitions in residence halls, including “Slow the Flow Save H₂O.” This water conservation competition, conducted in partnership with the Village of New Paltz to accommodate periodic shutdowns of New York City's Department of Environmental Protection's Catskill Aqueduct that is a primary source of the campus's and village's water supply, contributed to a 10% reduction in water use in 2018-2019 (S1.C2 Living-Learning Communities and Minor in Environmental Studies).

Sustainability and partnerships with the local community are central to who we are. Both our Foundation and Campus Auxiliary Services have divested endowment funds from direct fossil fuel investments, and we have taken a lead role in green construction and solar energy on campus (S1.C2 Campus Sustainability). As reflected in Essential Initiative VII in our Strategic Plan, “Strengthen Regional and Community Engagement,” our partnerships with the fire department, rescue squad, local police, and village and town leaders contribute to a safe living and learning environment for students. A number of faculty and staff serve on community boards and commissions, while regular town-gown meetings assure that we are engaging productively and equitably with our community (S1.C2 Municipal Engagement).

Integration of the Mission and Goals in the Campus's Life and Work

[S1.C1.f and C3] The College's mission and goals inform institutional planning and decision-making. The President delivers an annual State of the College address, a practice that began in 2005. These speeches summarize institutional achievements, identify challenges, and outline strategic and aspirational goals. In the 2019 State of the College Address, for example, he discussed our achievements, challenges, and opportunities, and unveiled the goals and priorities for AY2019-2020 (S1.C1.f 2019 State of the College Address). The annual State of the College addresses and the President's monthly reports are published by the Office of the President.

The missions of our academic and administrative divisions flow from the College's mission. For example, the College of Liberal Arts and Science's mission has obvious parallels to the College's as it affirms it “provides the foundation for a lifetime of learning, in a campus community that values a rich cultural, scientific and artistic environment and embraces diversity.” The School of Fine and Performing Arts connects to the College's mission in that the School's “liberal and professional studies encourage rigor and risk by challenging tradition while recognizing the value of history.” Educating students to be ethical professionals and leaders who can meet the demands of a changing global business environment is the mission of the School of Business. Most of these statements center on enabling students to gain the knowledge, skills, and confidence to contribute to their communities and professions and function as active citizens in a democratic nation and a global society, as well as to succeed in graduate studies or a professional career. Some program missions in the School of Science and Engineering emphasize their role as an integral part of a liberal arts institution.

The Mission of Student Affairs states that it is “committed to the holistic development and well-being of our students and to providing a safe community that celebrates human differences and promotes civic responsibility and citizenship.” Values include collaboration, holistic student development, advocacy/inclusion/belongingness, responsiveness to individual student needs, growth/learning, excellence/continuous improvement, and service. Through involvement in Living-Learning Communities, students learn together and build communities that help with adjustment, belongingness, and persistence to graduation. The Division of Administration and Finance supports SUNY New Paltz's mission of meeting students' needs by providing administrative and financial services to nurture a campus environment conducive to learning, safety, and security. An example of how the College's mission translates within the Division of Administration and Finance comes from Environmental Health and Safety, whose mission states that the department is dedicated to providing expertise, advice, guidelines, and current standards of professional practice to ensure the safety and well-being of campus employees, students, and visitors. The mission of the Office of Communication and Marketing is “to effectively communicate the College's messages in harmony with the College's identity, mission, and vision.” Communication and Marketing supports the College's overall Strategic Plan of enhancing the public perception of SUNY New Paltz and increasing its impact and visibility in the region.

Dissemination of the Mission and Goals for the Campus and Wider Communities

[S1.C1.f] Our Mission Statement is prominently displayed on the College's website. It also is published on the Office of the President web page. The Faculty Handbook and Undergraduate Catalog both reference the campus's mission. The Undergraduate Catalog is available electronically in .pdf and web-based formats, and it links to the institutional mission. Although the Mission Statement is not explicitly given in the Office of Undergraduate Admission's publications or web pages, it is highlighted through imagery and storytelling in recruitment and marketing materials. The campus disseminates news stories each Monday in an e-blast called Week in Review, which links to new stories on the online news hub. The news hub page is also a resource for media and other external audiences interested in the College.

Commitment to Diversity, Equity, and Inclusion

[S1.C.3] New Paltz's mission and Strategic Plan affirm New Paltz's commitment to diversity, equity, and inclusion and provide the impetus for campus-wide actions. Almost half of the fall 2019 entering class (49%) comes from historically underrepresented groups, up from approximately 28% in 2012. The fall 2019 class had more Black students than any year since 2000. Our commitment to fostering an inclusive and diverse community led to the appointment of a Chief Diversity Officer in 2016 and the development of a Diversity and Inclusion Plan in 2017 and in 2020 undertook further antiracism efforts (see Standard 7, p. 90). We have a well-developed Diversity Plan (S1.C3 SUNY New Paltz Diversity Plan); (S1.C3 Commitment to Anti-racist Campus 2020). Many of our efforts are led by a broad-based Diversity and Inclusion Council, whose members are appointed by the President. Our Educational Opportunity Program (EOP) provides access to underserved groups that may face barriers to academic success. The Faculty Development Center facilitates programming on such topics as fostering inclusive classrooms and handling difficult conversations about race and racism. The President revised the Office of Human Resources' organizational and reporting structure in 2017 and created a new integrated Office of Human Resources, Diversity, and Inclusion (HRDI), led by an associate vice president instead of a director. This new model is responsive to an expanded role for human resources units in building a campus environment of inclusiveness and integration among diversity, affirmative action, Title IX, and the professional development functions traditionally performed by human resources divisions. In response to our institutional priority of diversity, the Associate VP of HRDI, who also serves as Chief Diversity Officer, now occupies a seat on the President's Cabinet (see also Standard 7, p. 90) and hiring initiatives include careful attention to these issues (see also Standards 3, 4, and 5).

As discussed elsewhere in this self-study (see Standard 7, pp. 86-87 and Standard 2, p. 22), the two-year process to evaluate and then change names linked to slavery in New Paltz on several residence halls and a dining hall reinforces the College's commitment to diversity and inclusion. In spring 2020, as part of the College's effort to diversify the faculty and staff, mandatory training on implicit bias was offered to all faculty and administrative search committee members. This training addressed the writing of inclusive position descriptions and other best practices for effective recruiting and hiring of diverse faculty. Required training in cultural competence was also instituted for faculty, staff, and administrators. New Paltz continues its strong support for our EOP and Scholars' Mentorship Program that have been extremely influential in the success of diverse students. The "Stepping into Diversity" program, a collaboration between HRDI and Student Affairs, introduces students into leadership roles through a lens of diversity and inclusion.

Evaluating Success and Using Data

[S1.C4 and C1.g] Our mission unites us, shapes us, and distinguishes us from our peers. Assessing whether we are achieving our mission occurs both formally and informally. Formally, SUNY New Paltz's assessment systems for determining the extent to which the mission and goals are achieved is documented in our plan for institutional effectiveness: "Planning and Assessment Guidelines and Practices for Academic, Student Support, and Administrative Divisions" (S1.C4 Planning and Assessment Guidelines and Practices). The plan establishes clear timelines and guidelines for annual assessment of outcomes. It requires systematic collection, analysis, and use of data to inform planning and resource allocation considerations; decisions about students, their learning, and success; and answers questions about overall institutional performance. Academic, student support, and administrative divisions measure the degree to which we are achieving our mission, strategic goals, and priorities.

The goals in our Mission Statement and Strategic Plan direct planning, resource allocation, and assessment, while the evidence we collect informs annual goals, plans, and resource allocation. By aligning the goals in our mission and Strategic Plan with those in campus divisions, we reinforce those divisions' active role in achieving the mission and Strategic Plan. As discussed earlier, our Mission Statement includes ILOs that embed assessments, allowing us to see how well students have mastered General Education (GE) and other learning outcomes and to adjust the GE curriculum and teaching to improve student learning outcomes (SLOs). Institutional outcomes assessment and close-the-loop results are discussed in Standards 5 and 6. Assessment information reveals that academic and administrative unit assessments all coalesce around two central goals: realizing our mission and continuous improvement.

Tangible evidence supports our conclusion that SUNY New Paltz is fulfilling its mission. This includes the practices of shared governance and collaboration described in Standard 7 and student success metrics discussed in the Introduction, Standard 5, and elsewhere throughout the self-study. In addition, external agencies such as *U.S. News & World Report* and the *Princeton Review* have turned a spotlight on our strong and growing standing in higher education. College rankings published by *U.S. News & World Report* in 2019-2020 included SUNY New Paltz in the top three percent of all U.S. colleges in the Social Mobility Index and tenth on the regional list of "Best Undergraduate Teaching" institutions.

The profile of SUNY New Paltz as a leader among public comprehensive, liberal arts institutions has grown substantially, as portrayed in several "best value" rankings of public college and universities in the Northeast and across the U.S. In the 2019-2020 *U.S. News & World Report: Best Colleges Rankings* New Paltz was tied for 16th in "Best Colleges for Veterans" in the North, tied for 28th among the best public "Regional Universities" in the North, and, in its 2018-2019 rankings list, as having the third "Best Metals/Jewelry" program in the nation. In 2018-2019, the *Princeton Review* included New Paltz on its "Best Northeastern" college list and as one of its "Top Green Colleges," while *Forbes* included New Paltz among "America's Top Colleges" in its 2019-2020 rankings list. In addition, AccountingEdu.org ranked our MBA accounting program among the "Most Affordable Master's Degrees in Accounting" in New York State for 2018-2019 (S1.C3 and C4 Recent Rankings).

As discussed in the section titled "SUNY New Paltz Strategic Plan," along with the Associate Provost for Strategic Planning and Assessment, SPAC has a role in monitoring our progress on Strategic Plan Essential Initiatives and making recommendations to the President's Cabinet (S1.C4 Strategic Plan Report for AY2018-2019 and Goals for 2019-2020; S1.C4 Strategic Plan Summary Report). We adjust what we do next based on observation of what we have done, and we use an institutional perspective that examines internal and external factors. One of our Strategic Plan Essential Initiatives is to "Market New Paltz Internally and Externally." Interested in knowing whether presidential communication is clear and consistent, the Office of Communication and Marketing surveyed faculty and staff for feedback on the effectiveness of three communication vehicles: (1) Points of Pride, a published collection of significant achievements for each academic and administrative division, (2) Week in Review news blasts, and (3) the President's monthly reports. Feedback revealed that each of these communication methods was well liked and informative, with faculty and staff being most interested in the President's Monthly Reports and most respondents indicating that they were more informed about presidential and institutional activities because of these reports (S1.C4 Points of Pride; S1.C4 Week in Review).

We share results of surveys with the campus community through the President's monthly reports to the faculty. We also disclose results in discussions with leadership groups, including the 23-member "Wonk Group" consisting of deans, assistant and associate vice presidents, Cabinet, and the approximately 120-member Administrative Council (the above group, as well as department chairs, directors and associate directors, and faculty governance leaders). Our periodic budget forums are a further way that budget and enrollment trends are broadly shared. We regularly evaluate and share results of the SUNY Student Opinion Survey and National Survey of Student Engagement and participate regularly in the Delaware Study, which provides valuable benchmarking information.

FINDINGS

- SUNY New Paltz has clearly defined mission and goals developed collaboratively by faculty, staff, and administration.
- Publicized internally and externally, the mission instills a sense of shared purpose and identity and drives the campus's daily activities.
- The mission drives the Strategic Plan, which centers on students and what we intend to accomplish. We have used the Strategic Plan to set priorities, allocate resources, measure progress, and evaluate options.
- Recognizing that continued investment in key campus goals is critical to continued institutional success and renewal, and that increased support from New York State is unlikely in the near future, the official launch of a comprehensive capital campaign will prove an important component of the College's financial health.
- Assessment conducted through the lens of the mission helps us to gauge our effectiveness and helps assure our ongoing health and well-being.

AREA FOR INNOVATION AND IMPROVEMENT

- It would be beneficial for the College to undertake a review of the mission, as the last comprehensive review was completed in 1997.





Standard 2: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

This section describes the ways in which SUNY New Paltz meets the eight criteria and sub-criteria of Standard 2 and *Requirements of Affiliation 1, 2, and 4 through 15*.

SUNY New Paltz is committed to fostering ethics and integrity across the campus as evidenced through a range of programs, policies and procedures relating to academic and intellectual freedom, freedom of expression, and respect for intellectual property rights. Sustaining a positive campus climate is a primary area of focus for administration, faculty, staff, and students as we work together toward continued improvement. College grievance policies are well established and grievances are promptly addressed in alignment with those policies. This is as true for employees as it is for students, who are protected by systems that safeguard their rights to submit grievances and appeal disciplinary actions. Safeguards are in place to avoid conflicts of interest both internally and externally. The Office of Human Resources, Diversity, and Inclusion (HRDI) has followed trends in higher education and made great strides in promoting fairness and impartiality in all phases of employment and in supporting campus-wide ADA accessibility and Title IX efforts. Internal and external communications at the College are timely, relevant, and truthful; programs for students promote free speech and inclusive dialogue. The College has also worked toward and been recognized for maintaining affordability for students within the constraints of limited state funding. As part of that commitment, we educate students about the costs and benefits of various financial aid options, providing individualized and personal guidance.

[S2.C9] Recurring assessment plays an essential role in ensuring that we are continuously examining our practices and improving our work toward the dual goals of ethics and integrity.

ACADEMIC AND INTELLECTUAL FREEDOM AND FREEDOM OF EXPRESSION

[S2.C1] SUNY New Paltz is committed to academic and intellectual freedom and to freedom of expression. The College adheres to the guidance set forth in the SUNY Policies of the Board of Trustees (January 2019), Title I, Academic Freedom, which is also reiterated in Section 6 of the SUNY New Paltz Faculty Handbook and Article 9 of United University Professions Contract (S2.C1 BoT Academic Freedom; S2.C1 Faculty Handbook Section 6; S2.C1 UUP Contract Article 9). Moreover, in 2015, the University Faculty Senate passed a resolution on academic freedom. Two other policy documents ensure that all campus stakeholders are guaranteed freedom of expression: SUNY Rules for the Maintenance of Public Order Section I.E and SUNY New Paltz Free Speech Policies (S2.C1 SUNY Rules for Maintenance of Order; S2.C1 New Paltz Free Speech Policies). The latter provides a range of links to sites related to free speech and intellectual diversity on campus; these include the rights of professional and citizen journalists in covering campus events and protests.

In March 2016, the College affirmed its commitment to free speech and its importance in a democratic society. A debate was scheduled between two prominent media figures. One was characterized as a “right-wing extremist”

by some members of the campus community. Their objections led the organizers to cancel this debate, but campus leaders promptly rescheduled it, highlighting the importance of listening to a range of voices as a basic practice of free speech (S2.C1 President Email Free Speech). A six-person faculty task force was formed to prepare the campus for the rescheduled debate. The President's office maintains an online guide to resources related to free speech, safe spaces, demonstrations, and related matters (S2.C1 Free Speech Guide to Resources).

Intellectual Property Rights

SUNY New Paltz is committed to intellectual property rights, as reflected in our adherence to the SUNY Board of Trustees' guidance on Copyright and Faculty Ownership of Intellectual Property and the SUNY Policies and Procedures—Title J—Patents, Inventions, and Copyright Policy, which is referred to in Section 6 of the SUNY New Paltz Faculty Handbook (S2.C1 BoT Intellectual Property; S2.C1 SUNY Copyright Policy; S2.C1 Faculty Handbook Section 6). The Title J SUNY Board of Trustees' policy section 335.28 specifically defines the rules and roles for patents and inventions, while section 335.2 focuses on SUNY's Copyright Policy.

Academic and Research Integrity

Academic and research integrity are paramount to an institution of higher education. The College takes both seriously and has transparent academic integrity policies for both undergraduate and graduate students (S2.C1 Academic Integrity Policy UG; S2.C1 Academic Integrity Policy GR). Furthermore, per guidance from the Chief Academic Officer, all campus syllabi should contain the following statement:

Academic integrity policy statement: Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's policy on academic integrity (rev. October 2017) is found in the Undergraduate Catalog. Sojourner Truth Library's website contains several excellent resources to help with avoiding plagiarism; see especially <http://library.newpaltz.edu/assistance/plagiarism.html> (S2.C1 Library Plagiarism Resource).

[S2.C1 and S2.C9] Campus policy clearly sets out definitions for cheating, forgery, and plagiarism and explains the process a faculty member must go through when reporting an academic integrity violation, along with the student's rights of appeal. Through collaboration between the Provost and the Academic Affairs Committee in 2016-2017, campus policies regarding academic integrity were amended to be clearer and more consistent—an example of our ongoing process of self-assessment (S2.C9 Academic Integrity Policy Updates).

Research integrity is also an important value on campus. Our Institutional Review Board, called the Human Research Ethics Board (HREB), works with our Office of Sponsored Programs to oversee pre- and post-grant awards and maintain our relationship with the SUNY Research Foundation. The HREB maintains a publicly accessible website containing official policies, procedures, and principles; an archive of its announcements; its meeting schedule; and contact information (S2.C1 HREB Website). All human-subject research conducted at SUNY New Paltz is reviewed by a member of the HREB through the SUNY Pre-Award and Compliance System; anyone involved in HREB-approved projects must complete the Collaborative Institutional Training Initiative (CITI). The HREB annually audits research protocols to ensure that federal, state, and local policies and procedures have been carried out in the review of research involving human subjects. This form of self-assessment leads to a combination of training and policy changes resulting from the audit's findings (S2.C9 HREB Audit Process).

Research review complies with state and federal practices. SUNY and the Research Foundation for SUNY maintain a guidance document outlining 16 Principles of Research Integrity, and the Research Foundation also has its own Code of Conduct and Policy on the Responsible Conduct of Research and Procedures (S2.C1 SUNY Research Integrity; S2.C1 Research Foundation Code of Conduct; S2.C1 Research Foundation Responsible Research). Locally, SUNY New Paltz has a broad range of specific policies and procedures related to research integrity covering research misconduct and other research compliance issues (S2.C1 Research Misconduct; S2.C1 Research Compliance). SUNY New Paltz adheres to all federal requirements for the protection of human subjects. All of the documents and policies from the HREB were updated in January 2019 and reflect the updated Title 45—Public Welfare, Part 46—Protection of Human Subjects (S2.C1 Federal Regulations Protection of Human Subjects).

CAMPUS CLIMATE

[S2.C2] Building a culture of diversity, equity, and inclusion (DEI) is a longstanding priority at SUNY New Paltz. The College Self-Study process affirms our dedication to “the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society.” Our institutional priority to “forge community and enhance our commitment to diversity, equity, and inclusion” extends the scope of this commitment (S2.C2 Self-Study Design). In his 2019 State of the College Address our President stressed that the campus must renew and increase efforts to support DEI (S2.C2 President State of the College 2019).

A recent example of how the entire community came together to support DEI is the Hasbrouck Complex renaming project (S2.C2 Hasbrouck Complex Renaming). The buildings in this central housing and dining complex had been named after New Paltz patentees who owned slaves. When students voiced strong concern about living in buildings named after slaveholders, the President responded by charging the Diversity and Inclusion Council to gather information from the campus and the local community during AY2017-2018. The Council submitted a detailed report suggesting the buildings be renamed and a space be created to recognize local history (S2.C2 Hasbrouck Complex Renaming). Recommendations were brought to Cabinet and the campus community worked diligently over several months to bring about a successful resolution. The renamed Peregrine Complex was launched at the beginning of AY2019-2020 with buildings now named after local natural resources (see also Standard 7, pp. 86-87). A contemplative space originally scheduled to open AY2019-2020 has been delayed but will open as soon as the COVID-19 emergency passes and funding allows. Participants in this process were invited to share their experiences at a SUNY-wide Diversity Conference and the SUNY Chancellor recognized this achievement in her 2020 State of the University System Address (S2.C2 Chancellor State of the University 2020).

The College self-study process affirms our dedication to “the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society.”

Campus Climate: Student Body and Established Programs

Recruiting, retaining, and graduating undergraduate students from historically underrepresented groups and from overseas has been a long-term College priority. In AY2019-2020, 49% of the incoming undergraduate class and 38% of our total undergraduate population were students of color. The cohort made up of students of color has a high retention rate of 85.3% and six-year graduation rate of 76.2%. First-generation students make up 26% of our undergraduates. This cohort has a retention rate of 81.8% and a six-year graduation rate of 76.7%. Additionally, international students represent 40 countries, bringing a rich diversity of experience to our campus.

Student Cohort	Retention Rate	Graduation Rate
All Students	85.4%	76.6%
Students of Color	85.3%	76.2%
Educational Opportunity Program (EOP)	79.6%	73.0%
First Generation	81.8%	76.7%
Pell Recipient	82.6%	73.1%
Scholars' Mentorship Program (SMP)	77.5%	81.7%
Students with Disabilities	85.9%	75.5%
AC ² (AMP and C-STEP)	87.2%	73.3%

Figure 2.1 Student Graduation and Retention Rates. *Source:* Institutional Research.

The high achievement of our students, based on retention and graduation rates across many different cohorts is evidence of the success of our DEI efforts. In 2017, the College participated in the National Survey of Student Engagement (NSSE) inclusiveness and engagement with cultural diversity survey (S2.C2 NSSE 2017

Inclusiveness and Engagement with Diversity). The survey yielded a first-year student response rate of 43% (448) and a senior student response rate of 39% (645). First-year students and seniors rated their experiences on campus at or above their peers at benchmarking institutions across all categories. The campus has a variety of programs to support our increasingly diverse student body. The DEI website provides a central resource for learning about the full range of programs and services provided on campus (S2.C2 DEI Website). These programs attract students from diverse backgrounds and levels of preparation; they offer them many forms of individualized support within a larger community. Each program has received increased support for operations over the past several years.

Our Educational Opportunity Program (EOP) is the second largest program of the comprehensive colleges SUNY-wide (S2.C2 EOP Website). The program's mission is to "increase access, retention, and academic excellence of New York's historically underserved students (low income, first generation)" (S2.C2 EOP Mission). Because demand was far outpacing availability in the program, and based on a long history of excellent outcomes, the College successfully advocated and was awarded increased funding from SUNY in February 2016 to expand the reach of EOP (S2.C2 EOP Increased Funding). This support has resulted in program growth in enrollment (an additional 100 students), student support in the form of stipends and an additional counselor. The efficacy of the program is reflected in a retention rate of 79.6% and a six-year graduation rate of 73.0%. An active EOP alumni network supports and is supported by a biannual conference on campus. Both offer evidence that community is a cornerstone of this program.

The Scholars' Mentorship Program (SMP) is a networking initiative for talented and high-achieving general-admission students of color (S2.C2 SMP Website). It started as a local faculty and staff initiative in 1988 and is now a community of 56 faculty and professional staff mentors and 230 student protégés. SMP students have a retention rate of 77.5% and six-year graduation rate of 81.7%. Both SMP and EOP employ professional staff to support peer mentorship models and provide student leadership experiences that have proven to be highly effective. The EOP offices were relocated in January 2018 to accommodate the growing program, while the SMP offices were relocated to a more central and convenient location with the start of the fall 2020 semester. Both new locations include community space for students.

The AC² Program, which combines the SUNY-wide Louis Stokes Alliance for Minority Participation (AMP) and the New York State Department of Education-funded Collegiate Science and Technology Entry Program (C-STEP), is dedicated to supporting and preparing historically underrepresented and income-eligible students for careers in STEM fields (S2.C2 AC² Website). The program fosters a community of junior scholars in STEM fields and helps connect them to opportunities in their chosen fields. There are 118 students enrolled in the C-STEP program as a whole; 75 also participate in the AMP program. The retention rate for the total C-STEP cohort is 87.2% and its six-year graduation rate is 73.3%.

The Disability Resource Center (DRC) provides services to students with permanent or temporary disabilities to ensure access to classes, programs, and activities in the pursuit of attaining their educational objectives (S2.C2 DRC Website). The DRC Director liaises across campus to advocate for students with disabilities, facilitate referrals, and educate the campus community about disability and higher education. The number of students registering with the DRC has been steadily rising, with 607 undergraduate students and 52 graduate students in AY2019-2020. Our most recent retention rate for DRC students is 85.9%, vs. 85.4% for the general population, and our six-year graduation rate is 75.5%, vs. 76.6% for the general population (S2.C2 Graduation and Retention Rates).

The DRC regularly adjusts programming to accommodate student needs. Not only does the office offer one-credit courses on transitioning to college and to employment, but it also provides workshops to support students in areas of documented need such as study skills, technological skills, and stress reduction. To manage the increasing demands on its services, the DRC now uses Accommodate, a software suite designed to make accommodation procedures faster and more secure. Based on the growing numbers of students with disabilities and the increased demand for a wide range of services, an adjustment in staffing allowed a Learning Support Specialist to offer more hours during the academic year, and just before the spring 2019 semester the DRC moved to a larger and better-equipped suite in the centrally located Haggerty Administration Building (S2.C2 DRC 10-Year Trend).

The Office of Veteran and Military Services (OVMS) was established in 2014 following the recommendation of the Veteran and Military Services Strategic Planning Task Force (now called the OVMS Advisory Board) and based on the College's ambition to ensure that the needs of military-affiliated students would be addressed (S2.C2 OVMS Website). The Task Force did extensive research which included focus groups with student veterans and reviewing best practices for veterans and military-affiliated students at the nation's colleges and universities, consistent with its commitment to "providing support services focused on the holistic development of our students—intellectual, personal, and social needs." In the program's first five years, affiliated student enrollment rose from about 75 to more than 400 students (S2.C2 OVMS Mission Statement). To ease veteran and military students transition to student life, OVMS established a mentoring program to help military-affiliated students from diverse backgrounds connect to their community, add to the depth of their social and professional networks, and strengthen their ability to pursue their educational and professional goals. The success of the OVMS has had a ripple effect on campus, leading to the College's designation by VIQORY as a top ten Military Friendly school in the small public category in 2020 (S2.C2 Military Friendly Designation). Prior to receiving this honor, the College was included on its Military Friendly List for five consecutive years and had gold status designation for the last three of those years. The College has been recognized for exceeding all six standards of excellence: academic policies and compliance, admissions and orientation, culture and commitment, financial aid and assistance, graduation and career, and military student support and retention. In the 2019-2020 *U.S. News & World Report: Best Colleges Rankings* New Paltz was tied for 16th in "Best Colleges for Veterans" in the North (S2.C2 US News Ranking Military). Beyond supporting and advocating for veteran and military students and their family members, the OVMS is active on campus by conducting programming and educational outreach.

[S2.C9] Work in support of our LGBTQ+ community provides an example of how assessment has been leveraged to move us toward greater equity and inclusion (S2.C2 LGBTQ+ Community). A group of LGBTQ+ faculty and staff conducted a campus climate survey in 2011 to which we received 1,462 responses (1,109 or 13.9% students and 353 or 27.4% employees). Based on the group's 2012 research report, the President appointed a Campus Climate Task Force to suggest ways to improve the campus climate for LGBTQ+ students (S2.C9 Campus Climate Survey Report 2012). The Task Force's report in 2013 led to several changes, including the appointment of a part-time LGBTQ Coordinator (S2.C9 LGBTQ Task Force Report 2013; S2.C2 LGBTQ Coordinator). With a staff person in place to lead change, other recommendations were instituted, including the establishment of the Rivera House Living-Learning Community, gender-inclusive housing, gender-neutral bathrooms throughout campus, and a Chosen/Preferred Name Policy, which permits students, faculty, and staff to self-select the name they would like to be known by on campus (S2.C2 Rivera House; S2.C2 Gender-Inclusive Housing; S2.C2 Gender-Neutral Bathrooms; S2.C2 Preferred Name Policy). The Coordinator also collaborated with faculty and staff to create training through the Allies Program available to all members of the campus community (S2.C2 Allies Program).

Campus Climate: Curriculum, Conversations, and Change

The values of DEI are embedded in the College curriculum and are promoted through formal campus-wide conversations. When our new General Education program (GE program) was under consideration, faculty voted in December 2014 to move a diversity requirement out of the GE program and into graduation requirements. This change ensured that all undergraduate students, including transfer students, will complete at least one course that addresses a standardized set of diversity student learning outcomes. Ongoing campus-wide conversations have also been taking place for many years. In 2011, in response to racially charged incidents on campus, President Christian and the President of the Student Association led the "Can We Talk About It? A Discussion about Race and Racial Equity" forum to give the community an opportunity to discuss challenges and consider solutions (S2.C2 Can We Talk About It?). Two years later the "Let's Talk about Race, Gender, and Identity" symposium was held on campus (S2.C2 Let's Talk About It). In 2016, the consultant Steven Jones was also brought to campus for several visits and facilitated events such as diversity and inclusion trainings and an inclusion town hall (S2.C2 Steven Jones Visit; S2.C2 DEI Trainings; S2.C2 Inclusion Town Hall); (S2.C2 Town Hall Meetings).

Campus Climate: Organizational Structure and Employees

The College strives not only to meet but to exceed the requirements of the SUNY Diversity, Equity, and Inclusion Policy (S2.C2 SUNY DEI Policy). In 2012, several years before this policy was instituted, the College appointed an Executive Director for Compliance and Campus Climate, (S2.C2 Executive Director for Compliance and

Campus Climate). Beyond compliance, the Office of Compliance and Campus Climate “is committed to enhance a community that demands excellence and integrity, values and promotes diversity and models a culture of equity, inclusion and respectful exchange for the benefit of all who work, study, live and visit here” (S2.C2 Office of Compliance and Campus Climate Website). To ensure that the goals of DEI were being addressed consistently at the highest level of campus administration, the position was added to Cabinet membership in 2019. The initial work of the task force was to create a Diversity and Inclusion Plan, which was approved in spring 2017 with the recommended Diversity and Inclusion Council created shortly thereafter (S2.C2 DEI Plan; S2.C2 DEI Council). Having spearheaded the Hasbrouck renaming project, the Council is now charged with developing a campus climate survey to assess and inform our efforts to build a diverse and inclusive community. A new climate survey will be pursued after the COVID-19 emergency passes.

To align the College's organizational structure with these priorities, the Office of Human Resources was restructured in 2012 to become the Office of Human Resources, Diversity, and Inclusion (HRDI) (S2.C2 HRDI Website). This office has made diverse hiring, equitable practices, and inclusive culture a core principle for campus leadership and the campus community. HRDI has established various programs and procedures toward this end. Search committee members are now required to view a multi-session training series on bias awareness and diversity search practices. Diversity statements have been instituted as an element of faculty application materials. The position of Director of Organizational Development and Training was also created, in part, to initiate and support DEI efforts with faculty and staff. In January 2020, HRDI rolled out DEI trainings offered both in person and online, now required of all employees.

Efforts to improve the campus climate are pervasive, often originating from different constituencies. Over the years, the administration has partnered with faculty and students to hold town hall-style forums and discussions about campus climate, issues of social justice on campus, and provide trainings focused on DEI issues. The President regularly meets with students in smaller groups, including his “Hot Chocolate with the President” series held in the various residence halls, to hear their concerns and experiences. The Diversity and Inclusion Council has facilitated several working sessions for faculty and staff to discuss campus climate and recommend solutions to problems.

For its part, in 2018 and 2019, the DRC hosted highly successful in-service trainings to support faculty and staff working with students on the autism spectrum, the result of a generous and ongoing donation from a Foundation Board director and alumna, who established the Kressner Family Autism Spectrum Disorder Program Fund. The Office of Instructional Technology, too, has hosted extensive trainings to help faculty make their course materials accessible. It also developed a Blackboard accessibility site with a wide range of educational and training materials that are available at the point of need. In support of these efforts, the campus purchased the Blackboard accessibility plug-in Ally to evaluate uploaded documents to ensure compliance with accessibility standards (S2.C2 Blackboard Ally). Campus-wide, a 48-person Black Lives Matter at School planning committee was formed in fall 2019, comprised of 14 students, 9 staff, and 25 faculty, and supported by the Faculty Development Center and Student Association. Approximately 800 people participated in 13 different events in February 2020. Our efforts reached so many in large measure because the committee developed organically and involved many stakeholders and interested people across campus (S2.C2 Black Lives Matter Events).

We have long understood that the experiences of students and employees are enriched through the opportunities to study, live, and work alongside other people. As of fall 2019, nearly 10% of College faculty identify as Black, Latinx, or multi-racial—less than we desire, but the College's ability to create a diverse community of employees is affected by both hiring and retention practices. To improve our position, the College is participating in SUNY's Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG) program focused on increasing the representation of historically underrepresented faculty across all disciplines and women faculty of all races in STEM fields. PRODiG creates a system-wide structure for campuses reflecting on their strategic faculty recruitment, retention, and growth practices. SUNY New Paltz successfully participated in the first round of proposals for PRODiG; funding support for faculty salaries was granted in the summer of 2019. This data-driven proposal highlighted not only the strength and success of some of our existing faculty recruitment practices, but also areas for growth. As a result of this work, several academic areas are now positioning their searches differently from in previous years (see also Standard 3). HRDI continues to seek opportunities to enhance the diversity of our employee community.

Campus Climate: Policies

[S2.C9] The College has policies and practices in place to support a positive campus climate for students, faculty, and staff. We train the campus community about these policies regularly, and we protect members of the community through enforcement. February is designated as compliance review month, when employees are responsible for policies and procedures acknowledgement, along with mandatory workplace violence prevention and Title IX/sexual harassment training. HRDI maintains a policies and resources page that assembles information regarding affirmative action/equal employment opportunity, consensual relationships, domestic violence and workplace violence prevention, and the non-discrimination/non-harassment policy among others (S2.C2 HRDI policies; S2.C2 Affirmative Action; S2.C2 Consensual Relationships Policy; S2.C2 Workplace Violence Prevention; S2.C2 Non-discrimination Policy). The Title IX Coordinator fosters awareness, supports those who report violations, and ensures compliance. We also maintain a Student Bill of Rights brochure and a Title IX website containing essential information and resources (S2.C2 Student Bill of Rights; S2.C2 Title IX Website). In compliance with federal mandates and New York State Education Law 129-B, the College conducts regular sexual violence prevention campus climate surveys and issues reports—a form of ongoing self-assessment that allows us to refine our policies (S2.C2 NYS Education Law 129-B). For example, in 2017, we administered a climate survey to 6,440 undergraduate students, 866 graduate students, and 1,652 faculty and staff and received 359 (5.6%), 43 (5.0%), and 213 (13%) responses, respectively. As a result of the findings of the 2017 survey report, faculty governance drafted and approved a Consensual Relationships Policy, providing clarity regarding appropriate relationship boundaries for students, faculty, and staff (S2.C9 Sexual Violence Prevention Report; S2.C2 Consensual Relationships Policy).

GRIEVANCE POLICIES AND PROCEDURES

[S2.C3] Although the College strives to ensure that all students, faculty, and staff are treated fairly, when situations arise where a grievance is necessary, well-established grievance procedures exist for all three groups. Two documents outline how students, faculty, and staff can file grievances: Non-Discrimination/Non-Harassment Policy Statement and Procedures for Reporting Incidents of Harassment, Discrimination and Sexual Violence and Reporting a Title IX Complaint (S2.C3 Anti-harassment Policies; S2.C3 Reporting a Title IX Complaint). Furthermore, all students on campus receive Title IX training during campus orientations. Students can find additional information online, including the Academic and Appeals Procedure and the Graduate School's academic policies: Student Grievance (S2.C3 Student Handbook, pp. 27-28; S2.C3 Academic Appeals; S2.C3 Graduate Student Grievance Policy). For faculty and staff, a range of documents govern how grievances are handled: the Civil Service Employees Association (CSEA) Disciplinary Manual and website, United University Professions Contract Article 7, and the SUNY Discrimination and Sexual Harassment Complaint Procedure (S2.C3 CSEA Disciplinary Manual; S2.C3 CSEA Grievance Forms; S2.C3 UUP Contract Article 7; S2.C3 SUNY Complaint Procedure). As part of the faculty governance structure, the campus also has an ombudsperson who can help faculty and staff navigate through the grievance process.

In addition to these standard grievance policies, there are two other policies specifically directed at grievances related to the work of the SUNY Research Foundation: Research Foundation Code of Conduct and Procedure for Investigating Fraud and Misconduct (S2.C3 RF Code of Conduct; S2.C3 RF Investigating Misconduct).

AVOIDANCE OF CONFLICTS OF INTEREST, LOCAL POLICIES, AND STATE LAW

[S2.C4] SUNY New Paltz takes matters of professional ethics very seriously. Numerous policies and safeguards related to conflicts of interest are in place, and HRDI provides oversight and verification through required webinar-based training and annual forms submitted by those members of the campus community who are required to file them.

Conflicts of interest are addressed in our Faculty Handbook, which outlines areas in which conflicts may arise. Further, as state employees, we are governed by New York State Executive Law section 94 (joint commission on public ethics; functions, powers and duties; review of financial disclosure statements; advisory opinions; and investigation and enforcement), Public Officers Law section 73 (business or professional activities by state officers and employees and party officers), Public Officers Law section 74 (code of ethics), and Civil Service Law section

107 (prohibition against certain political activities and improper influence). Additional information related to ethics and conflicts of interest is located on the New York State Joint Commission on Public Ethics (JCOPE) website (S2.C4 NY Executive Law; S2.C4 Public Officers Law section 73; S2.C4 Public Officers Law section 74; S2.C4 Civil Service Law section 107; S2.C4 JCOPE). JCOPE also publishes a guide related to New York State ethics laws for all public employees—*Plain Language Guide to the Public Officers Law and Other Related Ethics Laws*—and an Ethics Laws and Regulations website. Any violation of state law is handled through JCOPE (S2.C4 Guide to Ethics Laws; S2.C4 Ethics Laws Website; S2.C4 JCOPE Reporting Misconduct).

Purchasing

Specific New York State laws govern issues of procurement (S2.C4 NYS Procurement). Additionally, there are SUNY policies and procedures for purchasing to avoid conflicts of interests, and the College also adheres to the National Association of Educational Buyers Code of Ethics in its purchasing practices (S2.C4 SUNY Purchasing Policies; S2.C4 National Educational Buyers Code of Ethics).

Research

Specific policies also deal with research conflicts of interest. The Research Foundation (RF) for SUNY has a Conflict of Interest Policy, which is also discussed on page 13 of The RF Code of Conduct (S2.C4 RF Conflict of Interest; S2.C4 RF Code of Conduct, p. 13). Furthermore, all members of the HREB are required to complete annual conflict-of-interest disclosures, per federal regulations from the Office of Human Research Protections (S2.C4 Office of Human Research Protections).

FAIR AND IMPARTIAL HUMAN RESOURCES PRACTICES

[S2.C5 and C9] The College employs fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees. Related administrative processes are supported by HRDI. The College's faculty and administrative staff search process has been overseen by the Chief Diversity Officer since 2016 (S2.C5 College Appoints CDO). The Officer took on the oversight of and modernized it to align with best practices by supporting job posting development and recruitment plans, conducting search charges, and tracking applicant data. The College made a further investment in ensuring fair hiring practices by adopting the applicant tracking software system PeopleAdmin in 2014. This program allows for greater applicant pool analysis to assess hiring processes and aid in identifying robust and diverse applicant pools for all campus positions. In the spring of 2017, the College integrated traditional human resources functions into the same office as diversity and inclusion work. This organizational shift was grounded in the institutional value of creating fair and impartial practices across all facets of the employment cycle.

Evaluation, promotion, discipline, and separation practices are clearly established by written procedures and provided for in various labor contract provisions. Information about faculty personnel procedures is publicly available on the Academic Affairs website (S2.C5 Academic Affairs Website). Additionally, information about faculty responsibilities and personnel procedures is outlined in the Faculty Handbook (S2.C5 Faculty Handbook). Similarly, procedures for staff and administrators are publicly available on the HRDI website (S2.C5 HRDI Website). The College has recently made strides in creating more transparency and consistency in evaluating professional staff by creating a campus-wide performance program (2018) and evaluation template (2019) as well as accompanying training (S2.C5 Performance Program; S2.C5 Evaluation Template; S2.C5 Performance Program Training). Prior to the introduction of the new templates, performance and evaluation standards varied widely across the campus community, so this change marks a significant increase in procedural transparency and equity. Because we are a unionized campus, many of our procedures are directly based on contracts with collective bargaining units (S2.C5 Collective Bargaining Agreements). HRDI ensures that rules and procedures are fairly and consistently applied. It also offers support to managers to provide supervisory coaching to enhance employee performance and assure productive feedback practices. For issues involving employee grievances or employee relations concerns, HRDI staff and the President's labor relations designees adhere to the terms of the contracts in force on campus.

HONESTY IN EXTERNAL AND INTERNAL COMMUNICATIONS

[S2.C6] The College is committed to providing timely, relevant, and truthful communication to both internal and external audiences. The Office of Communication and Marketing (OCM) supports the College's overall strategic priority of enhancing the public perception of SUNY New Paltz and increasing its impact and visibility in the region (S2.C6 OCM Website). The OCM ensures consistency, accuracy, and clarity in College-wide messaging and visual identity; delivers effective, transparent, and appropriate communication for internal and external audiences; provides creativity and quality in concept, presentation, and production of print and digital communications for departments across campus; and monitors and responds to public issues and perceptions. Institutional press releases are prepared by OCM and overseen by the Chief of Staff/VP for Communication, in collaboration with campus constituents. Releases are vetted for accuracy by the appropriate subject(s) of the article and College leadership. After they are shared with local, regional, and national media, as appropriate, all releases are archived on the College's news website (S2.C6 New Paltz Website).

Advertisements and admission materials are prepared by the OCM in collaboration with the Offices of Undergraduate Admission and Graduate and Extended Learning (S2.C6 Undergraduate Admission Website; S2.C6 Graduate and Extended Learning Website). They are reviewed by senior College leadership and provide relevant, honest, truthful, and easily accessible information for prospective students and their parents. In addition, the Office of Institutional Research provides detailed data online regarding student achievement, including enrollment, retention, graduation rates, diversity, student consumer information, and college rankings (S2.C6 Institutional Research Website).

[S2.C9] Additionally, the OCM performs regular assessments to meet the needs and expectations of various audiences, including marketing readership surveys (S2.C6 Alumni Magazine; S2.C9 Magazine Survey Results). Annual focus groups with current students are held in conjunction with the Office of Undergraduate Admission, while alumni are kept informed of news, events, and initiatives on campus through a variety of print and social media outlets. For example, alumni were included in a major survey to solicit opinions regarding the proposal to rename the Hasbrouck complex. Social media outreach and dissemination of campus news have increased enormously since our last self-study (S2.C6 Alumni Engagement with Social Media). A recent survey showed that our readers were satisfied with the printed edition of the magazine. In response to the survey, we increased historical photography in both print and online versions of the magazine and will be looking into ways to offer more online video content.

The COVID-19 emergency in the spring 2020 semester offers a revealing instance of the campus's commitment to clear, timely, and truthful communications, as well as its capacity to act effectively on that commitment. The campus community, including students, was kept informed with regular, often daily, notifications, many of which are archived on a dedicated website (S2.C6 COVID-19 Website). The President frequently communicated with all stakeholders during the crisis, even sharing possible planning scenarios and hosting videos produced in his home during the lockdown period (S2.C6 COVID-19 Updates; S2.C6 President Videos). Notices and updates continued into the fall 2020 semester.

AFFORDABILITY AND ACCESSIBILITY

[S2.C7.a] Part of being truthful to our educational mission requires us to be transparent and truthful about how we make the benefits of a SUNY New Paltz education affordable and accessible for all who qualify for admission. Affordability and accessibility are central tenants of our Mission Statement, which reads "the State University of New York at New Paltz is committed to providing high-quality, affordable education to students from all social and economic backgrounds" and appear in our fourth institutional priority, which calls for us to "increase accessibility of undergraduate and graduate education in the region" (S2.C7.a Mission Statement). The College strives to promote affordability and accessibility for students within the context of limited state funding (see also Standard 6). To support this priority, the College announced the public phase of Soaring Higher—The Campaign for SUNY New Paltz in fall 2019 with 50% of the overall goal of \$23 million designated for scholarships and experiential learning (S2.C7.a Campaign for SUNY New Paltz). The Foundation's success in rapidly increasing voluntary contributions in preparation for this campaign was recognized with a Council for Advancement and Support of Education (CASE) award for educational fundraising in 2019 (S2.C7.a CASE Award). With dwindling state funding, SUNY New Paltz now relies on tuition for 76% of its income. At the same time, tuition and broad-based fee rates for state-

operated campuses such as New Paltz are determined by the SUNY Board of Trustees within the limits set by the state legislature. Even with these funding and income constraints, the campus has been rated favorably in several value-themed rankings, including *U.S. News & World Report*, *Forbes*, and *Money Magazine*. The CollegeNet Social Mobility Index list ranked the College #39, moving us from the top 5% the previous year to the top 3% (S2.C7.a CollegeNet Social Mobility Index).

Still, we are mindful of the financial impact college costs have on students and their families. In AY2019-2020, 49% of our undergraduate students qualified for the New York Tuition Assistance Program (TAP). The New York Excelsior Scholarship, a free tuition program launched in AY2018-2019, helped 749 students that year. In AY2019-2020, a total of 1,023 students were served by the program (S2.C7.a Excelsior Scholarship). The SUNY New Paltz Foundation offers over 150 scholarships and has recently increased efforts to promote these opportunities to all students. The online platform Academic Works helps students locate funding sources (S2.C7 Academic Works Scholarship Listings). Campus Auxiliary Services also administers several programs, including the emergency scholarship fund, bookstore grants, food scholarship fund, internship fund, and student assistant grants. Our undergraduate students received over \$32 million in grants in AY2018-2019. During the same period, they collectively took on debt of \$30 million in loans. The Campaign for SUNY New Paltz will be essential in enabling us to increase aid and reduce the burden of loans. A Student Crisis Fund was initiated in 2018; it has awarded over \$55,000 in micro-grants to students facing unpredictable emergencies, typically paid within a week or two after the request was made (S2.C7 Student Crisis Fund).

The College is exploring other ways to reduce related costs of attendance for students, including those associated with textbooks and learning platforms. Doing so is a campus-wide effort. Many faculty already consider costs when choosing textbooks and online platforms, and in September 2019 our Student Association Senate passed a resolution calling for increased use of open educational resources on campus. It conducted a student survey and shared findings with the Faculty Senate. The Academic Affairs Committee of faculty governance conducted a faculty survey in April 2020. The results of that survey will help the College consider suitable options and may shape specific recommendations in the future, as an ad hoc committee was formed in December 2020. Our campus bookstore already works with vendors to reduce textbook costs, participates in Follett's Discover program for open educational resources content, and has been investigating Follett's Access program, in which a flat per-credit cost would cover all textbooks and learning platforms.

Course fees present another possible avenue for addressing attendance costs. The campus Budget Office requires that faculty review all course fees to ensure that they are not higher than necessary to cover the materials, trips, or guests for the semester. Many fees are applied to bulk purchases as a way of keeping costs to individual students down. The campus's goal is to limit fees where possible so that courses are not inaccessible to students.

Financial Aid Education

[S2.C7.b] The College supports students in learning about financial aid options, understanding financial aid packages, and developing financial literacy. The Office of Student Financial Services works to facilitate access to financial aid, in part through individual advisory services (S2.C7.b Student Financial Services Website). Our staff works directly with students to navigate the many funding opportunities and financial commitments that make attendance possible. The office also has a detailed website that provides students and their families with important information about programs and services, including grants and scholarships, as well as an interactive net price calculator to help them make financial decisions. The site also includes financial literacy tools, including SUNY Smart Track (S2.C7.b Net Price Calculator; S2.C7.b Financial Literacy Tools; S2.C7.b SUNY Smart Track).

The Office of Student Financial Services is also developing two new programs to increase student financial literacy. The first, called "Budget Bash," is an interactive, live financial literacy game in which students receive pretend money based on different careers and visit various stations to make choices about paying for items like housing and transportation. By participating, they learn how to manage a monthly budget. For this activity, a group of students will be trained to run the program. The second program is a one-credit course on financial literacy taught by the office's staff. We expect this program to reach even more students than traditional tabling events and SUNY Smart Track.

Compliance with Reporting Requirements and Regulations

[S2.C8] We comply with all federal, state, and SUNY-mandated reporting, ensuring reports are both accurate and submitted on time. We maintain a list of required reports and offices responsible for each report (S2.C8 Required State and Federal Report Inventory). The primary offices involved in submitting these reports are Institutional Research, Financial Aid, the Budget Office, Student Accounts, and the OVMS. A system of internal controls that responds to state mandates assures that campus property, cash transactions, procedures, and processes are properly regulated and documented.

[S2.C8.a-d] We follow the requirements from the Higher Education Act of 1965 as amended by the Higher Education Opportunity Act of 2008 for disclosing student consumer information on our website, including retention and graduation rates and pass rates on New York State Teacher Certification Examinations (S2.C8 Student Consumer Information; S2.C8.a Retention and Graduation Rates; S2.C8.a NYSTCE Pass Rates). We comply with all reporting requirements from MSCHE. The Institutional Federal Compliance Report has been completed as part of this review and is included with our self-study materials. We have no substantive changes to report (S2.C8 2016 PRR).

[S2.C9] Descriptions of our ongoing assessment processes related to the areas covered in this standard are embedded in the sections above (see C9 notations).

FINDINGS

- The College is committed to academic and intellectual freedom, free speech, and intellectual property rights. It adheres to guidance set forth in SUNY and campus policy documents while providing resources for clarification to students and employees.
- The campus is committed to the principles of diversity, equity, and inclusion and to support these efforts has developed an infrastructure committed to recruiting, retaining, and graduating students from historically underrepresented groups.
- Grievance policies and procedures for students, faculty, and staff are well established, clearly articulated, and readily available. Where such policies relate to employee relations, HRDI ensures adherence to the terms of negotiated contracts.
- Clear policies, documentation, and training related to conflicts of interest are available to all employees on campus.
- Evaluation, promotion, discipline, and separation practices are clearly established by written procedures and provided for in various labor contract provisions.
- New Paltz's information is transparent and easily accessible to students and parents; we work diligently to educate students on financial aid options and to keep costs and fees low.
- The campus keeps careful records of its compliance with all requirements and regulations.
- Ongoing assessment at the College ensures that there is a continual examination of our practices and procedures.

AREAS FOR INNOVATION AND IMPROVEMENT

- Although the College is committed to enhancing the diversity of our staff and the State has supported these efforts through our inclusion in the PRODiG program, we should pursue opportunities to improve employee diversity, equity, and inclusion. New and creative ways to hire and retain a diverse faculty and staff should be explored and piloted.
- In order to understand better why some faculty leave the College, we continue to search for an optimal way to obtain pertinent information through exit interviews.
- Cost-saving measures for textbook choices and open educational resources may provide opportunities to lower the cost of textbooks and course materials for students. Interested parties will gather more information about effective practices, which may differ according to discipline and student needs. Continued scrutiny of course fees is another means of containing overall costs of attendance. Efforts to reduce costs for students must remain an institutional priority.



Standard 3: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

This section describes the ways in which SUNY New Paltz meets the applicable criteria of Standard 3 and Requirements of Affiliation 8, 9, 10, and 15.

SUNY New Paltz is committed to advancing student learning through high-quality teaching, research, and scholarship across a broad range of undergraduate and graduate programs. The College's core educational mission and values emphasize the knowledge, skills, and values of liberal learning; integration of liberal learning with professional preparation through applied and experiential learning opportunities; and the progressive development of skills in Critical Thinking (CT) and Information Management (IM).

Our students' education is inextricably linked to the faculty, who design and deliver curricula that challenge them to gain knowledge, learn actively through a variety of disciplinary and instructional methods, and ultimately develop the confidence to participate in scholarly and creative inquiry. Students attain an education grounded in the liberal arts through General Education (GE) courses, rigorous academic majors and College-wide degree requirements, and preparation for professions in a variety of fields, including the fine and performing arts, education, business, communication disorders and engineering, and more.

Student learning experiences are structured and synthetic, from the GE program that introduces undergraduate students to the disciplines, to graduate programs focused on preparing students for professional career paths. Our faculty members are teacher-scholars and teacher-artists who innovate in their fields and cultivate an intimate learning environment for our students.

With a favorable student-faculty ratio and modest class sizes—over the last five years almost 75% of our classes have 30 or fewer students and over 90% have fewer than 40—faculty nurture learning through actively engaged classroom communities.

Average Class Size	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Undergraduate Classes	24.0	24.0	25.4	24.1	24.6
Graduate Classes	16.6	14.9	15.3	16.4	15.2
Percent of Classes with Fewer Than 30 Students	74%	74%	70%	75%	73%
Percent of Classes with Fewer Than 40 Students	94%	93%	92%	94%	94%

Figure 3.1 Class Sizes. Source: Institutional Research (Common Data Set). Average class size calculation does not include internships, independent studies, student teaching, or practica.

STUDENT LEARNING AND PROGRAM DEVELOPMENT

Program Information and Program Development

[S3.C1 and C3] Consistent with Criteria 1 and 3 and *Requirements of Affiliation 8, 9, 10, and 15*, the College clearly describes its academic programs and requirements, and it supports students in their pursuit of degrees and other credentials. Our graduate programs and undergraduate majors and minors are described in our College catalogs and on program websites, and we augment these descriptions with robust advising services (S3.C3 Undergraduate Catalog 2019-2020; S3.C3 Graduate Catalog Program Example). Moreover, we have a well-defined and demanding process for the design, review, and approval of new degree programs or certificate programs. Program proposals are examined at multiple levels for their alignment with College and program missions, appropriateness and rigor of content, adequacy of resources, assessment measures, and viability. Established courses and programs are regularly assessed to assure these same alignments. Our retention and graduation rates across the full range of our students indicate that our requirements and typical time to graduation or credentials are appropriate (see Standard 2, pp. 22-23).

Undergraduate Academic Programs

[S3.C1] Our nearly 100 active undergraduate academic programs are attractive to students, including those who may be uncertain about a major or career direction. In addition to disciplinary majors, our interdisciplinary offerings expose students to ways of examining cultural representation, identity, politics, and social movements across a broad spectrum of knowledge. Concentrations and cognate requirements within majors also assure depth as well as breadth in students' respective programs of study.

The institutional priority in our Strategic Plan of cultivating "sustainability in all its forms, including institutional, social, economic, and environmental sustainability" extends to academic programs. Because sustainability has become pervasive across our curriculum and operations, we now offer a variety of majors and minors with a sustainability focus, including a sustainability track of the Management major. Sustainability student organizations, a Sustainability Ambassadors student engagement program, and a Sustainability Faculty fellows program support this academic priority (S3.C1 Sustainability Program Proposal; S3.C1 Sustainability Course Syllabus; S3.C1 Sustainability Faculty Fellows Program).

As another way to offer cross-disciplinary learning opportunities, we create structures for undergraduates to pursue double majors and dual degrees. In spring 2020 a total of 432 students were registered for more than one major or degree. Particularly noteworthy, too, is the sharp rise since our last self-study of students adding a minor to their major: from 676 in 2010 to 1578 in spring 2020. Although a few departments mandate that their majors also have a minor, most students add minors purely for academic or vocational reasons (S3.C1 Multiple Majors and Minors).

We actively encourage our undergraduate students to add educational opportunities outside our classroom walls to create vital, synthetic, coherent applied-learning experiences that complement their on-campus learning. Many seek internships and fieldwork experiences during their time at New Paltz, while those studying for careers in education participate in supervised student teaching. We take special pride in our study abroad programs, which enroll at rates higher than the SUNY average (S3.C1 Internship and Fieldwork Information; S3.C1 Student Teaching Information; S3.C1 Study Abroad Participation). Because credits earned in SUNY-approved study abroad programs count toward graduation at the home campus, students from one SUNY campus can participate in a program administered by another. The Center for International Programs and the Offices of Academic Advising and Records and Registration maintain an international course-equivalency database, one of the first steps in a project to integrate study abroad more deeply into the curriculum (S3.C1 Study Abroad Website). Internship programs provide a conduit for careers in many fields, including communications, digital media, graphic design, human services, and engineering, to name a few. Participation in these opportunities has increased notably in recent years (S3.C1 Applied Learning Report; S3.C1 First Destination Report). Students with a minimum 3.0 GPA who wish to pursue a non-traditional course of study can design contract majors that explore fields of knowledge outside disciplinary boundaries (S3.C3 Undergraduate Catalog 2019-20; S3.C3 Undergraduate Catalog Major Example).



Undergraduate Academic Requirements

[S3.C3] Our Undergraduate Catalog clearly states program requirements and offers eight-semester plans for each major to advise students of the schedule they should follow to graduate in four years. In line with New York State Education Department guidelines, undergraduate students are eligible for a New Paltz degree if they successfully complete at least 120 credits, inclusive of a complement of GE courses and a minimum number of liberal arts and upper-division credits (S3.C3 Liberal Arts Credits Policy). The required number of liberal arts credits varies by degree: 90 for the BA; 60 for the BS; and 30 for the BFA. Conferral of an undergraduate degree also entails completion of a minimum number of in-residence credits, a minimum GPA of 2.0, a Writing Intensive (WI) course, and a Diversity course. The degree includes a capstone experience and competencies in CT and IM.

General Education

[S3.C5.a and b] The SUNY Board of Trustees (BoT) requires a general education program for all bachelor's degree candidates. Our General Education (GE) program reflects the College's mission and values, specifically that students "gain knowledge, skills, and confidence to contribute as productive members of their communities and professions and [as] active citizens in a democratic nation and a global society." Our GE requirements exceed the SUNY mandate; rather than a minimum of 30 credits, New Paltz requires 32-37 GE credits (S3.C5 SUNY BoT General Education Requirements).

The most recent revision of our GE program entailed a multi-year process of intensive faculty development and governance review. The full faculty approved the revisions in spring 2016, and the revised program went into effect in fall 2019. GE4 reaffirms our commitment to a liberal arts education. It exposes students to diverse knowledge fields before they embark on a specialized course of study. Most GE requirements are in the traditional fields of liberal arts and sciences, but they also draw upon the fine and performing arts to develop informed and thoughtful members of society possessing a broad knowledge base and effective communication skills. Through these foundational courses, students explore new ways of thinking, arguing, and being, and of understanding self, society, and the world (S3.C5 Minutes and/or Agenda from Senate or Faculty Meeting; S3.C8 GE Faculty Surveys; S3.C5 Undergraduate Catalog GE, pp. 71-75).

The revisions included a resolution to incorporate the SUNY-mandated competencies of CT and IM within majors. Accomplished over the period 2017-2019, departments revised their program curriculum maps to integrate the CT and IM competencies at the introductory, intermediate, and advanced levels in each major over four years of the degree (S3.C5 and C8 Curriculum Map Template; S3.C5 and C8 Stepped Curriculum Memo). Incorporating CT and IM across the four years of a student's degree makes it possible to adjust teaching and learning over the course of a student's education and more effectively synthesize competencies and disciplinary knowledge.

The graphic below illustrates that GE4 is organized around three groups of disciplinary categories:

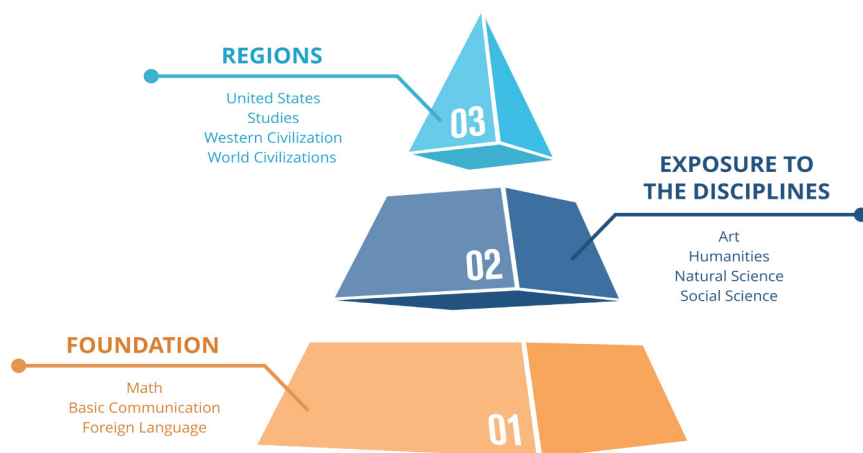


Figure 3.2 GE4 Categories Source: GE Board.

[S3.C5 and C8] The GE Board has jurisdiction over the GE curriculum, in consultation with the Curriculum Committee (CC). GE Board members include full-time academic faculty and key administrators (S3.C5 GE Board Membership Document). The Board directs the program for assessing the GE curriculum, consults with departments and schools on assessment plans for their components in the GE curriculum, reviews assessment plans for the GE content areas, and supports faculty in developing plans that reflect best practices in GE assessment. The GE Board and CC maintain communication by means of a shared member, who serves as a liaison.

Diversity Requirement

[S3.C5] The College's commitment to diversity and inclusion is affirmed in our Diversity and Inclusion Plan and diversity is one of the institutional priorities for this self-study (S3.C5 Diversity and Inclusion Plan). With the increasing diversity in our student body and in the larger society, and with student and alumni interest in a diversified curriculum, often expressed in town hall conversations, it is incumbent on us to equip students with knowledge and competencies to work and live in a diverse society. As part of our reform of the GE program in 2016, all undergraduates, even those transferring to New Paltz, must take a Diversity course as a college requirement (S3.C5 Faculty Governance Minutes Dec. 2014); (S3.C5 Town Hall Meetings). A newly-created curricular Diversity Board that includes faculty, professional staff, and student representatives charged with overseeing the Diversity graduation requirement issued guidelines by which courses and learning experiences are reviewed and approved as meeting the Diversity requirement (S3.C5 Diversity SLOs).

Writing Intensive Requirement

[S3.C5.a and b, C2.d] Recognizing that writing is a complex cognitive process, SUNY New Paltz has long had a WI course requirement to help undergraduate students develop their proficiency as writers and thinkers. WI syllabi include three required Common Learning Experiences: drafting, revising, editing, and reflecting on writing; writing in various discipline-specific forms; and composing multiple texts. The Writing Board, a standing committee, sponsors webinars and programs on writing across the disciplines, reviews and approves WI courses to the CC, hosts faculty retreats to share ideas and approaches to writing and editing, and sponsors an annual Celebration of Writing event for students (S3.C5.a and b, C2.d University Writing Board).

Graduate and Professional Education

[S3.C6] SUNY New Paltz offers more than 40 active programs at the master's and advanced (graduate) certificate levels. Programs in all five schools respond to the needs of professionals, affording students opportunities to engage in curricula that blend theory and research, engage with our student-centered faculty, and participate in school-university partnerships (S3.C6 Graduate Program Descriptions).

Institutional accreditation affirms the quality of our graduate programs, most of which undergo regular review by national and international accrediting organizations. All such programs are in good standing with the appropriate agencies (S3.C6 Reaffirmation of Accreditation Letters). Graduate courses are offered primarily in the evening and on weekends, with seated, hybrid, and online options to accommodate students' schedules. The School of Education, with its long history of preparing teachers and educational leaders for the Hudson Valley and New York State, has the largest number of degree programs. Master's degrees require at least 30 credits; advanced certificates require at least 15. Requirements are clearly articulated on our website and linked or reiterated on many program sites and printed materials (S3.C6 Graduate Catalog). Many students participate in a variety of high-impact practices in research, independent studies, and other scholarly activities. For example, our teacher candidates and school leaders completed 638 student teaching placements, 58 practica, and over 992 internships in 2018-2019. Our Counseling, Music Therapy, and Communication Disorders programs require practica in clinical settings. The Electrical Engineering MS program requires project-based culminating experiences, emphasizing the value of active and applied learning. Many graduate students have benefited from faculty guidance and support with what are for most their first scholarly and professional activities: paper presentations and publications. For example, the English Department's annual Graduate Symposium, for which a distinguished scholar is invited to campus as a keynote speaker, enhances professional development for the MA English cohort. Each year approximately six students are selected to present papers. The proceedings of the Symposium, along with outstanding student papers for courses from that year, are published in the *Shawangunk Review*, the program's own journal (S3.C6 Excerpt from

Shawangunk Review, Volume XXX, 2019). The Office of Graduate and Extended Learning offers grants to support graduate student creative and scholarly activities. These grants typically are competitive, with applications coming from a variety of disciplines (S3.C6 Research and Creative Projects Grants).

[S3.C8] In accord with our Strategic Plan goals, the Office of Graduate and Extended Learning continually updates its website and marketing approach to improve communication and enhance recruitment and enrollment. Graduate program materials clearly announce the diverse programs available and link those to specific career tracks or other needs. A web-based Graduate Catalog, similar to the undergraduate version, went live in fall 2018 (S3.C8 Graduate Catalog Website). In fall 2019 the online degree auditing software Degree Works launched for graduate students, following its success at the undergraduate level. Individual program coordinators and faculty regularly offer orientation programs for incoming graduate students. Graduate program coordinators and faculty maintain degree requirements and plans of study in the online catalog and utilize them in their advising sessions (S3.C8 Graduate Orientations).

Many graduate programs use information from alumni surveys and other resources to improve their offerings. For example, administrators and faculty in the School of Education meet regularly with school district leaders, often through the Mid-Hudson School Study Council and teacher centers, to stay abreast of teachers' and administrators' professional needs. Graduate program faculty and the Office of Graduate and Extended Learning use U.S. Department of Labor data on national job trends and data from the New York State Education Department (NYSED) on high-needs school districts to work closely with local and regional professionals. The Mid-Hudson School Study Council, whose members are superintendents of schools in the Mid-Hudson area, provides feedback on job needs for counties in our area. In addition, two adjuncts in Educational Administration who are deputy superintendents of local Boards of Cooperative Educational Services (BOCES) centers provide insight.

Instructional Delivery

Although seated courses predominate at New Paltz, an increasing number are delivered in part or fully online. Adding online and hybrid courses at both the undergraduate and graduate levels has served as a significant way to support on-time graduation and as a means for us to meet our institutional priority of increasing accessibility to a New Paltz education. We are committed to the development and delivery of high-quality teaching, whether that is seated, online, or hybrid. The total number of students taking fully online and hybrid classes nearly doubled between AY2015-2016 and AY2019-2020, and the number of sections increased at almost the same rate (S3.C1 Online and Hybrid Course Enrollment Trends 2015-2020). Consistent with our institutional priority of accessibility, we are now working toward a fully online undergraduate degree-completion program targeted to meet the needs of non-traditional students who find it difficult to complete degrees because of work, family, or other commitments. The proposed BA General Studies will provide a new opportunity for those who have struggled to complete a bachelor's degree (S3.C1 BA in General Studies Announcement).

The MBA Public Accountancy and Business Administration programs and Advanced Certificate in Trauma and Disaster Mental Health may be completed fully online. In our graduate programs in business and education, especially, the hybrid model has proven an effective way to deliver high-quality learning experiences to busy professionals able to do a significant amount of the coursework online, while still benefiting from rich student-faculty interaction through seated sessions.

[S3.C2.d and C8] Because online teaching requires specific pedagogical skills, the campus has provided extensive faculty development and support. In 2014, we instituted a new process to help faculty develop online courses, with financial, technological, and pedagogical support that gives them not only a pathway to certification but a way to keep their teaching skills up to date. As faculty have gone through our training programs, we have used assessment data to update these trainings to improve their effectiveness, first in 2017 and again in 2020. The Office of Instructional Technology has offered over 40 workshops and trainings on accessibility topics since spring 2018, with additional trainings on accessibility planned.

In 2017, we instituted a new process to help faculty develop online courses, with financial, technological, and pedagogical support that gives them not only a pathway to certification but a way to keep their online teaching skills up to date. Of particular emphasis in the past two years has been the institution's commitment to ensuring

accessibility in our online learning environments through training and investments in tools such as Ensemble and Ally (S3.C2 Faculty Certification and Recertification for Online and Hybrid Course Development). Many faculty participate in online training modules and workshops to learn about evolving standards, practices, and legal requirements for teaching online and hybrid courses—with over 40 workshops and trainings on accessibility topics since spring 2018. Open SUNY’s Course Quality Review Rubric, a tool for online course quality review, is available to faculty to assess and modify their online and hybrid courses (S3.C2 Accessibility Trainings; S3.C2 Open SUNY’s Course Quality Review Rubric).

In spring 2020, following the Governor’s “Stay in Place Order,” the College had only two weeks to transition classes to remote instruction, which started March 30, 2020. Recognizing the critical need to maintain the quality of teaching, the College supplied faculty with many additional resources to assist their transition to remote instructional delivery. Near the end of the semester, a detailed follow-up survey was distributed to all students and responded to by 1,475, a response rate of 20%. The survey revealed areas that the campus can improve in future online course development and training. Response to the survey was almost immediate: in May 2020 the Office of Instructional Technology created a self-paced course called “Training: Developing a Blended Learning Course” in order to help instructors to plan over the summer for a possible pivot to remote instruction in the fall. During fall 2020, the Office of Instructional Technology also launched “Student Online Learning Orientation” to assist students with remote learning (S3.C2 and C8 Remote Instruction Survey Spring 2020; S3.C2 Academic Continuity Planning and Preparation; S3.C2 Resources for Supporting Faculty with Remote Advising).

Undergraduate and Graduate Program Approval

Multi-tiered by design, our program approval processes involve academic divisions and faculty governance, the College administration, SUNY, and NYSED. Programs must meet Middle States standards as well as all requirements for mandatory registration with NYSED. Supplementary guidelines apply to programs accredited by external associations. Adherence to these guidelines is assured through the shared oversight of the deans of schools in which these programs are offered, the Office of the Provost/VP for Academic Affairs, and the Office of Strategic Planning and Assessment. No new program or course is forwarded to the Provost/VP for Academic Affairs unless it meets all levels of faculty governance and administrative review, as shown below. Consequently, curricular review and approval can be slow, impeding efforts to develop new programs that respond rapidly to emerging needs, but it is highly transparent, methodical, and participatory.

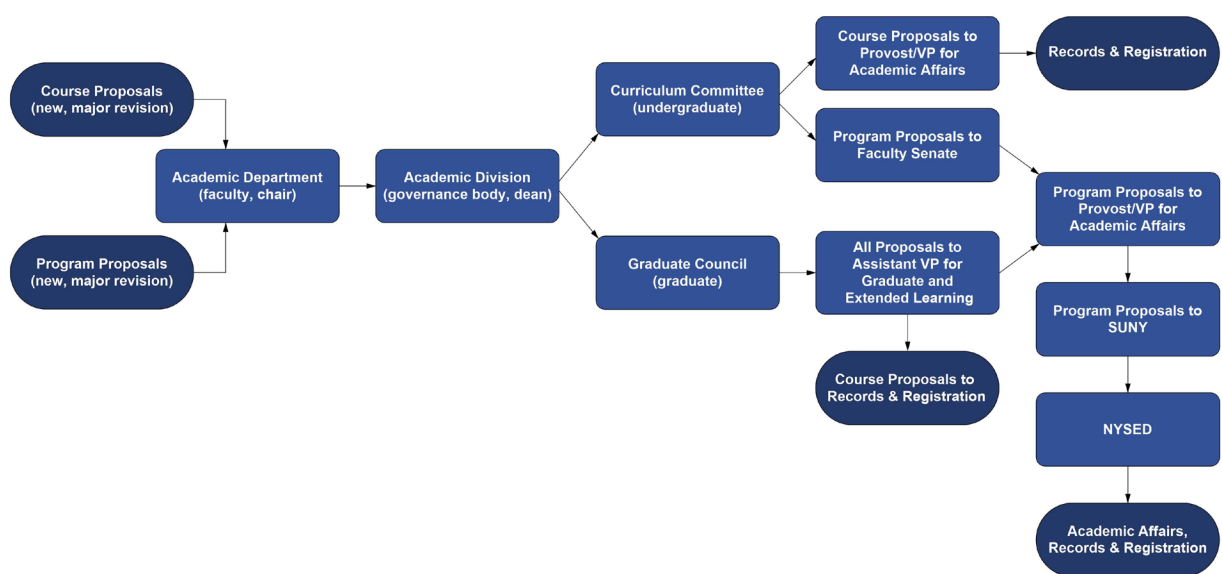


Figure 3.3 Course and Program Approval Processes. Source: Office of the Provost.

Academic Program Review

[S3.C2.e and C8] We adhere to SUNY's five to seven year cycle for reviews of non-accredited programs. The Associate Provost for Strategic Planning and Assessment directs program reviews, which include a self-study and a campus visit by at least two external evaluators. Program self-studies evaluate the quality of undergraduate and graduate programs within the context of the discipline as a whole and program mission and goals. They should affirm programmatic strengths and achievements; identify areas to strengthen and improve; promote strategic planning, goal-setting, and continuous assessment and improvement; ensure alignment of program and institutional learning outcomes; and provide the College an informed overview of the strengths, challenges, and needs of academic programs. Changes resulting from self-studies conducted over the past five years include curricular changes, new faculty hires, space renovations, and equipment and technology upgrades (S3.C8 Program Review PowerPoint; S3.C8 Examples of Changes Resulting from Program Self-Studies; S3.C2 Planning and Assessment Guidelines and Practices, pp. 12-18; S3.C8 Program Review Master Schedule).

Accredited programs follow specialized program accreditation timetables so long as they satisfy SUNY's requirement for program review in the major: the accrediting agency must be recognized by the Commission on Higher Education Accreditation or the U.S. Secretary of Education, and the assessment cycle must be ten years or less. The SUNY Faculty Senate's Guide for the Evaluation of Undergraduate Programs and our "Planning and Assessment Guidelines and Practices for Academic, Student Support, and Administrative Divisions" document provide a framework and guidelines for conducting academic program reviews (S3.C2 Guide for the Evaluation of Undergraduate Programs; S3.C8 Planning and Assessment Guidelines and Practices, pp.12-18).

Curricular Revisions and Program Discontinuation

[S3.C8] Program and course revisions are almost entirely the responsibility of the faculty who guide proposals through a multi-step peer review process. Program revisions assure that curricular materials are appropriate and of high quality, and that the curriculum meets student and regional needs. Enrollment data and recommendations from assessment, including accreditation and program reviews also guide program revisions (see Standard 5, pp. 63-70 for examples of assessment-related changes).

The rate of program development, review, and change over the last decade demonstrates significant institutional investment in evaluating, improving, and expanding programmatic offerings. Recent examples include undergraduate program revisions in Communication Disorders, Biology, and Psychology and the Psychology MA program. Reports by faculty describe their involvement in updating programs and courses and their involvement in professional development activities related to curriculum and teaching (S3.C3 Faculty Annual Report; S3.C3 SUNY Activity Program Update).

Program reviews sometimes culminate in a decision to suspend enrollment or terminate a program. In these cases, we must submit a proposal to SUNY. Deactivation may be approved for no more than three years, by which time the program must be reactivated, with revisions, as necessary, or be discontinued. To discontinue a program, SUNY must approve the proposal and authorize removal of the program from SED's Inventory of Registered Programs after all enrolled students have completed it. The College develops a "teach out" plan to assure that all such students can graduate (S3.C8 SUNY Program Deactivation Form; S3.C8 SUNY Program Discontinuation Form).

OPPORTUNITIES AND RESOURCES IN SUPPORT OF STUDENT LEARNING

[S3.C4] Our Strategic Plan's Essential Initiative "Nurture Innovation and the Learning Environment" focuses heavily on supplying opportunities and resources to support institutional programs of study and students' academic progress. We discuss opportunities and resources related to academic programs here, while efforts related to improving student success are discussed in Standard 4.

From entry into the College to graduation, students have continual and many-layered information sources for determining their progress toward a degree. First-year and transfer student orientations provide information on GE requirements, transfer and AP credits, and major requirements. The Undergraduate Catalog is a live, web-based, up-to-date compilation of academic policies, degree structure and requirements, and curriculum descriptions; it links

to departmental websites and the schedule of classes to provide relevant information to students. The progress report clearly articulates a student's progress toward graduation at any given time and organizes the student's requirements: total credits taken and needed, liberal arts credits and upper-division credits, and GE and major/minor specific requirements, all in a color-coded, intuitively organized format. Courses and their descriptions are hyperlinked to the progress report and class schedule software to ensure consistency of the materials students review. Each semester, students and their academic advisors use these reports in their advising sessions. Blackboard and campus email programs allow regular communication between advisors and students about courses and requirements for progressing toward their degrees.

On May 6, 2015, the SUNY BoT urged campuses to provide applied learning activities to all students and to monitor participation. This action led New Paltz to conduct an inventory of the applied learning opportunities already available on the campus. Long committed through our Strategic Plan to teaching and learning that is “hands-on, collaborative, and inquiry-based,” the College offers a wide range of credit-bearing and non-credit applied experiential learning opportunities and high-impact practices. Students learn about these opportunities through various channels, including such offices as the Career Resource Center, Student Activities and Student Life, Student Affairs, and Center for International Programs; deans, chairs, academic advisors, and professional staff; and printed and web-based materials. The Career Resource Center maintains a database of available internships and volunteer opportunities and provides workshops and fairs through which students can learn about and obtain internships and volunteer positions (S3.C4 Hawkhire Website). Faculty advisors provide information on applied learning opportunities such as independent research projects, fieldwork, or internships, and typically oversee them. Over 145 undergraduate and 34 graduate students participated in independent studies from 2015 to 2020. In 2018-2019, 333 undergraduates and 12 graduate students studied abroad (S3.C4 SUNY's Applied Learning Toolkit; S3.C4 Applied Learning Plan, pp. 8-35). Students may document co-curricular on-campus high-impact activities on a co-curricular transcript (S3.C4 Co-Curricular Transcript).

Micro-credential programs, in development since our last self-study, will offer new opportunities for focused study in areas such as healthcare administration and others in the future.

Various grants are available to students to present their research at professional conferences and to complete internships. The Undergraduate Research Experience Travel Award and the Student Travel Award supports students' presentations and performances of faculty-mentored research at professional conferences and exhibitions. The David Lavallee Student Travel Fund helps undergraduate students defray expenses to present research and scholarly activities at regional and national conferences. The Campus Auxiliary Services Internship Stipend Program awards undergraduate student grants for credit-bearing internships. The New Paltz Student Association also provides funding for research projects and conference travel and the Honors Experiential Scholarship supports students' pursuit of engaged learning activities outside the classroom.

The College places significant importance on student-faculty research as a form of high-impact learning. In 2018-2019, 4,230 undergraduate and 135 graduate students engaged in research or creative projects (S3.C4 Applied Learning Report). A number of these students were enrolled in the Honors Program, which requires a thesis, or in programs such as the Summer Undergraduate Research Experience (SURE) or Academic Year Undergraduate Research Experience (AYURE) (S3.C4 Honors Program Website). SURE and AYURE offer students opportunities to participate in discipline-specific, faculty-mentored research projects (S3.C4 SURE 2019 Abstract Book). Students present their research and scholarly work at on- and off-campus professional meetings or conferences. The Writing Board's “Celebration of Writing Day” recognizes outstanding student writers with awards and by having students read an excerpt from their written work (S3.C4 Writing Board Website).

The College offers many other high-impact practices. Among these are First-Year Interest Groups articulated pre-medical programs, and experiential museum studies. Students in the program participate in one of four Living-Learning communities: Leadership, Health and Wellness, Service Learning, and Career Exploration. They enjoy specialized programming, mentoring, and social networks during their first year of college; retention rates of Living-



Learning Community participants are at or above those of the first-year cohort at large (S3.C4 Living-Learning Retention Data). Micro-credential programs, in development since our last self-study, will offer new opportunities for focused study in areas such as healthcare administration and others in the future (S3.C4 Micro-Credential Sample; S3.C4 Micro-Credential Policy; S3.C4 Micro-Credential Proposal Form; S3.S4 Career Educator Proposal).

The Sojourner Truth Library provides another form of academic support for our campus, offering course-integrated instruction as well as cohort-based instruction. Library faculty collaborate with teaching faculty to ensure alignment of library instruction with course outcomes and assignments. Despite recent staffing challenges, library faculty liaise with academic departments to provide resources such as course-related online research guides and subject-specific support. The Library's DASH Lab (for the Digital Arts, Sciences, and Humanities) provides students and faculty an interdisciplinary, collaborative space to learn how to use and create digital tools and projects, including maps, archives, data visualizations, video essays, and podcasts. It also serves as an event space for digital scholarship experts to present their work to New Paltz and regional audiences.

[S3.C4] New Paltz serves an increasing number of students with learning, mental health, or psychological disabilities. As described in greater detail in Standards 1 and 4, we provide significant resources to accommodate these students, primarily through the Disability Resource Center, Psychological Counseling Center, and Office of Instructional Technology. In 2020 we launched the Student Psychological Resilience Project, underwritten by a generous alumnus and designed and carried out by our Institute of Disaster Mental Health (S3.C4 Student Psychological Resilience Project).

Though significant strides towards accessibility have been made in the last two and a half years, including the campus-wide roll-out of accessibility software programs and the creation and promotion of the "Accessible Classroom: Faculty and Staff Toolkit,"—a repository of training and documentation on accessibility topics on Blackboard—the campus still has work to do to create a fully accessible community. Key action items in the plan include building an accessibility information hub on the campus website, adding accessibility requirements to procurement checklists, and continuing training on accessibility in all areas. In June 2020, a campus committee submitted an Electronic Information Technology Accessibility Plan that details the progress the campus has made to accessibility in areas of digital content: the campus website, the library, classroom accessibility, and the procurement of accessible products and services. This plan will also be a guide to closing remaining gaps in accessibility over the next year or two and will guide the campus's new Electronic Information Technology Officer (S3.C4 SUNY Electronic and Information Technology Accessibility Committee Final Report and Recommendations; S3.C4 SUNY Academic Continuity Q&A Updated April 13, 2020, pp. 3-5).

Faculty Recruitment, Development, Teaching, and Retention

[S3.C2.a, b, and c] The faculty contribute to knowledge, creating scholarship and developing expertise through research and creative activities and incorporating their disciplinary perspectives into teaching and modeling various kinds of intellectual inquiry as teachers, advisors, mentors, and members of the institution. Faculty are directly involved in curricular development and other academic matters such as course and program assessment, as well as decisions related to reappointment, tenure, and promotion (RTP)—all of which shape the educational practices of the College (see also Standard 7, p. 93).

SUNY New Paltz faculty are committed teachers and active scholars, publishing books and book collections, refereed and non-refereed articles and entries, scholarly reviews, and other essays; giving professional presentations of all kinds; engaging in a range of creative activities; and serving in various ways as experts and public intellectuals. In addition to scholarly production in print and through other media in many fields, the faculty has also secured significant grant support in excess of \$10,300,000 between 2014 and 2019 (S3.C2.b Grant Support 2014-2019).

Teaching is a primary value at New Paltz, as evidenced by our student-faculty ratio of 16:1 and our small class sizes, but also the quality and commitment of our instructors. Recruiting and maintaining a high-quality faculty is central to our teaching mission: New Paltz's faculty are fully qualified to teach in their fields, holding degrees from some of the finest universities in the U.S. and abroad. In fall 2019, 97% of the tenure-track faculty held a PhD or equivalent terminal degree (e.g., AuD, DMA, EdD, or MFA); among adjunct faculty that year, 35% had a terminal degree:

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Faculty	664	682	628	596	667
Tenured & Tenure Track (% of all faculty)	296 45%	295 43%	295 47%	286 48%	276 41%
Lecturers & Visiting (% of all faculty)	72 11%	81 12%	63 10%	73 12%	74 11%
Adjuncts (% of all faculty)	296 44%	306 45%	270 43%	237 40%	317 48%
Tenured & Tenure Track Holding Terminal Degree (% of tenured/tenure track faculty)	273 92%	278 94%	278 94%	268 94%	268 97%
Lecturers & Visiting Holding Terminal Degree (% of lecturers & visiting)	31 43%	34 42%	20 32%	32 44%	29 39%
Adjuncts Holding Terminal Degree (% of adjuncts)	82 28%	92 30%	78 29%	97 41%	111 35%

Figure 3.4 Characteristics of New Paltz Faculty. *Source:* IPEDS, Budget Office, SUNY New Paltz.

As shown above, adjunct faculty are a significant part of the professorate, and efforts are made to recruit and assess their teaching with care. Many have substantial applied experience as teachers, artists, or practitioners in their disciplines. Except in exceptional circumstances, which must be formally justified, adjuncts are restricted to teaching three courses per semester. Adjunct class sizes are generally comparable to those of tenured and tenure-track faculty and slightly below those of lecturers and visiting professors:

Average Class Size by Faculty Type	2016-2017	2017-2018	2018-2019
Tenured & Tenure Track	19.4	20.8	20.1
Lecturers & Visiting	23.5	24.3	21.5
Adjunct Lecturer & Adjunct Instructors	20.9	21.6	20.7
Teaching Assistants	16.8	17.8	18.6
All Faculty	20.4	21.4	20.5

Figure 3.5 Student Credit Hours by Faculty Type. *Source:* Budget Office (Delaware Study).

The majority of tenure-track and tenured faculty teach 18 credits per academic year. A few, such as 12-month instructors, have up to a 30 credit-hour teaching obligation in fields such as Communication Disorders and Human Services (within Sociology). Lecturers teach 24-30 credits annually, depending on their service responsibilities (S3.C2 Faculty Handbook Table of Contents, 2019-2020).

As a percentage of the total faculty, the lecturer and visiting professor level has remained fairly constant in recent years, while the number of tenure-line and tenured faculty has declined. If this trend continues, it may prove to be an important area for institutional attention because tenured and tenure-line faculty are at the core of our teaching, advising, and service missions.

Faculty recruitment is a key joint venture involving faculty, administration, and HRDI, which works closely with departments and deans to ensure that correct procedures and the College's Diversity and Inclusion Plan are followed in all searches. Despite expanded recruitment efforts and some successes in recent years, recruitment and retention of faculty of color remains a challenge. Though evenly distributed by gender (50%-50%), our faculty ranks in the middle of SUNY four-year campuses for historically underrepresented racial and ethnic groups (S3.S2 Diversity and Inclusion Plan; S3.C2 Faculty Demographics with SUNY Comparisons).

[S3.C2.d] The College provides numerous resources to support faculty in maintaining and developing their expertise in teaching, research, and scholarship. Full-time faculty development efforts begin with a new faculty orientation in August each year; these events welcome faculty to New Paltz and introduce them to the President and other key College personnel, offices, policies, procedures, and the range of resources available to them (S3.C2 Fall 2019 New Faculty Orientation Agenda). At the orientation faculty also learn about how the Office of Sponsored Programs

and Research Compliance can help them secure external grant funding. This office then contacts new faculty to offer assistance as needed.

Faculty development takes many forms, including initiatives through the Provost's office such as sabbatical leave, support for professional development and online teaching, professional travel funding, and Research and Creative Project Awards. An adjusted load in the first semester helps new faculty develop their research agendas and adjust to faculty life. Opportunities for sabbaticals, pre-tenure leaves, professional travel and research support, and other opportunities are equitably distributed across the campus, with guidelines and standards set by the College. Over the last five academic years, 106 sabbatical leaves have been granted (S3.C2.d Sabbatical Leave Application; S3.C2.d Sabbatical Leaves 2016-2021; S3.C2.d Research and Creative Awards).

Additional forms of travel and research support are also provided by individual divisions, including additional "summer money" funding from summer teaching revenue, used for travel and professional development. Some divisions and departments create start-up hiring packages that can include necessary equipment, research assistance, and professional travel. Academic Equipment Replacement funding covers capital equipment related to instruction (S3.C2.d Academic Equipment Replacement Funding). In addition to professional development support, academic department chairs and some program coordinators are granted reassigned time and stipends for their administrative work. Outside the campus structures, United University Professions (UUP) also sponsors a pre-tenure leave program and professional development awards of up to \$1,000 each year a contract is in effect (S3.C2.d Drescher Leave Program Website; S3.C2.d UUP Individual Development Awards).

The College's commitment to enhancing teaching excellence and encouraging innovation is demonstrated by a wide range of teaching-related workshops, peer teaching observations, student evaluations of instruction, special recognitions for teaching excellence, and a number of ways of assessing teaching. The Faculty Development Center offers a full range of support programming for faculty at all stages of their careers, including panel discussions, guest presentations, and brown-bag sessions. Additionally, there are several decentralized faculty development initiatives and programs including school and departmental faculty orientations and periodic demonstrations and teaching circle discussions, mentoring programs, and support for student research assistants and professional development, as described earlier. Between \$10,000 and \$15,000 is spent each year to support faculty work related to assessment. The faculty currently includes 14 recipients of the SUNY Chancellor's Awards for Excellence in Teaching and one Distinguished Teaching Professor (S3.C2.d Chancellor's Award for Excellence in Teaching; S3.C2.d Examples of Support for Assessment).

Some forms of teaching are not calculated in a faculty's workload. The 2018 Honors Program report highlighted this problem in connection with the large number of faculty who supervise honors theses (S3.C2.e 2018 Honors Program Report). Similarly, there is no system for recognizing or compensating faculty who supervise independent studies, master's theses, fieldwork experiences, and internships. While some faculty receive release time or recognition for mentoring these activities, the practice is not universal.

[S3.C2.e] To assess teaching effectiveness, all teaching faculty are evaluated using peer and student evaluations, called Student Evaluation of Instruction (SEI). The College administers online SEIs each semester for each course that enrolls more than five students. Faculty use the feedback, including students' comments, as an opportunity reflect on their course materials and pedagogy (S3.C2.e SEI Questions). Peer observations of teaching are coordinated at the department level for both full-time and adjunct faculty, who are also encouraged to arrange observations from outside their department.

Policies, criteria, and expectations for full-time faculty advancement are clearly articulated and widely disseminated. The SUNY Policies of the BoT stipulate that the pre-tenure period is six years; reappointment to the seventh year carries tenure, if granted. Faculty holding the rank of assistant and associate professor and librarians holding the ranks of assistant, senior assistant, and associate librarian are eligible for promotion to the next rank. The RTP process entails preparation of a dossier using five BoT criteria in Article XII: Evaluation and Promotion of Academic and Professional Employees, which are Mastery of Subject Matter, Effectiveness in Teaching, Scholarly Ability, Effectiveness of University Service, and Continuing Growth (S3.C2.e Article XII Criteria). A departmental committee, the departmental chair (where one exists), the dean of the school, the Central Committee on RTP, and

finally the Provost and President, review the dossier, which includes a personal narrative inclusive of a statement of personal educational philosophy, curriculum vitae, peer observations of classroom teaching, student evaluations of teaching, teaching materials, evidence of scholarship, and evidence of service and continuing growth (S3.C2.e RTP Guidelines and Dossier Preparation). Individual departmental guidelines have been widely used by departmental personnel committees, chairs, and deans since 2013. The Faculty Senate is now considering the formal inclusion of these guidelines in the current Structures and Procedures for Reappointment, Tenure, and Promotion document to ensure congruence of all levels of the review process (see Standard 7, p. 93).

Teaching effectiveness is of primary importance to contingent faculty, who are not expected to engage in research or creative work. Lecturers, like tenure track faculty, have a formal dossier review process at regular intervals based on their appointment term and provisions of the BoT and the UUP contract (S3.C2 Lecturer Dossier Guidelines; S3.C2 Lecture Narrative Guidelines). Their dossier preparation stresses the importance of teaching, teaching materials, and course development. Reappointment for adjunct faculty is based almost exclusively on effectiveness of their teaching, as reflected in syllabi, SEIs, and peer observations. To support adjuncts, many departments offer orientations and individual mentoring. They are welcome to attend sessions offered by the Faculty Development Center, are eligible for the Chancellor's Award for Excellence in Adjunct Teaching, and are awarded small honoraria for participating in GE assessment norming sessions, GE forums, assessment workshops, and the like.

ASSESSMENT OF STUDENT LEARNING PROGRAMS

[S3.C8] Consistent with *Requirements of Affiliation 8, 9, and 10*, New Paltz continually assesses its academic and co-curricular programs relative to student learning and experiences (see also related discussions in Standards 4, 5, and 7). Close attention to data creates constant reevaluation and refinement of programs, services, and initiatives that enhance such elements as students' academic performance, engagement, and graduation and retention rates.

To develop a fuller picture of our teaching effectiveness, traditional measures such as graduation and retention rates at the institutional level, individual pass rates on national certification exams, course and program assessments, and GE program data are supplemented with measures such as the National Survey of Student Engagement, Student Opinion Survey (NSSE) and campus surveys of graduates and alumni. Assessing department-level student learning outcomes (SLOs) has been robust and continual. All departments are engaged in assessment of learning outcomes. Capstone course experiences, such as portfolio and/or website development in the Department of Theatre Arts or the senior seminar in the Department of English, for example, have been used to assess SLOs at the program level. Consistency of assessment is assured by vesting oversight in the associate deans of each school (S3.C8 School Assessment Websites).

The College expects faculty to consider the appropriateness, coherence, and rigor of program and course content as well as students' achievement of course and program outcomes. Faculty must include SLOs and related assignments in the syllabi for every course they teach (S3.C8 Syllabus Requirements). Departments map course SLOs to program learning goals and outcomes and to GE SLOs and they assess them annually (S3.C8 Sample Curriculum Map; S3.C8 Program Review Timetable; S3.C8 Sample Program Assessment Plan and Report; S3.C8 Institutional Effectiveness; S3.C3 SUNY Standards for Assessment of SLOs and GE).

Consistent with our culture of assessment and the goal of continuous improvement, the College tracks trends in student responses on instruments such as the NSSE both over time and in comparison with other SUNY campuses. These data are used to inform decision-making about students' learning and their experiences with faculty. For example, after the campus substantially increased support of student-faculty mentored research, the results of the 2018 NSSE showed that we ranked in the top three among the comprehensives and/or the top five of all four-year campuses for many items that reflect the high quality of education and services we provide for students. Similarly, we work to improve in areas where we rank below our peers on the NSSE. For example, we have been directing specific attention to improving general advising (S3.C8 2017 NSSE Snapshot; S3.C8 2014 NSSE Academic Advising Report; S3.C8 2018 SOS SUNY Comparison).

Disciplinary accrediting bodies also have expectations. For example, the Association to Advance Collegiate Schools of Business requires a continuous quality improvement model that allows for curriculum review and revision based

on data. Each program-level learning outcome is assessed at least twice every five years. The undergraduate and graduate level Assurance of Learning Committees analyze the data, share and discuss it with faculty, and act on it.

Even without the incentives of outside accreditation, the College and the faculty examine and utilize assessment data to improve courses, teaching, and student learning, engagement, and satisfaction. In the College of Fine and Performing Arts, for example, individual faculty and faculty groups critique the progress of students' work in clusters or sequences of courses. The Department of Music discovered that students were not meeting the expected level of preparation after they had completed the Music Theory sequence. Faculty reevaluated the content of the courses, made adjustments, and saw improvements in subsequent students' performance. Campus-wide and departmental initiatives reveal our faculty's strong commitment to students and to diversity and inclusion. Engaging with and listening to the concerns and experiences of students, the Department of Theatre Arts made significant changes to the curriculum, faculty, and departmental programming with measurable results. The Department is recognized as one we can learn from and use as a model moving forward with our diversity and inclusion efforts (S3.C8 Theatre Arts Capstone Assessment).

The extensive and ongoing work done to assess student outcomes is a testament to the high standard of learning the College achieves and the improvements for which it continually strives. All our assessment procedures, methods, and mechanisms collectively contribute to helping students receive an excellent learning experience, regardless of their academic program.

FINDINGS

- SUNY New Paltz offers students a rigorous and coherent curriculum created through careful development, ongoing assessment, and periodic revision.
- Student learning experiences are structured and synthetic, from the GE program that introduces undergraduate students to disciplines and ways of thinking, to graduate programs focused on preparing students for professional career paths.
- The College is committed to student-centered teaching, including internships, fieldwork, capstone experiences, student-faculty research, honors and graduate theses, and other high-impact practices.
- Despite some gains, the College remains highly reliant on contingent faculty instruction.
- Faculty teaching online have significant opportunities for support in developing and delivering courses effectively.

AREAS FOR INNOVATION AND IMPROVEMENT

- Recruitment and retention of faculty of color is a challenge for the College. Despite recent successes, efforts should continue to secure colleagues of color.
- New Paltz should develop a system to recognize and compensate faculty who mentor or supervise high-impact learning experiences such as fieldwork, internships, independent studies, honors theses, and graduate theses. These forms of supervision are not currently factored into most faculty workloads.



Standard 4: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

This section demonstrates how SUNY New Paltz meets the criteria and sub-criteria of Standard 4 and *Requirements of Affiliation 8 and 10*.

STUDENT SUCCESS FROM RECRUITMENT TO GRADUATION AND BEYOND

[S4.C1] The College has clearly articulated processes for student admission and retention and well-developed support services to facilitate students' success. Consistent with the mission of the institution, these processes and services begin with recruitment and continue through and beyond graduation. They include admissions and retention initiatives; orientation programs; advisement; counseling programs; the College's student life services and co-curricular activities, including athletics; accurate, comprehensive information and counseling concerning financial aid; the appropriate maintenance of student records; and ongoing review and assessment of the College's student support services.

Undergraduate, Graduate, and International Student Recruitment and Admissions

Our Mission Statement affirms that New Paltz "is committed to providing high-quality, affordable education to students from all social and economic backgrounds." A variety of processes and policies link admission to the College's overall mission and strategic goals by enrolling highly qualified applicants in a way that enhances the life of the institution. The Office of Undergraduate Admission consistently improves the academic profile of the first-year and transfer classes, all the while maintaining a commitment to recruiting and retaining a diverse student body. The fall 2019 incoming class included 38% of students from historically underrepresented groups. The average SAT and GPA of that incoming class were 1182 and 91, respectively. Our retention and graduation rates, described in more detail in Standard 2, support our conclusion that because we are selective in admitting students and actively support them during their studies, they can reasonably expect success in their SUNY New Paltz education and beyond.

On the Office of Undergraduate Admission's main web page are links to the application process for all prospective students; they direct undergraduate, graduate, international, transfer, and re-admission candidates to the appropriate information (S4.C1 Undergraduate Admission Website; S4.C1 Graduate Admission Website; S4.C1 International Admission Website). Admission requirements, early action procedures, and deadlines are clearly communicated and available to all prospective students.

Admission information is also disseminated through brochures available on campus and distributed by admission advisors at college fairs, as well as at campus open houses and Accepted Students Day events

(S4.C1 Undergraduate Marketing Materials; S4.C1 Graduate Marketing Materials). At these events staff focus on particular groups of students, including those for first-year and transfer admissions. Applicants can also access information about the Educational Opportunity Program (EOP), a New York State-sponsored program designed to assist students who show promise for academic success at the college level but who also demonstrate both academic gaps and financial need in order to attend. New Paltz has the second largest EOP program among the SUNY university colleges (S4.C1 EOP Admission Website). In addition to EOP, other programs on campus are also designed to increase access for historically marginalized or underrepresented applicants. For example, the Office of Veteran and Military Services fosters and supports the diversity and inclusion initiative of SUNY New Paltz by recruiting diverse cohorts of new first-year and transfer military-affiliated students from local community colleges, military installations, and other military and veteran organizations (S4.C1 Office of Veteran and Military Services Website). The Scholars' Mentorship Program and AC² (AMP and C-STEP community) programs, described in Standard 2, support students of color and historically underrepresented groups.

The College has historically attracted students from our region, New York City, and across New York State, and continues to attract students from contiguous states and numerous foreign countries. The majority of our students are from the Hudson Valley, specifically, 46% of undergraduates and 61% of graduate students. We attract many transfer students from two- and four-year institutions beyond the Hudson Valley; however, New Paltz also has a long tradition of transfer partnerships, articulation agreements, and jointly registered programs with our seven regional community colleges from which we enroll 53% of our transfer students (S4.C1 Transfer Student Profile; S4.C1 In-State Tuition Policy for Military-Affiliated Students). In the summer of 2013, SUNY announced the phased roll-out of its Seamless Transfer Requirements, to begin in fall 2014. This initiative included the creation of Transfer Paths, which summarize lower-division requirements shared by all SUNY campuses for similar majors which are designed to facilitate completion of a bachelor's degree within four years (S4.C1 Transfer Equivalencies; S4.C1 SUNY Transfer Information Website; S4.C1 Transfer Credits).

The College also hosts the Haggerty English Language Program, whose mission revolves around providing "high quality English language instruction to speakers of other languages" and giving them the linguistic and cultural competences for success in an American university, whether at New Paltz or elsewhere (S4.C1 Haggerty English Language Program Brochure). Our cohort of international students, whether from the Haggerty English Language Program or not, are comprised of between about 200 and 400 matriculated students (depending on national and global political conditions affecting higher education), as well as a few dozen exchange or visiting students each year (S4.C1 International Student Enrollment). We also offer dual diploma programs with five overseas universities in Turkey, China, and Brazil. The Turkish programs are administered through a SUNY-wide agreement with the Turkish Council of Higher Education (YÖK). We have partnerships with Istanbul Technical University and Middle East Technical University at the Northern Cyprus Campus for degrees in Business and with Middle East Technical University at the Ankara Campus for degrees in liberal studies/TESOL (Teaching English to Speakers of Other Languages). The dual diploma programs with Turkey have resulted in almost 800 graduates since 2006. Students also earn a business degree through our partnership with Pontifical Catholic University of Rio de Janeiro, one of the highest-ranked private universities in Brazil and an institution with which New Paltz has a longstanding exchange relationship. With our partner institution in China, Chongqing University of Education, we offer a program in early childhood studies that just graduated its first cohort. All 13 students graduated with honors (12 summa cum laude, 1 magna cum laude), and many have been admitted to graduate programs in the United States, the United Kingdom, and Australia (S4.C1 SUNY-YÖK Dual Degree Web Page; S4.C1 New York Times, Aug. 17, 2017; S4.C1. Pontifical College Agreement).

Expenses, Financial Aid, Scholarships, Grants, Loans, Repayment, and Refunds

[S4.C1.a] Incoming and current students are provided with clear, accurate, and comprehensive information about the costs of enrolling, and they are made aware of opportunities for financial support. The information detailing tuition and fees is accessible online, as are links to the campus's primary source of information, the Office of Student Financial Services, which oversees \$75 million in grants, scholarships, loans, and federal work-study funds each year (S4.C1.a Tuition and Fees; S4.C1.a Student Financial Services Website; S4.C1.a Renaming Notification Feb. 2020). Funding support for students begins with the Free Application for Federal Student Aid (FAFSA). Early in the annual admission cycle all newly accepted students who complete FAFSAs are provided with a packet of information containing a preliminary estimate of financial aid eligibility, cost of attendance figures, terms and

conditions, alternate financing options, and a new student checklist. They are given access to a student portal to view award information and checklist items. The site provides detailed information on funding resources, application processes and requirements to secure and maintain eligibility, as well as billing and refunding information for both prospective and current students. Printed materials are distributed at tabling events and financial aid counselors advise students who request individual meetings. In part because of these efforts, the federal student loan default rate at New Paltz is substantially below the national average (in percentage of defaults):

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
New Paltz	2.8	3.5	4.0	3.5	2.7
National Average	11.8	11.3	11.5	10.8	10.1

Figure 4.1 New Paltz vs. National Average of Percentage of Defaults on Federal Student Loans. *Source:* Office of Student Financial Services.

Supplemental support to state and federal funding comes from institutional scholarships, SUNY New Paltz Foundation scholarships, and emergency funds. The Office of Admission provides \$1.3 million annually to high-achieving applicants to encourage enrollment and retention. The SUNY New Paltz Foundation offers on average of about \$750,000 in scholarships each year to first-year as well as continuing students, up from less than \$250,000 in FY2012-2013 to more than \$1 million in FY2020-2021. The Student Crisis Fund provides support for non-tuition emergencies (S4.C1.a Foundation Scholarship List 2020). In addition, Campus Auxiliary Services (CAS) provides \$20,000 per year in emergency funding, as well as in-kind support in the form of discounted meal plans and textbook awards to students in need.

As the cost of higher education has increased, financial literacy has emerged as an area where students need support. Several campus services not only offer direct support, but also teach financial literacy and encourage financial planning skills. For example, the Adulting Knowledge Group, an initiative sponsored by the Career Resource Center (CRC), offered 10 workshops and programs between 2018-2020 focused on multiple issues related to financial literacy, investments, credit scores, insurance, tax payments, and other life skills (S4.C1.a Adulting Knowledge Group).

Educational Support for Students Underprepared for SUNY New Paltz

[S4.C1.b] The campus has the technical infrastructure and personnel required to support academic achievement toward and beyond degree completion. Campus services are designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. Students are offered many forms of support, described on various web pages and included in brochures available throughout campus. The list covers academic, mental and physical health, and career support services: Academic Advising, the Center for Student Success (CSS), the Psychological Counseling Center, the Disability Resource Center, the Math Lab, the CRC, the Student Health Center, and the Student Help Desk. All these services are offered to all students, not only those who require academic reinforcement (S4.C1.b Advising Resource List).

The College offers additional forms of support for students requiring academic reinforcement in specific subject areas. Some students apply for admission through EOP as a way to seek out academic support, while others not adequately prepared for academic success at New Paltz are identified soon after admission and placed in sections of English composition or in mathematics courses that provide additional academic support.

The Supplemental Writing Workshop (SWW) and English as a Second Language (ESL) tracks within the Composition Program provide focused work in writing skills. The SWW Program has proven to be successful in aiding students whose writing skills and/or critical thinking skills put their success in college at risk, based upon indicators such as SAT/ACT scores, Regents scores, and information found on high school transcripts (S4.C1.b English Composition Handbook). The majority of EOP students participate in SWW, which was launched in 1996 in response to public pressure to discontinue non-credit remedial writing courses at four-year institutions. Our SWW sections of Composition have the same objectives and requirements as non-SWW sections, and students in these sections are awarded college credits for the course. They are supported in three important ways: 1) classes are no larger than 15 students, 2) students have weekly one-on-one or small-group tutoring, and 3) the

additional instructional time of a 75-minute workshop meeting each week helps students develop their writing skills. Retention, graduation, and GPA data of SWW students compare favorably with those of students enrolled in non-SWW Composition sections (S4.C1.b SWW English Composition Classes—Retention, Graduation Rates, and GPA).

Students underprepared in mathematics, identified by indicators such as standardized math exam scores and high school grades, are directed to courses such as MAT120 and MAT121, which provide support (and college credit). Students also have access to tutoring in mathematics at the Math Lab, a walk-in tutoring center for students enrolled in any course on campus. Staffed by both adjunct faculty and student assistants, the Math Lab offers support for specific homework assignments, as well as more comprehensive assistance. Tutoring is also available for all levels of coursework and is often used by students seeking help on mathematics-related material for courses in other departments such as Business, Biology, Physics, Chemistry, and Psychology (S4.C1.b MAT120 and MAT121 Course Descriptions; S4.C1.b Math Lab).

As mentioned previously, EOP is one of our main support systems for underprepared students who also demonstrate specific financial needs but show academic potential at the time of application. EOP provides support structures to students including but not limited to tutoring and specialized advising for students. Even before students begin their first semester, EOP students attend an extended orientation program as a first step as they transition from high school to college. The program is strategically designed to provide students with an immediate bond with the program and their EOP advisor (S4.C1.b EOP Orientation Program).

Although often in tandem with other forms of support, our academic reinforcement initiatives are distinct from those that help students manage their mental or physical health or those that provide academic or physical accommodations to students. For example, the Psychological Counseling Center provides preventive and clinical services, while the Disability Resource Center “is committed to leveling the playing field for students with disabilities through services and accommodations” (see the detailed discussion in Standard 2). Though we do not consider the valuable support of these Centers to be academic remediation per se, they are an intrinsic component of the campus student support network because their support is designed to promote academic success and personal fulfillment.

Complementary Services to Ensure Student Success

Nationwide and here on campus, demand for mental health services is rising at unprecedented rates. Campus counseling centers everywhere are struggling to manage the flood of students to their doors. As rates of anxiety and depression rise, de-stigmatization of mental health needs and increased openness among peers have encouraged students to seek mental health support. The Association for University College Counseling Center Directors is moving toward a new definition of the ratio of students to counselors, called the Clinical Load Index. Under the current rubric, load is determined by the number of enrolled students: one counselor for every 1500 students. By that definition we are on target, but using the Clinical Load Index, we may be below the recommended guidelines for the ratio of counselors to students (S4.C1.b Psychological Counseling Center Report 2017-2020).

The College provides students and parents with a list of area mental health practitioners who are neither affiliated with nor specifically endorsed by the College. Sometimes students in distress initially feel more comfortable talking to a trained student counselor rather than a mental health professional. OASIS and HAVEN are the two peer support services on campus, advised but not supervised by the Psychological Counseling Center (S4.C1.b Oasis and Haven Website).

Other recent initiatives support students holistically. Because diversity is a core value on our campus, structures reflecting this value are part of student life. For example, “Rivera House is SUNY New Paltz’s LGBTQ+ Living-Learning Community . . . designed for students who share an interest in being active members in a network of LGBTQ+ identified individuals . . . [in] a safe and comfortable space for students to connect, live, and learn with one another” (S4.C1.b Rivera House Website). Additionally, the New Paltz LGBTQ+ Allies is a network of faculty, staff, and students who offer support, communication, and dialogue on issues surrounding sexual orientation and gender identity. The Allies aim to educate, foster greater respect and understanding for a diverse LGBTQ+ community, and promote a safe and inclusive campus (S4.C1.b Allies Website).

New Paltz was one of the few campuses in New York State to receive a three-year “Stepping into Diversity Leadership Project Grant” in 2017-2018 to enable a coordinator to select and train student leaders to foster cross-cultural awareness (S4.C1.b Stepping into Diversity Leadership Grant). More recently, in 2020 we instituted a mandatory diversity and inclusion training for all incoming students as part of their Orientation and Welcome Week. Student Orientation Leaders now also receive additional training to help them prepare for their roles. All this work is directly connected to Strategic Initiative II: Establish an Engaged Living and Learning Community to recruit, support, and encourage a diverse student body across the broad spectrum of diversity including age, economic status, gender, race, sexuality, and disability status. In addition, the Department of Residence Life has one Resident Assistant in each hall designated as a cultural advocate to do specific outreach and programming.

Student Success, Retention, and Educational Opportunities at Orientation

[S4.C1.c] Beginning at orientation and continuing through graduation, students are provided with advisement and counseling at every stage to increase their opportunities for success and to support our retention efforts. The CSS and the Office of Academic Advising (OAA) have central roles in the College's new student orientation program. These integrated student resource offices work together and with other administrative offices to welcome new students to the College. By employing a proactive, learner-centered approach to student on boarding, students begin to understand the process of sound educational planning. This includes learning about College-wide degree requirements, the academic support resources available to support their success, and the various registration tools available to assist them in building their first-semester schedule, and beyond (S4.C1.c Orientation Programs).

The Orientation Program has been under review and was slated to be modified in summer 2020 to increase its effectiveness. However, as a result of COVID-19, this plan had to pivot to an entirely new online Orientation and Advising Program instead (S4.C1.c Summer 2020 Orientation). The online program includes most modules of the pre-existing face-to-face orientation; in addition, supplemental modules present academic information specific to many majors and programs. Regardless of the delivery method, orientation programming is designed to provide students with personalized educational planning, introduce them to many opportunities to become part of the fabric of student life, help them understand academic requirements, develop a commitment to the institution and its celebration of diversity and inclusion, and transition to housing and dining hall experiences.

Orientation programs specifically geared toward incoming first-year students and transfer students, as well as a series of concurrent programs, support the needs of various cohorts on campus, such as EOP students. The Office of Student Activities and Union Services, dissolved to become part of the new Center for Student Engagement in fall 2020, coordinates and hosts an off-campus and commuter orientation program each year to provide new off-campus and commuting first-year and transfer students the opportunity to network, acclimate to campus, and gather resources specific to their living situations. Additionally, during every transfer orientation the office conducts a “Living on Your Own” workshop for students living off campus, and a “Living at Home” workshop for students living with their families and commuting to campus (S4.C2 Transfer Policy Documents; S4.C2 Course Equivalency Website; S4.C2 Transfer Student Orientation Program; S4.C2 Orientation and Advisement 2020 Website). Effective academic advising, paired with a well-developed system of peer orientation leaders and peer mentors who support new students through their first year with outreach, programming, and social support, helps create a sense of belonging, promotes persistence, and assists students in acclimating to college life. It provides students with personalized resource referrals, and offers out-of-classroom opportunities to help contextualize and synthesize learning, all within the framework of sound educational planning (S4.C1.c Peer Orientation Leaders and Peer Mentors).

Ongoing Support for Student Success, Retention, and Educational Opportunities

[S4.C1.c and C6] We recognize that academic advising plays a key role in the overall student experience and is central to student success. Once on campus and pursuing their studies, students benefit from a shared model of advising for ongoing guidance, with an academic faculty member from one of the academic disciplines and a primary-role advisor from the OAA. Many students also have additional academic advisors and additional support as they pursue their studies: EOP students, students in the School of Business (SoB) and the School of Education (SoE), students with minors or double majors, students in accelerated (4+1 undergraduate-graduate) programs, students in the Honors Program and Scholars' Mentorship Program, AC², and international students.

Innovations in the Center for Student Success and Academic Advising

[S4.C1.c and C6] Recent structural changes to our CSS and OAA demonstrate a concerted response to the data that emerged from multi-year assessments (see Figure 4.2). A pattern of low ratings over many years in several Student Opinion Surveys (SOS) appeared to corroborate data from the 2014 National Survey of Student Engagement (NSSE), suggesting that several areas of advising needed improvement (S6.C1 NSSE 2014 Topical Module—Academic Advising).

Student Opinion Survey - Rank among SUNY Comprehensives (1 = best, 13 = worst)	2003 Rank	2006 Rank	2009 Rank	2012 Rank	2015 Rank	2018 Rank
General Academic Advising (including the Advisement Center)	10	12	13	11	11	11
Academic Advising in Your Major	11	12	13	6	7	9
Student Opinion Survey - Rank among SUNY 4-Year Institutions (1 = best, 24-26 = worst)	2003 Rank	2006 Rank	2009 Rank	2012 Rank	2015 Rank	2018 Rank
General Academic Advising (including the Advisement Center)	23	25	24	23	23	24
Academic Advising in Your Major	24	24	24	9	16	18

Figure 4.2 Student Opinion Survey Results 2003-2018. *Source:* Institutional Research.

In spring 2017, the College made the decision to pair our general advising office (OAA) with our learning center, the CSS. This restructuring is consistent with emerging best practices and responded directly to the series of self-assessments described above. In his August 2017 State of the College speech, the President identified academic advising as an area for innovation (S6.C1 2017 State of the College Address). Over the next year-and-a-half, the Executive Director of Academic Advising and Student Success implemented a plan based on consultation with key stakeholders, an internal assessment, and faculty and student surveys to assess perceptions of advising and to identify priorities for improvement. The result was a comprehensive overhaul of the OAA and CSS that included hiring new academic counselors, capacity-building between the advising and student success teams, revising structures and processes, implementing new approaches to advising and student success, and revamping the student information management systems (S4.C1.c and C6 Redesign of OAA and CSS). These efforts contributed to the College's selection in summer 2018 as one of 12 institutions to take part in the inaugural Excellence in Academic Advising (EAA) initiative. This two-year effort culminated in a comprehensive EAA self-study that drew upon nine years of institutional data, and a final report that aligns OAA/CSS with the goals of the Strategic Plan and Essential Initiatives I and II: "Nurture innovation and the learning environment" and "Establish an engaged living and learning community" and recommends improvements to the College's academic advising program to enhance the overall student experience (S4.C1.c Academic Advising Analysis).

Parallel to these efforts, and based on the recommendation of the Strategic Planning Council, the College developed a homegrown early academic warning system with the goal of influencing student persistence and on-time degree completion. The high level of faculty participation with this Academic Success Referral System (and the understanding of the limits to its capacity) paved the way for a SUNY Performance Investment Fund (PIF) Grant. The PIF grant supported the implementation of Hobsons Starfish Student Success Platform, with goals consistent with the College's Strategic Plan, SUNY's Completion Agenda, and the College's commitment to student access and diversity. In addition to early alert features and the opportunity for instructors to provide timely feedback to their students, Starfish provides the infrastructure to support a case management model for student advising. Over the past six semesters, we have seen an increase in platform utilization as Starfish serves to seamlessly connect students to faculty, staff, and the resources they need to be successful. Faculty engagement is strong, with 71% of faculty responding to a recent progress survey. (As a baseline comparison, Hobsons client average is 39%.) A

recent three semester analysis suggests strong outcomes in the areas of academic achievement (GPA), student progression (credits completed vs credits enrolled per term), and retention when instructor raised flags result in a successful intervention by a primary role advisor or staff and the student (S4.C1 2017-2018 SMART Goals for Academic Advising and Student Success; S4.C1 Area Update SPEI 2017-2018 Academic Advising and Student Success; S4.C1 2018-2019 Strategic Plan Progress Report). The CSS promotes “student learning, academic engagement, and timely degree completion through the coordination of peer-based academic support programs,” accomplished through the combined efforts of its staff, academic faculty, and CRLA-trained student staff who provide peer-to-peer support in the Writers’ Studio, as peer advisors and subject tutors (S4.C1.b Center for Student Success Website; S4.C1.b Writers’ Studio Handout).

This transition to a proactive advising model with integrated support structures has contributed to a steady increase in first-semester retention for both first-year and transfer students, as indicated in Figure 4.3 below. We attribute these positive outcomes to the new structures, systems, procedures, and campus-wide partnerships that we have implemented. Recent data support the conclusion that CSS is achieving its mission across the board, with compelling outcomes in first-year retention. Students who avail themselves of CSS services demonstrate above-average retention rates. Based on data from student visits to the CSS in AY2017-2018 and 2018-2019, a student who visited the CSS was almost twice as likely to be retained as a student who did not visit the CSS. The pool of students served by the CSS reflects a higher than average percentage from the target populations, including first-generation students, Pell recipients, and those from historically underrepresented groups (S4.C1 CSS Report 2019). The CSS’s mission aligns with the “Nine Conditions of Excellence in Academic Advising” promoted by the national professional groups NACADA and the Gardner Institute (S4.C1 NACADA Mission and Vision Statement; S4.C1 Gardner Institute Website; S4.C1 Nine Conditions of Excellence in Academic Advising; S4.C1 Excellence in Academic Advising Final Report).

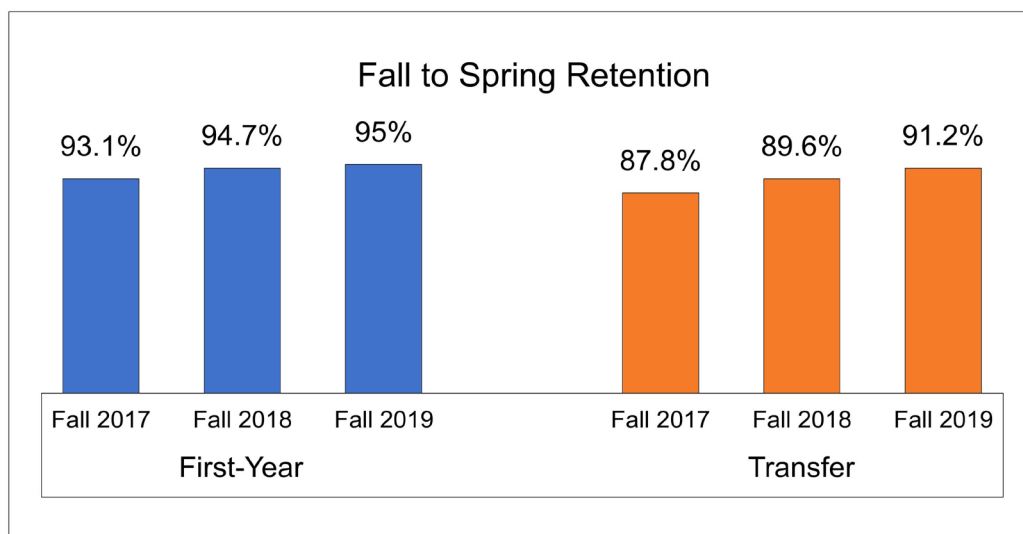


Figure 4.3 Retention Rates Fall 2017 to Fall 2019. *Source:* Center for Student Success.

Technologies in Support of Student Success, Retention, and Educational Opportunities

The Starfish student success platform builds on the College’s longstanding commitment to student success by holistically and seamlessly connecting our students to faculty, advisors, and the resources they need to succeed. Starfish also provides real-time data for assessment and innovation (see Figure 4.4).

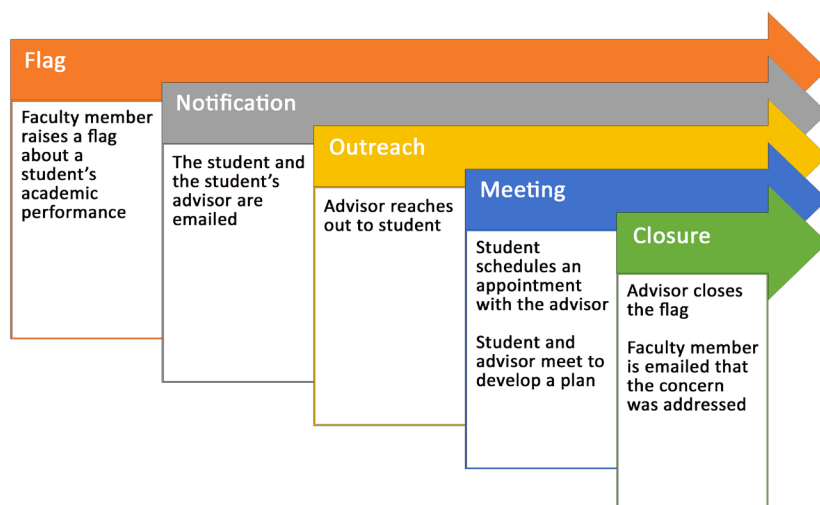


Figure 4.4 Starfish Program. Source: Center for Student Success.

The campus has also invested significantly in other software systems and adjusted current ones to support student success, and we have adjusted parts of our academic support system to serve student needs more holistically. New Paltz was part of the second SUNY cohort to implement the undergraduate Degree Works online progress report in 2013. Since then, we have worked to review and update this report to create a more useful and dynamic document to support student needs, adding useful information fields such as transfer credits completed, New Paltz credits completed, total credits completed, New Paltz credits in progress, total credits in progress, math placement level, foreign language placement level, and others (S4.C2 Degree Works Progress Report). At the graduate level, the Degree Works progress report launched in fall 2019; we plan to implement Starfish in fall 2021.

All these efforts align with and support the College's vision for academic advising, as outlined in the Strategic Plan: "Markedly improve the effectiveness of advising by creating plans to value student advising as 'teaching,' supporting faculty in advising efforts, and improving clarity of program and advising materials" (S4.C1.c Strategic Plan).

Graduate Advising

At the graduate level, advising occurs in both cohort-style advising sessions and individual meetings with a designated graduate director or advisor, depending on the program. For example, in the English track of the MAT and MEd, Education and English advisors advise collaboratively throughout all stages of the program, evaluating admission applications, creating plans of study, awarding transfer course credits, and evaluating and providing feedback on MAT exit exams and MEd portfolios. Workflows permit advisors to see each other's evaluations and resolve issues by phone or email. Individual advising sessions provide opportunities for students to learn about changes in requirements, discuss career goals, and examine ways to use the master's degree to develop new areas of expertise. Group advising meetings are occasionally offered; during the COVID-19 crisis, online meeting platforms proved very useful in keeping lines of communication open. Advising in the English Department is also based on individual student needs. In the first semester, students meet in person or by phone with the Director of Graduate Studies (DGS) so that they understand program requirements; options for credit loads; and paths to degree, funding options, and other intersecting degree programs. In subsequent semesters the DGS continues to work with individual students as they choose courses, decide how they want to complete the comprehensive requirement, and examine career options beyond the degree. For students who enter the program as undergraduates through our BA/MA combination program, the DGS holds a group orientation for these students in the spring semester when they are admitted and serves as their undergraduate advisor until they complete their BA and matriculate into the MA program. The DGS also holds regular face-to-face meetings with these students throughout the course of their senior year (S4.C1.d English BA/MA 5-Year Program).

In the field of Music Therapy, graduate students are assigned an advisor who is a member of the music therapy faculty. Incoming students attend an orientation session and are given a student handbook that outlines required coursework and the competencies to be mastered before entering clinical placements and for graduation. Advisors meet with their advisees at least one time per semester to review progress toward degree completion and to plan coursework for the subsequent semester. Students also choose a thesis advisor, who works with students in the development, implementation, writing, and defense of their thesis project. The clinical coordinator meets with students who are enrolled in clinical training individually twice per semester to develop a clinical training plan, monitor progress, and create remediation plans if necessary.

Other programs use cohort-style advising, supplemented with individual meetings as needed. For example, the graduate coordinator in the Communication Disorders Department advises all students via group advising sessions and individual meetings. Incoming students attend an orientation session and are given a handbook. Meetings are offered to guide students in preparing for their written and oral comprehensive exams. They also receive advisement from the off-site placement coordinator in planning their off-site clinical practica and from the SoE certification advisor in meeting requirements for certification as Teachers of Students with Speech and Language Disabilities.

International Student Advising

The Center for International Programs (CIP) serves prospective, current, and past students on non-immigrant visas sponsored by the College with immigration advisement, personal and cultural adjustment, integration, and, with academic advisors, academic support. The CIP acts as the liaison between the students, the College, the U.S. Department of Homeland Security, and the U.S. Department of State, certifying the College to sponsor, admit, and enroll international students. Careful review of student schedules and midterm grades helps to ensure that students are on track to graduate on time. Advising at the CIP mainly focuses on immigration status and maintenance of that status, academics, financial issues, cross-cultural understanding and adjustment, health and safety issues, international travel, and personal concerns. To prepare students to live and study in the United States, the CIP facilitates cross-cultural experiences for international students through exchange programs and co-curricular programming such as mandatory International Student Orientations at the start of each session. Additionally, CIP supports and advises the International Student Union, a student organization on campus.

Student Support After Graduation

[S4.C1.c and d] Advising extends to post-college career preparation and planning as well. For over 10 years, the CRC's "Liaison Model" has assigned a professional career counselor to a particular school within the campus. This counselor serves as a single point of contact for students, alumni, faculty, and staff of that school. The CRC offers a full range of career advisement. Four staff members, who keep up with current practices through membership in and trainings by the National Association of Colleges and Employers, the SUNY Career Development organization, and the Mid-Hudson Career Consortium, are trained to administer and interpret a wide range of assessments including interests, values, and personality preferences. With these assessments, along with additional resources provided by the CRC, students can explore a wide range of career options, including connecting with SUNY New Paltz alums who provide opportunities for experiential or extended learning. The combination of assessment and exploration often results in students being able to identify and pursue one or more academic major or career options.

The CRC offers several resources and programs to help students complement what they learn in the classroom with opportunities such as internships, research, and volunteering or community service (see Figure 4.5). All members of the CRC's professional staff have access to multiple tools that can be used to identify opportunities. Students who engage in experiential education gain valuable technical and professional skills that employers seek in candidates, helping them succeed as students but also in the initial stages of a career. Additionally, the CRC organizes job and internship fairs, resume writing workshops, networking skill building events, and similar opportunities to develop interview skills. The CRC recently developed the Diversity and Equity Student Task Force to develop career programming for students of color (S4.C1.d CRC Annual Report 2019-2020). During the spring 2020 semester, this task force played a key role in organizing an event called Four Pillars to a Successful Career: Tools for Underrepresented Students. This event included a panel of four individuals of color who have enjoyed a variety of successful careers. The CRC has been very active in sponsoring various career-oriented events, as shown in Figure 4.5.

Career Resource Center	2017-2018	2018-2019	2019-2020
CRC Advising Staff—Number of Sessions with Students	3,212	3,288	3,139
Career Fair Attendance	1003	1 107	1054
Saturdays of Service Community Service Hours	1321	583**	330*
Alternative Spring Break Hours of Leadership and Volunteer Activities	470	500	*
Volunteer Fair Student Attendance	277	300	317
Number of Students Participating in First-Year Internship Program	35	36	37
*Spring 2020 events canceled due to COVID-19. **Some events were canceled due to weather conditions.			

Figure 4.5 Career Resource Center Events. *Source:* Career Resource Center.

EXPERIENTIAL LEARNING

[S4.C2] The College has policies, procedures, and structures in place to award credit for prior experiential learning. While New Paltz does not grant life-experience credit, we do offer credit for academic achievement demonstrated through Advanced Placement and International Baccalaureate exams, University in the High School, and competency-based measures such as College-Level Exam Program (CLEP), as well as appropriately documented coursework completed in non-collegiate settings (S4.C2 Transfer Credit for Prior Academic Learning).

Transfer Course Policies and Procedures

Our transfer credit policies are clearly stated in our Undergraduate Catalog, Undergraduate Admission website, and in brochures that outline the number of credits accepted in specific situations and the required grade for courses to be eligible for transfer. New Paltz complies with SUNY's "seamless transfer" requirement by aligning its General Education (GE) and major requirements with system-wide GE learning outcomes and discipline-based "transfer paths," which facilitate transfer students' progress toward a bachelor's degree. Jointly registered educator preparation programs articulate associate degree programs at regional community colleges with baccalaureate teacher certification programs at New Paltz. Individual articulation agreements with several partner institutions further facilitate transfer and timely degree completion. An extensive course-equivalency database supports transfer articulation and includes courses at over 600 U.S. colleges and universities where New Paltz credit is granted (S4.C2 Transfer Policy Documents; S4.C2 Course Equivalency Example; S4.C2 Transfer Student Orientation Program). Our Institutional Federal Compliance Report also describes our policies.

Students who apply for transfer admission must submit an official high school transcript and all previous college transcripts. Transfer admission advisors review accepted students' transcripts and prepare a transfer credit evaluation, which helps students plan their programs of study. Students who wish to transfer credit after matriculating at New Paltz must first obtain permission to avoid problems with credit acceptance and financial aid. Once approved, students follow one of two pathways based on whether the college awarding the credit is a SUNY or non-SUNY institution. Pre- and post-matriculation transfer credit policies appear in the Undergraduate Catalog and on the Office of Records and Registration's website (S4.C2 Post-Matriculation Pathways; S4.C2 Transfer of Credit Form).

Policies and Procedures for Obtaining Experiential Learning Credit

We do not offer credit for experiential learning without a well-defined academic element, and we do not award life-experience credit. However, a limited number of non-liberal arts credits may be granted for coursework taken within government agencies, industry, the armed services or other non-collegiate settings, upon evaluation of required documentation by Undergraduate Admission. This policy is stated in the Undergraduate Catalog and on Undergraduate Admission's website. (For experiential learning opportunities incorporated into our curricula, including internships, fieldwork, and student teaching, please see Standard 3, p. 38.)

PROTOCOLS AND PROTECTIONS FOR STUDENT RECORDS

[S4.C3] Student records are subject to a variety of protections and protocols to ensure that they are securely stored, remain private, and are released only according to established policies. We follow the schedules in SUNY Policy 6609, Records Retention and Disposition for state-operated campuses, and all features of the Family Educational Rights and Privacy Act (FERPA). In addition, we provide training and use various digital technologies to assure our compliance with both (S4.C3 SUNY Policy 6609; S4.C3 FERPA Policy). The Office of Internal Controls provides oversight and guidance on SUNY records retention policies, while the Office of Records and Registration enforces these policies with safeguards provided by Information Technology Services (ITS).

Protocols and Technologies for Ensuring Privacy

A number of technologies also ensure the safe and secure maintenance of student records. All records of consequence are stored in password-protected digital repositories. In addition to campus-wide programs such as Argos, Banner, Xtender, and Degree Works, different divisions use purpose-specific platforms that also protect student data. Since 2019 the College has required all faculty and staff to use multi-factor authentication (using the Duo service from Cisco) to access many College software systems, including our student information system Banner as well as Argos, Xtender, virtual private network (VPN), email, Blackboard, and over a dozen other applications. The Duo system requires users to authenticate with both something they know (username/password) and something they have (the Duo app on a smart phone or tablet, or a physical security key). We are in the process of a roll-out of the Duo system to students and now have 94% using it.

REGULATION OF EXTRACURRICULAR ACTIVITIES

[S4.C4] Extracurricular activities, including those of the student life and athletic divisions, adhere to established principles, practices, and procedures used elsewhere on campus to assure administrative and fiscal transparency. Student extracurricular experiences align with key values of their educational experiences at New Paltz, such as diversity and inclusion.

Our compliance with SUNY-wide policies for student activity fees and non-tuition fees assures fiscal transparency in both areas. Every campus is expected to follow SUNY administration policies for various areas and departments and the fees they collect. In the case of student activity fees, student government is required to develop budgets and internal controls, contract for external financial and accounting services by a recognized provider, and abide by SUNY policies for disbursement of fees collected, among other mandates (S4.C4 Document 3900: Fiscal and Accounting Procedures for Student Activity Fees). Non-tuition charges such as athletic fees, healthcare fees, and technology fees are collected and managed according to the detailed requirements, rules, and practices set out in SUNY policy (S4.C4 Document 7804: Fees, Rentals, and Other Charges). Every year the Assistant VP for Budget creates a yearly budget and determines new fee rates and then meets with the Student Health Advisory Committee, Athletics, the New Paltz Student Association, and Residence Hall Student Association to present proposals to students. Once all meetings are completed and student comments and feedback are considered, the fee requests are submitted to the SUNY Budget Office, which gives final approval. Along with using financial and accounting services by recognized providers, we ensure that student-managed organizations follow established accounting procedures. The New Paltz Student Association contracts with CAS to serve as its fiscal agent, and they also contract with an external auditor for the purposes of review and compliance (S4.C4 Student Activity Fee Audit Report).

Beyond policies and procedures regarding fiscal transparency, we also expect athletic groups and student life organizations to conduct themselves in ways consistent with the College's values. After seeing an increase in club-related conduct issues in 2018-2019, the Office of Student Activities (formerly Student Activities and Union Services) redesigned the training that all student club presidents must attend. The Center for Student Engagement now conducts a mandatory training covering College policies, Title IX, hazing, and inclusion every fall semester for all student clubs, fraternities, and sororities. This training helps student leaders create more inclusive and welcoming environments, as well as become familiar with all student conduct policies. Groups that are part of the New Paltz Student Association and funded by the mandatory student activity fee are also required to go through a financial training program with the Student Association Business Office (S4.C4 College Policies PowerPoint; S4.C4 2019 Email to Student Group Leaders).

Like all employees of the state, those in the Department of Athletics, Wellness, and Recreation follow Public Officers Law as well as campus policy and procedures. Staff must abide by all National Collegiate Athletic Association (NCAA) and State University of New York Athletic Conference (SUNYAC) rules and regulations that govern Division III varsity athletic teams. In addition, handbooks are distributed to the staff and students, who are required to acknowledge that they have read them (S4.C4 Athletic Policies Handbook). Weekly in-season coaches' meetings and facility and event management meetings are conducted, along with mandatory training for Title IX, Diversity and Inclusion, and security. Monthly staff meetings are held where policy and procedures are discussed (S4.C4 Sample Performance Program).

About 4% of New Paltz's undergraduate population belongs to one of our 25 social or fraternal organizations. We have a high number of culturally-based national organizations, especially compared to other SUNY campuses. Chapters have dual recognition by the United Sorority and Fraternity Association (a student government system on our campus) and the Center for Student Engagement. Members receive annual training and education about Title IX, hazing and risk management, bystander intervention, and other leadership development topics. To improve the level of transparency and accountability of conduct within programs, we developed a new process for conducting hearing panels, based on the College's conduct process. The outcomes of chapter conduct hearings are made public so we can better educate our students and the chapter of community-related concerns. Students who participate in fraternity and sorority life at New Paltz have retention and graduation rates on par with the general student population; their cumulative GPA has been equal to, or within a few hundredths of a point of the College's average GPA (S4.C4 Greek Life Website; S4.C4 Greek Life Retention and GPA Report; S4.C4 Greek Life Policies).

ASSESSMENT OF PROGRAMS SUPPORTING THE STUDENT EXPERIENCE

[S4.C6] As described in other sections of this report, and consistent with *Requirement of Affiliation 8*, we regularly assess the principles and procedures that govern how we support the student experience. We strive to make sure what we offer is effective, up-to-date, and accessible. We also put considerable resources into making sure that we meet the needs of all students, regardless of their background, economic status, academic preparation, or career goals.

The Division of Student Affairs has consistently been a frontrunner in assessment, often providing models for "closing the loop" to other divisions on campus. The Associate VP for Student Affairs oversees the annual assessment plans and reports for the entire Division of Student Affairs. In 2018 the division initiated the annual Summer Report process. In this mini-conference over four half days, directors in Student Affairs present their assessment plans for the year, their final reports, and projected enhancements. In addition, the mini-conference provides an opportunity for leaders outside of Student Affairs to learn about improved ways to deliver service and to consider ways they may collaborate in new initiatives. The Summer Report process supports a key element of our Essential Initiative VI, to "Improve internal processes."

Assessment of the student experience involves many aspects of campus life. For example, the SUNY-YÖK Dual Degree Program has been enrolling students for over 15 years and now has almost 800 graduates. The alumni from this program have been carefully tracked since the first cohort graduated in 2006. Data have been collected on students' experiences through surveys and focus groups. Changes have been made to many aspects of the program based on the students' feedback, including revising the structure of the program from a three-year summer-only model to a more traditional model where students spend two and a half years in Turkey followed by one and a half years at New Paltz. The program with Chongqing University of Education (CQUE) follows the same model so that students have an extended time in New Paltz to adapt fully to the culture and become part of the campus community. Being enrolled for consecutive semesters also allows students to participate in clubs, acquire campus jobs, commit to year-long leases, and develop deeper connections with faculty and peers.

Numerous other changes have been put into place to help students achieve success. When economics majors were struggling to write their senior thesis projects, two additional writing classes, including one tailored to technical writing in the discipline, were added to the economics curriculum. In the SoB, a special workshop course was developed to help students with cultural and academic adjustment. A peer mentor program was also recently

added to help connect overseas students with American peers and familiarize them with opportunities on campus. For the CQUE program, a gradual immersion process was adopted so students could get used to the vastly different academic system before entering classes with other students. A reading and writing support class/lab was also added to strengthen language skills. All these changes were made in response to identified needs and ways to support students better and ensure their academic success.

FINDINGS

- The campus has the infrastructure to provide academic and career support services.
- Information related to admissions, financial aid, and academic support are available in clear, easily accessible forms.
- Major changes in our advising and academic support, including creating the CSS and adopting the Degree Works and Starfish platforms, are the result of methodical assessment and focused responses to those assessments.
- The College follows FERPA and SUNY-wide record retention policies; we regularly train employees, and update procedures and technologies to safeguard student records.

AREAS FOR INNOVATION AND IMPROVEMENT

- The College should consider creating an additional one-stop web portal for helpful student services and information beyond the classroom such as OASIS, HAVEN, legal counsel, the Student Crisis Fund, housing information, the food pantry, etc.
- The College should consider ways to increase support for student mental health needs.



Standard 5: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

SUNY New Paltz meets the criteria and sub-criteria of Standard 5 (with the exception of criterion 4, which does not apply to New Paltz) and *Requirements of Affiliation 8, 9, and 10*. Our structures for assessment are based on campus-wide, systematic processes of collecting, analyzing, and using data.

EDUCATIONAL GOALS

[S5.C1] Since our last self-study, the College revised the institutional learning outcomes (ILOs) following the recommendation of the Strategic Planning and Assessment Council (SPAC), which determined that they could be more reflective of the outcomes we expect students to gain from a New Paltz education, as described in Standard 1 on page 11, after several rounds of review and vetting by SPAC, faculty governance, and Cabinet, the final version of the ILOs was shared at the November 6, 2019 Faculty Senate meeting (S5.C1 Institutional Learning Outcomes). The ILOs interrelate with those at the program level and with our General Education (GE) program (S5.C1 SUNY General Education Requirements; S5.C1 Degree Requirements), as shown in Figure 5.1.

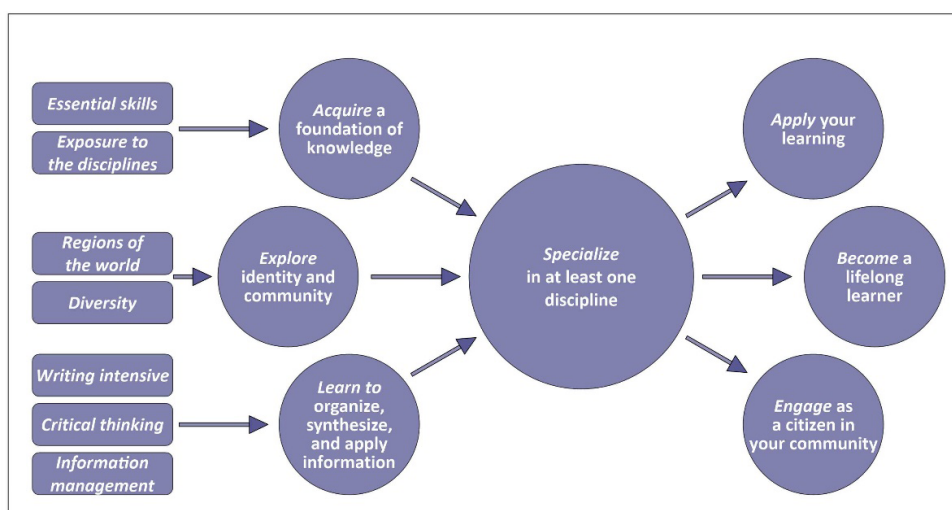


Figure 5.1 Interrelationship between Institutional and Program Learning Outcomes. Abbreviated Versions of the ILOs Surround the Large Sphere; GE and New Paltz Degree Requirements are to the Left; Primary Influences are Indicated with Arrows. Source: Associate Provost, Strategic Planning and Assessment.

In December 2013, the Provost formally requested that all undergraduate programs develop curricular maps that “align all courses to program goals and the mission of the school and college; incorporate a rational course sequence; provide for continuous assessment and quality improvements; and link with available resources, both budgetary and personnel” (S5.C1 Curriculum Mapping, Provost Report to the Faculty, Dec. 2013, pp. 2-4). This request allowed us to examine with fresh eyes the sequencing of courses in programs and desired student outcomes and it brought program learning outcomes into closer alignment with ILOs. Repeated examination and discussion of curriculum maps has amplified awareness that curriculum maps are not immutable, but rather living documents that reflect changes over time and the practices begun then are now widespread across campus (S5.C1 e.g., Curriculum Map-Literacy; S5.C1 Curriculum Map-Art History; S5.C1 Curriculum Map-Biology; S5.C1 Curriculum Map-Psychology; S5.C1 Curriculum Map-Sociology; S5.C1 Curriculum Matrix—School of Business). This kind of educational planning reflects best practices and is consistent with *Requirement of Affiliation 10*.

As discussed in Standard 3, a decision was made by the faculty to integrate Critical Thinking (CT) and Information Management (IM) learning outcomes in undergraduate curriculum maps at the introductory, intermediate, and advanced levels (S5.C1 Proposal to Revise General Education; S5.C1 GE Proposal). The intention behind this decision was to ensure that students develop competencies progressively. Locating these competencies across the curriculum encourages regular assessment and adjustments to teaching and learning (S5.C1 Critical Thinking and Information Management Assessment Report).

Program outcomes are linked to courses that include distinct learning outcomes with appropriately related assignments (S5.C1 Syllabus Guidelines). Sample course syllabi are available in the Evidence Inventory (S5.C1 Rhetorical Experiences Syllabus; S5.C1 Education Across Borders Syllabus; S5.C1 Writing and Rhetoric Syllabus; S5.C2 Introduction to International Politics Syllabus). Department chairs collect and review syllabi to ensure that all instructors understand the relationships among their courses, program, and ILOs, and to verify that they include appropriate student learning outcomes. More than 96% of all courses offered since fall 2011 were in compliance with this expectation on first offering. Department chairs and/or associate deans work with instructors with non-compliant syllabi to ensure that this expectation is met in subsequent offerings of the course.

ORGANIZED PLANNING AND ASSESSMENT STRUCTURES

[S5.C2] At the time of our last Middle States reaccreditation review, the Associate Provost for Assessment/Dean of the Graduate School and the Campus-wide Assessment Advisory Council directed assessment. This body was later divided into two separate committees, one focused on academic assessment and the other on administrative assessment. Formal processes for strategic planning were instituted in 2013 with the formation of the Strategic Planning Council, which reported directly to the President. However, in 2017, supervision of graduate programs was shifted from the Associate Provost to a newly-created position, the Assistant VP for Graduate and Extended Learning. The Associate Provost is now the Associate Provost for Strategic Planning and Assessment, with responsibility for coordinating strategic planning along with assessment, program review, and accreditation (S5.C2 Academic Affairs Restructuring, Provost December 8, 2016 Campus Email; S5.C2 Institutional Announcement about Associate Provost for Strategic Planning and Assessment). In conjunction with these leadership changes, a new Strategic Planning and Assessment Council (SPAC) was formed in 2017 and the Strategic Planning Council, Academic Assessment Committee, and Administrative Assessment Committee were disbanded (see below). SPAC's members are drawn from the previous planning and assessment groups and from current assessment-affiliated groups. These restructurings have integrated strategic planning with assessment, providing a more efficient way to ensure that the Strategic Plan is fueled by assessment data and that assessment data are used in planning and resource allocation.

The SPAC's charge is to work with the Associate Provost for Strategic Planning and Assessment to develop and provide oversight of the institutional and academic planning processes and provide follow-up and accountability for the implementation of the Strategic Plan; oversee the iterative strategic planning process and its implementation; monitor and adjust the ongoing process to meet the College's needs; strengthen and focus the analytics required for planning, assessment, and student success; communicate assessment and planning progress to faculty, staff, and students on a regular basis; and develop recommendations for actions and goals within the broad parameters of the Strategic Plan and the College's mission for submission to the President and Cabinet (S5.C2 Strategic

Planning and Assessment Council Charge, Membership, and Terms; S5.C2 Areas of Strategic Planning Council Attention for 2017-2018 Minutes).

While SPAC has general oversight of planning and assessment, other campus groups and individuals play key roles in supporting curriculum and advancing educational assessment (S5.C2 Comments on Graduate and Extended Learning 2017-2018 SMART Goals; S5.C2 Feedback on Benjamin Center's Assessment Plan). The Curriculum Committee addresses and makes recommendations regarding all matters related to curriculum and educational assessment outside the GE Board's specific domain. The GE Board oversees the program for assessing the GE curriculum, consults with departments and schools regarding assessment of GE content areas, and supports faculty to develop and refine assessments (S5.C2 General Education Assessment Plan; S5.C2 GE Assessment Proposal—Explanations; S5.C2 GE Board Members). As discussed in Standard 3, under the new GE Assessment Plan, the GE Board helps faculty to design the capstone course assessments. Findings from the initial spring 2020 administration of the new assessments will be a particular focus in the coming semesters, as we gather more data from additional assessments and pursue revisions warranted by these data.

Our associate and assistant deans, the Sojourner Truth Library's Planning, Assessment, and User Experience Librarian, and assessment committees within the academic schools provide substantial support for assessment. The associate deans coordinate assessment in their divisions and chair or serve on school curricular and assessment committees such as the School of Education's (SoE) Quality Assurance and Continuous Improvement Council, and the School of Business' (SoB) Assurance of Learning Committee. Other associate and assistant deans' activities include reviewing assessment plans, curriculum maps, and assessment reports (S5.C2 Curricular Map Feedback) and coordinating their efforts with the Associate Provost for Strategic Planning and Assessment. This structure allows units to direct their own self-evaluation processes while providing a mechanism to feed information from program assessments directly into the strategic planning process.

As discussed in Standard 3, department chairs and faculty actively manage assessment within their programs: discussing, planning, and reviewing programs on a rotating basis. Each school has a regular academic assessment schedule (S5.C2 SoB Undergraduate Course Assessment Schedule Fall 2017-Spring 2022; S5.C2 Sociology Assessment Plan Fall 2020-Spring 2025). Each year, academic programs develop plans indicating the outcomes they plan to assess that year, along with measures to assess those outcomes, and targets for acceptable student achievement levels. The associate deans provide feedback and offer any needed support (S5.C2 MBA Assurance of Learning Committee Feedback on Assessment Instrument; S5.C2 SoE Assessment Feedback). Each fall, programs submit assessment reports describing their plans, including actions to be taken for unmet targets and examination of trends over time when appropriate, and outcomes from actions taken. Associate deans and deans review and act on the reports (S5.C2 Sample Assessments Sociology; S5.C2 Sample Assessments Psychology; S5.C2 Liberal Arts and Science Assessment Report 2018-2019).

Consistent with *Requirement of Affiliation 8*, all undergraduate and graduate programs engage in an in-depth program evaluation every five to seven years (S5.C2 Schedule of Program Reviews). For a majority of programs, this exercise involves collaborative writing of a self-study, followed by external evaluation by colleagues from peer institutions, external evaluators' reports, and implementation of the recommendations from the self-study. Some programs are accredited externally, and we consider an external evaluation process equivalent to program review. Findings from program reviews are shared with relevant internal constituents. The College's website lists our programs that are accredited and their accreditation status. In addition to large-scale program reviews, all programs conduct other forms of assessment as required.

The College's goal is that assessment should be manageable and produce reliable results that are widely shared and used in decision-making. An empowered administrative structure helps to achieve this goal. As described in Standard 3, the administration provides support to the faculty and seeks to recognize and amplify innovative practice and approaches (S5.C2.c Examples of Support for Assessment). An example of this support is the 2018 Assessment Conference in which seven faculty and staff gave presentations on their assessment activities to a packed house of New Paltz and area-college faculty, staff, and administrators. This forum allowed for the exchange of information and resulted in the development of new collaborations to further support assessment practices and student learning (S5.C2 SUNY New Paltz Assessment Workshop Agenda; S5.C2 Assessment Workshop Evaluation).

MEANINGFUL CURRICULAR GOALS AND STANDARDS FOR EVALUATION

[S5.C2.a] As discussed throughout this standard and aligned with *Requirement of Affiliation 9*, New Paltz has meaningful educational goals at the institutional, program, and course levels appropriately linked to aspects of the mission. Faculty and relevant professional staff employ various direct and indirect measures to evaluate the extent to which students are achieving these educational goals (S5.C2 Direct and Indirect Measures of Assessment Examples).

Undergraduate Capstone Courses

For the learning outcomes primarily associated with undergraduate majors, a key tool for assessing student learning is students' work in the capstone experience. While many programs have had a capstone experience requirement for several decades, we formalized this requirement across the institution with the GE4 revisions in 2016. Expectations for capstone projects are aligned with standards of accrediting bodies for several programs. To illustrate the range, a few examples are highlighted here.

Our campus operates with the accreditation of the National Association of Schools of Art and Design (NASAD) for our Art, Art History, and Art Education programs (S5.C2.a NASAD Accreditation—SUNY New Paltz). In accordance with this organization's guidelines, students pursuing a BFA, for example, are required to exhibit their studio-based thesis work and submit an accompanying written analysis of it. Likewise, for students in our BS engineering programs, all of which meet the standards of the Engineering Accreditation Commission of ABET (Accreditation Board for Engineering and Technology), the capstone experience is a two-semester Senior Design Project completed by student teams, with faculty supervision. Students present their projects at the campus's Engineering Expo each semester, which is open to the campus and attended by industry professionals.

Where programs are not required to follow guidelines from external accreditors, the faculty define the capstone projects. For example, in the Department of Sociology's Human Services concentration, the capstone course is SOC445 Human Services Theory and Practice III. Third in a series of theory and practice courses, SOC445 requires students to write a thesis that brings together sociological theory and human service practice. Because this course follows three 4-credit fieldwork experiences, the writing of the capstone thesis engages students intellectually in integrating their experiences with theory. In the Department of Geology, GLG435 Field Geology is used as the capstone course. Here students synthesize previous coursework and use the scientific method to independently and collectively solve field-related problems, including map reading, hypothesis generation and testing, data collection and interpretation, map and graphical construction techniques, quantitative data analysis, and technical writing.

Departments often undertake assessment activities in introductory and intermediate courses to obtain a better understanding of students' progression through the curriculum. To illustrate, in 2015, the Biology Department analyzed results of a genetics concept inventory assessment in a core sophomore-level course and made the decision to switch to a collaborative hybrid teaching model to promote student instruction in problem solving (S5.C2.a Department of Biology 2014-2015 Assessment Report).

Undergraduate Majors: Competencies

In addition to using the capstone projects to assess program learning outcomes, we also use students' work from these courses for the summative assessment of the GE competencies of CT and IM. To guide our assessment practices in these areas, our GE Board and Associate Provost for Strategic Planning and Assessment have worked with departments to translate the widely used Association of American Colleges and Universities VALUE rubrics for CT and IM to evaluate students' work at New Paltz (S5.C2.a AACU VALUE Rubrics).

AY2018-2019 was the year of our initial attempt at utilizing the capstone coursework to evaluate CT learning outcomes (S5.C2.a Developing a Stepped Curriculum in Competencies Memo). Many departments used this opportunity to reflect on students' performance in this competency and to develop recommendations for future CT assessment as well as curricular adjustments. For example, the Economics Department assessed their senior seminar and compared results to data from the previous five years to ascertain trends. The number of students exceeding expectations increased from 52% in 2013-2014 to 85% in 2017-2018. As a result, the department

raised its standards for performance in the senior seminar. In 2018-2019, the percentage of students who exceeded expectations slipped to 70%, which the faculty speculated was a result of raising their standards to a more appropriate level. The department continues to work on improving students' quantitative, theoretical, critical thinking, and writing skills in introductory and intermediate courses and plans to assess how this impacts performance in the capstone courses (S5.C2.a Economics Department 2018-2019 Assessment Report).

In the SoE, assessment data were collected from 138 students enrolled in capstone student teaching experiences in 2018-2019. A majority of SoE students (82%) achieved an acceptable level of performance in CT, but disaggregation of the results revealed that that Adolescence Science and Adolescence Social Studies students (75%) performed below the SoE average, a result that will be investigated in AY2021 and AY2022 (S5.C2.a SoE Assessment Report for CT and IM). Finally, the Philosophy Department engaged six of their full-time faculty in reading all of the papers submitted in their capstone seminar and independently evaluating them for CT using the rubric provided by the GE Board. This approach led them to engage in a conversation about consistency in evaluation of the learning outcomes and to the decision that they would like to develop a modified rubric more suited to their needs in the future (S5.C2.a Philosophy Department 2018-2019 Assessment Report).

AY2019-2020 was to have been our initial attempt at utilizing the capstone coursework to evaluate IM learning outcomes, but the COVID-19 crisis postponed our planned data collection and analysis.

General Education Program

As part of our recent GE program revision, we implemented a new model of GE assessment in spring of 2020. Our former assessment program involved course-based assessment within specific GE courses. In the new model, learning outcomes in the ten GE content areas are assessed via capstone courses in all majors on a three-year rotating basis. The rationale behind this assessment approach is that GE is meant to support all disciplines at New Paltz by grounding students' intellectual development in essential skills and subject matter that is shared among all the liberal arts and sciences and encouraging students to make connections across the classes they take throughout their studies. The revised GE assessment process enables us to assess whether these objectives have been achieved by assessing GE learning outcomes towards the end of students' programs of study. The new assessment model also shifts the labor of assessment to paid faculty volunteers instead of the adjunct faculty, lecturers, and pre-tenure faculty who teach the majority of GE courses. The faculty develop the assessment questions and rubrics with help from the GE Board and paid faculty volunteers perform the assessments (S5.C2 General Education Assessment Plan; S5.C2 Follow-up GE Memo to Faculty Teaching Capstone Seminar; S5.C2 GE Humanities Assessment Prompt 2019-2020; S5.C2 GE NSCI Assessment Prompt 2019-2020; S5.C2 GE Western Civilization Assessment Prompt 2019-2020; S5.C2 GE Social Science Assessment Prompt 2019-2020).

Graduate Programs

At the graduate level, curricular goals are aligned with professional standards and assessed via exams, portfolios, presentations, exhibitions, and theses. For example, the MS in Communication Disorders program, which is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, requires 18 credits of clinical practicum. The students work in our on-campus Speech-Language and Hearing Center and in off-campus clinical sites and must meet rigorous assessment-based standards in all areas of clinical practice. Educator Preparation Programs that lead to NYS teacher or administrator certification all have an internship, practicum, or student teaching semester as the capstone experience. The graduate program in Music Therapy is in good standing with the American Musical Therapy Association, whose approval indicates that our program aligns with current standards for the profession. For the MA and MS in Teaching programs, as with undergraduate programs in teaching, students spend a minimum of 75 days in a classroom working alongside a mentor teacher and under the supervision of a SUNY New Paltz supervisor. These students have two eight-week placements in the semester in order to be exposed to a range of grade levels for their certification area.

Placement after Graduation and Connecting with Alumni

[S5.C2.b] In addition to serving "students from all social and economic backgrounds," our mission further states that "our goal is for students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions and as active citizens in a democratic nation and a global society." To evaluate

the extent to which the College has been successful in achieving this goal, we collect data through the annual Graduating Senior Survey. Administered on the eve of graduation and again about a year after graduation, the surveys include questions about students' plans after graduation and their level of satisfaction with the education they received at New Paltz. For example, results of a survey administered to graduates in 2019, three months after graduation, revealed that 67% had obtained jobs, 16% were attending graduate school, 15% were seeking employment, and 0.8% were involved in volunteer work or unpaid work (S5.C2.b First Destination Report). These data indicated that nearly 80% of our graduates were in the workforce and/or pursuing graduate studies shortly after graduation.

New Paltz prepares its students well for successful careers and for their lives. Departments and/or schools sometimes include extra questions on the annual Graduating Senior Survey. In 2019, 88% of students completing the SoE programs responded affirmatively to the statement, "I feel that the preparation I received in my Education program is relevant to the responsibilities I will confront on the job." Not only do students feel confident in their educational preparation, surveys administered after they graduate indicate their preparation was ample. In 2016, we invited 5,324 alumni to complete a survey and 401 (7.5%) responded. An alumni survey was administered to alumni 5, 10, 15, 20, and 25 years out from graduation. Of the responses, 85% indicated that "My academic classes were very valuable or valuable in preparing for career/life after New Paltz" and 74% strongly agreed or agreed that, "My New Paltz education was a good preparation for my life" (S5.C2.b 2016 Alumni Survey). A new alumni networking site was recently launched in order to help graduates connect with each other in a variety of professional and social ways and stay connected to the College (S5.C2.b Alumni Networking Website). Although there are complex factors that drive loan defaults, we believe the College's consistently low student loan default rates are another positive indicator of how well our graduates fare after they graduate. In 2019, the U.S. State Department of Education reported our student loan default rate at 2.7%, much lower than the U.S. average of approximately 7% for similar institutions. As mentioned in Standard 1, New Paltz was listed among the "Top Performers for Social Mobility" on the 2019-2020 U.S. News & World Report website (S5.C2.b U.S. News & World Report Website).

Supporting Assessment of Student Achievement and Communicating Results

[S5.C2.c] Assessing student achievement and communicating assessment results to institutional stakeholders requires an institutional commitment. As discussed above, administrative support is provided by SPAC and the Associate Provost for Strategic Planning and Assessment. Support also comes from associate and assistant deans, deans, and assessment committees such as the SoB's Assurance of Learning Committees, and the SoE's Quality Assurance and Continuous Improvement Council. Department chairs oversee assessment within their programs; the GE Board hosts GE forums, while assessment workshops, sessions, and retreats are carried out by various campus offices and individuals such as the Faculty Development Center, the Composition Program, the Associate Provost, associate deans, academic administrators, and other bodies (S5.C2.c Fall 2016 GE Forum; S5.C2.c Composition Program Retreat).

New Paltz plans, conducts, and supports a range of professional development activity to improve educational effectiveness (S5.C2.c Examples of Support for Assessment). For example, the College re-conceptualized the campus's faculty support center in 2017 and, as part of that initiative, renamed the Teaching and Learning Center the Faculty Development Center. The re-envisioning and name change, coupled with new leadership, signaled an intentional sharpening of focus on providing professional development for a strong community of teachers and learners. Some of the workshops offered through the Faculty Development Center help faculty with refining the validity and reliability of assessment tools such as rubrics and surveys. As a result, the soundness and consistency of measures used to determine students' academic competence have improved. Likewise, as discussed in Standard 3, New Paltz has invested substantial resources into the development and delivery of online courses. In response to a SUNY mandate and drawing on assessment of the campus's electronic and information technology accessibility needs, the campus also appointed an Electronic and Information Technology Accessibility Officer. Among the Officer's responsibilities is the provision of training to faculty liaisons to serve as resources within their schools and academic departments (S5.C3.d President's February 2020 Faculty Report).

Like most institutions of higher learning, we have been attentive to communicating our value to College constituents and the broader community. Information about the College's rankings and programs is available to current and prospective students and their families on the College's website. Assessment information demonstrating how

well students are meeting program learning outcomes is included in disciplinary and regional accreditation self-studies. Resources about our GE program, including a student-presented video highlighting the value and benefits of GE, are on the College's website. Incoming students and their families receive information about the College at Accepted Students' Day and Student Orientation (S5.C3.f Communication and Marketing and Enrollment Management Focus Group Findings Report; S5.C3.f 2019 First-Year Orientation Slides). Locally, information is communicated about programmatic assessment through the Administrative Council, Chairs' Council, departmental meetings, and campus-wide emails. Additional efforts are made to communicate assessment findings to on-campus constituencies, including administrative units and academic departments, where they are incorporated into decision-making processes at all levels of the institution.

USING ASSESSMENT RESULTS TO IMPROVE EDUCATIONAL EFFECTIVENESS

Assessment findings are reviewed and used to improve every facet of educational effectiveness on an ongoing basis. Often, the results of assessments of student learning are discussed at chairs' meetings with deans or the Provost, but more typically departments review students' performances, examine student outcomes assessment data, discuss possible changes to curricula and courses, and develop plans for ongoing student and curricular improvements. As described more fully in Standard 6, departments incorporate information from these discussions in their requests for new hires and budgets. Findings from educational assessments are shared with the President, Cabinet, and Administrative Council, and taken together with results of administrative assessments, are factored into strategic planning and budgeting at the highest levels of the institution (S5.C2.c Oct. 2019 Administrative Council Meeting Agenda).

[S5.C3] The use of assessment results is inherent in various types of decision-making on campus, and specifically for the improvement of educational effectiveness. Here we provide some examples that, along with aggregated assessment data, indicate that programs consistently meet achievement targets, include actions for unmet targets, and use trend data when available for reassessment.

Assisting Students to Improve Their Learning

[S5.C3.a] An important and practical way to affect student learning is to have an assessment mechanism in place that properly evaluates students' prior work and achievements so that they can be correctly placed into classes in their first semester. Inappropriate placement can negatively affect students' ability to complete their major and/or college. Here we report on assessment data-driven work over the past decade that improved placement into Mathematics and Basic Communication courses.

Math Placement

Many majors require mathematics courses, which have always been part of the GE curriculum. Assessment carried out in 2014 identified two specific problems with our mathematics placement protocol: 1) too many students were placed in courses for which they lacked adequate preparation and were achieving low success rates and 2) evaluation of incoming students was inefficient and created significant anxiety during the orientation sessions. To address both of these issues, the Dean of Science and Engineering and the Department of Mathematics, in collaboration with the Offices of Undergraduate Admission and Academic Advising, evaluated several automated placement systems and in 2015 selected and began implementing (with help from the Center for Student Development, IT/Computer Services, and Records and Registration), the Assessment of Learning in Knowledge Spaces (ALEKS) system. Fully implemented in fall 2017, ALEKS identifies weaknesses and provides remediation (S5.C3.a Excerpt from Math Department 2018 Self-Study; S5.C3.a Math Department Assessment Report 2016). To understand the impact of this change on student learning, the faculty examined two courses that were impacted by the change in placement levels in precalculus and calculus, with positive results (see Figure 5.2).

	Students Earning Grade of C- or Better (as percentage)	
	Precalculus	Calculus 1
Before Implementation (fall 2012, 2013, 2014)	37.4	57.8
During Implementation (fall 2015, 2016)	45.3	65.1
After Implementation (fall 2017, 2018, 2019)	57.5	65.6

Figure 5.2 Student Performance Before, During, and After Implementation of ALEKS. *Source:* Institutional Research.

English Placement

A two-course sequence consisting of Composition I (ENG160) and II (ENG180) has historically allowed students to meet the SUNY GE requirement for Basic Communication. Assessment of students' work in ENG160 revealed that several changes were needed to improve their performance. In particular, while a two-course sequence for a total of six credit hours was required to fulfill GE Basic Communication work, many students placed out of the first semester because of college-credit eligible work in the high school. Thus, these students were not utilizing the full opportunity to develop their writing skills in the college environment. Data showed that students taking only the second course were passing and completing their degrees at rates comparable to other students, but those taking the first course had a higher rate of earning A grades in the second course (S5.C3.a Composition Placement Document). To address this concern, the English Department revised its Composition Program so that the GE Basic Communication is met by a single four-credit course Writing and Rhetoric (ENG170). Composition I (ENG160) remains a three-credit Writing and Rhetoric prerequisite course for students who need additional preparation. Increased instructional time for most students allows for additional in-class instructor-guided writing time, more time for rewriting, as well as added attention to digital information management.

Students are placed in the appropriate composition course through a multiple-measures approach that includes high school English grades, Regents exam scores, SAT verbal scores, and SAT written scores. For added assurance that students have been placed in the class best suited to their abilities and needs, a timed, diagnostic essay is assigned during the first class of both Composition I and Writing and Rhetoric. Students earning a low score on the placement rubric are required to enroll in specially designed sections of Composition I, Composition I-Supplemental Writing Workshop (SWW), or Composition I SWW/ESL if they are non-native speakers of English. All three courses fulfill the Composition I requirement (see Standard 3). Similarly, analysis of a portfolio of writing produced in Composition I determines whether students are placed in Writing and Rhetoric SWW or in a standard Writing and Rhetoric course. The SWW sections include a weekly one-hour non-credit supplemental writing workshop that focuses on basic writing such as grammar, punctuation, and mechanics and on critical thinking skills. Course-specific tutoring is provided and required. This curricular initiative is the result of collaboration among the English Department, the Center for Academic Development and Learning, and the Haggerty English Language Program. These changes went into effect in fall 2019 and faculty are closely monitoring students' performance in these courses and are making adjustments as necessary.

Improving Pedagogy and Curriculum in General Education

[S5.C3.b] Revisions to GE are among the most substantive curricular changes the College has made in the last decade. Assessment data were critical to understanding our campus's values relative to GE, to identifying areas of strength and weaknesses, and in supporting decisions regarding revisions (S5.C3.b GE Assessment Faculty Survey 2018; S5.C3.b GE Assessment Feedback Summary). The faculty initiated discussions about revising GE3 in 2011 and achieved consensus on the new structure in spring 2016. Between 2016 and fall 2019, we undertook a variety of tasks necessary to implement the new plan effectively (S5.C3.b Plans and Processes for Implemented GEIV; S5.C3.b Business GE Competencies Implementation Example; S5.C3.b GE Competencies Stepped Curriculum Worksheet). GE assessment focuses on the 30 learning outcomes distributed among the ten content areas and two competencies for our GE program specified by the SUNY Board of Trustees (S5.C3.b GE SUNY Categories, Competencies, and SLOs).

General Education Competencies

Earlier we described the current assessment plan for GE4. We now describe some of the lessons learned from our previous GE assessment protocols. For the sake of clarity, we begin by discussing the GE competencies, followed by the GE content areas.

Under GE3, we had an array of competencies that included CT and IM required by the SUNY Board of Trustees. Added to these were the New Paltz-specific competencies of Effective Expression-Oral, Effective Expression-Written, Effective Expression-Aesthetic, and Ethical Reflection. Each GE3 course had a designated content area and a competency. These different sets of learning outcomes were assessed separately, each on a three-year cycle. The assessment protocol involved instructors selecting an assignment to evaluate on a scale of exceeds/meets/approaches/does not meet for each learning outcome. These assessment plans were reviewed by the GE Board to help instructors develop necessary skills in this area (S5.C3 2014-2015 United States Studies Plan for POL216; S5.C3 2013-2014 Social Sciences Plan for ANT213) and also discussed at the department level. At the campus level, discussions occurred at the GE Board level and at GE Forums (S5.C3.b GE Faculty Forum 2016) and annual GE campus-wide assessment summary reports were disseminated to departments, school deans and associate deans, the Presiding Officer of the Faculty, and the Provost. Reports also were sent to SUNY, when requested (S5.C3.b GE Assessment Summary Report 2017).

This assessment protocol generated a huge amount of data. Over the 2009-2019 period, all of the competencies were assessed three times, with the exception of CT and Effective Expression-Aesthetic, which were assessed eight and two times, respectively. To establish a benchmark for student success, we totaled the number of students who achieved the “exceeds” and “meets” criteria over all of the assessments and for all learning outcomes. This generated an average value of 75%. Next, we calculated an average percentage value for each competency and subtracted the 75% benchmark from this value. Hence, a positive value indicates that students performed better in that competency while a negative value indicates that students performed less well in that competency. This analysis is presented in Figure 5.3.

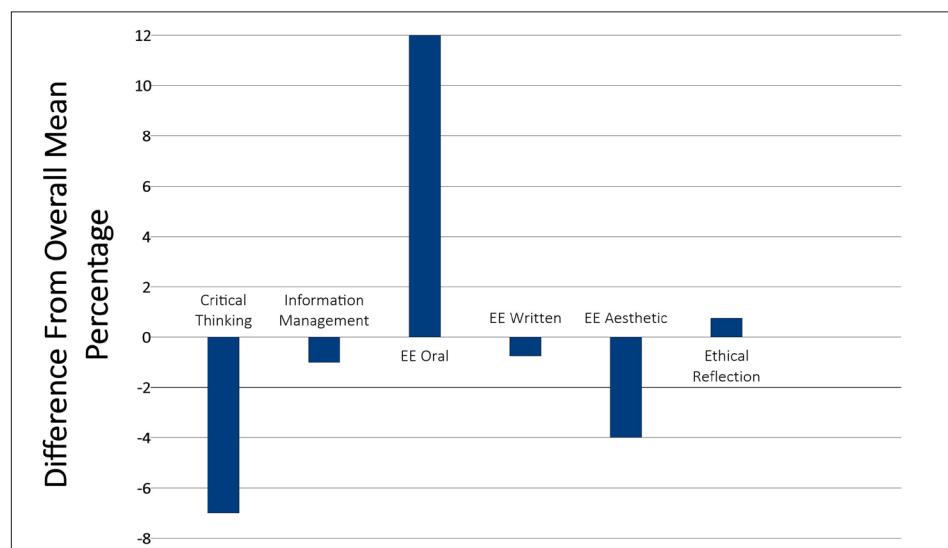


Figure 5.3 Assessment Summary of Student Learning in GE Competencies 2009-2019 (EE = Effective Expression). The chart shows the amount by which the mean percentage of students who met or exceeded the criteria in each competency differs from the overall mean percentage of students meeting or exceeding the criteria in all competencies combined. *Source:* Associate Provost, Strategic Planning and Assessment.

Results of the analysis suggested that students did very well with Effective Expression-Oral (+12%) but struggled with CT (-7%). Thus, GE4 was designed to provide individual programs with leeway on whether or not to assess oral communication skills, since this did not appear to be an area requiring additional work. Conversely, the lower-than-

average score for CT suggested that additional emphasis in this area could help our students. Consequently, the faculty instituted a requirement that all students be provided experiences that allow them to develop their CT skills within their major program.

GE4 also requires development of IM skills over the multiple years of students' programs of study. In the analysis shown above, these skills do not appear to be lacking, but this is partially due to the way this simplified analysis masks differences in the individual learning outcomes by presenting the average. A closer look at the data showed that for learning outcome 1, "students will locate, evaluate, and synthesize information from a variety of sources," the score was -8.3%, while for learning outcome 2, "students will perform the basic operations of personal computer use," the score was +3.7%. We do not have control over the language of these learning outcomes, as they are mandated by SUNY administration, but our campus values outcome 1 much more than 2, so this deficit was something faculty wanted to remedy with the GE4 revision. It bolstered the case for requiring the development of IM throughout the major.

In addition to collecting data on student performance, our assessment strategy asked instructors to reflect upon the assessment process and how it informed their teaching. While some found the process provided useful information, many did not. A common theme was that the assessment of these competencies should not occur near the beginning of students' studies (for the most part, GE classes are taken in the first or second year), but should occur after a student has had the chance to develop these skills, typically within the context of their major. In addition, with seven GE competencies and 11 GE content areas, each with several learning outcomes, the large number of learning outcomes in the GE program was problematic. The ability to collect useful assessment data was hampered by the fact that instructors were often confused about where their course fit into the overall GE framework (S5.C3.b What Faculty Learned from the GE Assessments). Based on these assessments, the faculty decided to exclude the Effective Expression and Ethical Reflection competencies from GE4 and to move CT and IM into major programs. To assess these skills, we initiated a three-year cycle in which each program collects data for CT and IM every third year, as described above.

General Education Content Areas

Under GE3, the ten SUNY Content areas Basic Communication, Mathematics, American History, Western Civilization, World Civilizations, The Arts, Humanities, Foreign Language, Social Sciences, and Natural Sciences, plus the New Paltz-specific Diversity category were assessed at the course-level. Mirroring the methodology described above for the GE competencies, instructors developed assignments to evaluate students' mastery of the learning outcome, which were scored on a scale of *exceeds/meets/approaches/does not meet*. The overall mean for the GE content areas assessed was 73%, which was subtracted from the average for each content area.

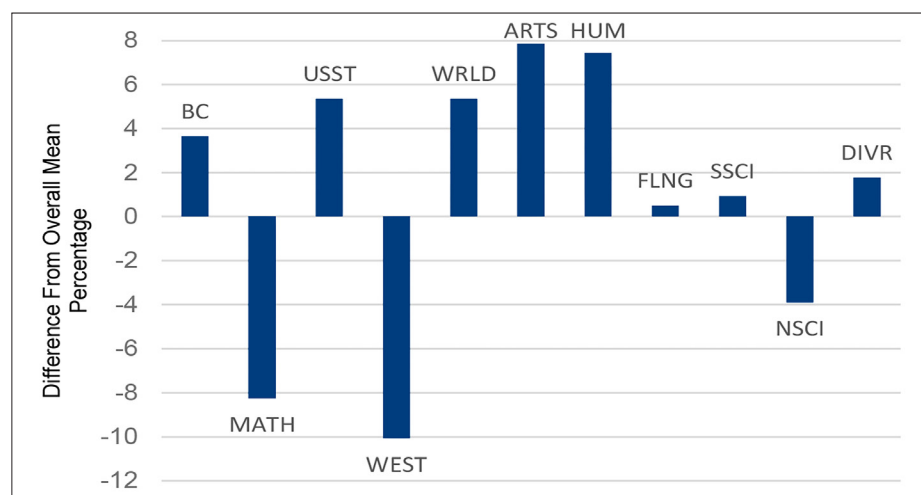


Figure 5.4 Summary Assessment of Student Learning in the GE Categories 2009-2019. The chart shows the percentage by which the mean percentage of students who met or exceeded the criteria in each GE content category differs from the overall mean percentage of students meeting or exceeding the criteria in all content categories combined. (BC = Basic Communication; MATH = Mathematics; USST = United States History; WEST = Western Civilization; WRLD = World Civilizations; ARTS = The Arts; HUM = Humanities; FLNG = Foreign Language; SSCI = Social Sciences; NSCI = Natural Sciences; DIVR = Diversity). *Source: Associate Provost, Strategic Planning and Assessment.*

As Figure 5.4 shows, students' performance in Mathematics, Western Civilizations, and Natural Sciences trailed students' performance in the other categories. In considering these assessment data during the GE revision process, faculty decided to strengthen the Mathematics requirement. In the past, students could place out of GE MATH by demonstrating non-college-credit work in high school. Under GE4, all students are required to complete college-level mathematics coursework. We increased the variety of GE MATH courses available to non-STEM majors and revised our mathematics placement protocol, as described earlier.

The lower percentages for the Western Civilization content category can be attributed primarily to the second learning outcome, "students will relate the development of Western civilization to that of other regions of the world," which received a score of -15.9%. This outcome requires students to have an understanding of non-Western civilizations and cultures. Several factors, including the circumstance that many students in a WEST course will not yet have taken a GE WRLD course, influence students' understanding of Western Civilization. Because of these data, faculty are eager to see how students perform in the second WEST learning outcome when we have data from future assessments. Finally, the lower-than-average scores in the NSCI category supported our decision to continue to require either two non-lab courses or one lab course for NSCI in GE4.

REVIEWING AND IMPROVING ACADEMIC PROGRAMS AND SUPPORT SERVICES

[S5.C3.b] Assessment drives improvements to academic programs and support services. Here, we highlight examples of program enhancements in the five schools, the Honors Program, and the Sojourner Truth Library that resulted from assessments.

The College of Liberal Arts and Sciences

Faculty in the College of Liberal Arts and Sciences have consistently used results from assessments for curricular enhancements and for improvements in student learning. For example, in spring 2020, the Psychology Department revised its undergraduate major based on assessment collected over several years. Recognizing a need for a stronger foundation in skills and knowledge of the field of psychology, the faculty changed the "menu-based" program to a curriculum that establishes a core set of five survey courses for all majors. Core courses introduce students to a variety of fields within psychology, thereby creating a strong foundation in the study of psychology and preparing students for the senior seminar. In addition, the faculty changed the course enrollment caps; introductory courses are now larger while advanced classes are smaller (S5.C3 Rationale for Curricular Changes in the Psychology Program).

Similarly, major programs in the English Department underwent significant revision in 2014 in response to discussions about the curriculum, the 2012-2013 self-study, and findings from the self-study's external reviewers. The core of the revision was a fundamental change in the survey requirements. The previous survey structure emphasized historical approaches to the traditional canons of British and American literatures. The new foundational courses more accurately reflect the current state of the field of English studies, offering students an introduction to American and British literatures, but also introducing them to the study of multiethnic literature and to transnational approaches to literary studies (S5.C3.c English Department Self-Study, pp. 8-9).

While political science and international relations students generally meet expectations, early assessments consistently indicated that students were having difficulties completing their seminar papers in a timely and adequate manner. Faculty reported that they were underprepared both methodologically and in terms of their ability to take on a major research project, especially in the space of a single semester. These results mirrored anecdotal comments from students to faculty and were confirmed by exit interviews with the chair (who meets with graduating seniors as a group every semester). To mitigate this problem, the department undertook a revision of both majors to better prepare students for the senior seminar. Faculty changed the credits from three to four in three courses and

introduced a new four-credit course to help students prepare for the senior seminar. Outcomes suggest that the additional time, support, and resources of the four-credit model better meets departmental expectations and that students' seminar papers have improved (S5.C3.c Political Science and International Relations Curriculum; S5.C3.c Political Science and International Relations, Capstone Senior Seminar Assessment, 2016-2017).

The School of Business

The Association to Advance Collegiate Schools of Business (AACSB) conferred accreditation in 2013, which was granted again in 2018. AACSB accreditation is indicative of a high-quality program and a strong commitment to continuous improvement. Informed by prior assessment results, Educational Benchmarking Incorporated surveys, and Major Field Test results, the SoB conducted an extensive review/discussion of curriculum in all majors and the business core. Findings revealed students' preference and need for more electives in their majors and for more applied learning courses. As a response to these findings, the Finance, Management, and Marketing programs reduced the number of required courses and increased the number of elective courses. Further, consistent with the findings and our emphasis on high-impact practices, faculty redesigned the business core to include a required applied learning course for all business students. For example, the faculty introduced 400-level applied learning courses in the accounting, business analytics, management, and marketing programs. They also proposed a new applied learning course in the Finance program in spring 2020. At the graduate level, faculty introduced three new foundation courses for non-business students that replaced seven undergraduate courses as prerequisites. This change was based on outcomes assessment and discussions among MBA instructors, who felt that pre-MBA students did not belong in 200-level lower-division courses. Recognizing that a core of knowledge was required, the program was reconfigured to offer core courses (S5.C3.c SoB Assessment Report 2016-2017, p.5; S5.C3.c Program Revision MBA Business Administration).

Assessment of oral communication in the SoB in 2014 showed that most students did not perform at expected levels on the learning outcomes. In an effort to close the loop, the faculty revised the curriculum to emphasize oral presentations, reevaluated and revised the rubric to include annotations, and conducted norming sessions to ensure consistent use of the rubric. In spring 2017, faculty's assessment of oral communication skills of 140 undergraduate students enrolled in BUS325 Marketing, BUS345 Human Resource Management, and BUS431 International Management showed students' performance improved on all learning outcomes and rose to above the 80% threshold on all but one learning outcome (S5.C3.c SoB Assessment Report 2016-2017, p. 5).

The School of Education

The SoE has made significant strides in the area of assessment in the last ten years. Besides engaging chairs and individual faculty in assessment, the school has invested heavily in coordination of assessment efforts. In addition to partnering with LiveText (now Watermark) on an assessment platform to facilitate efficient assessment processes, an Assistant Dean for Assessment and Accreditation was hired into a newly-created position. The Assistant Dean has streamlined assessment processes and supported and expanded faculty's understanding and use of assessment information. Examples of assessment-driven decisions include the revision of the MEd in Literacy Education program in 2017-2018 and the revision of the MEd in Special Education program scheduled to be completed in 2020-2021. Both these revisions were based on assessment information that revealed curriculum gaps as well as the need to align the programs with state and professional standards and current best practices (S5.C3.c ILA SPA Response to Conditions Fall 2015, pp. 9-11; S5.C3.c CEC SPA Response to Conditions, pp. 2629). Another example is from the BS Early Childhood and Childhood Education program, whose faculty identified the mathematics sections of both the Teacher Preparation Assessment (edTPA) and Multi-Subject Test state certification exam as areas for improvement for many candidates (S5.C3.c ECC Annual Assessment Report). The faculty devoted AY2018-2019 to working within the current course and program structure to try to increase these scores. However, as of the beginning of AY2019-2020, the data do not show those improvements. The faculty has determined that it now needs to work with the mathematics faculty to align syllabi for the two mathematics courses required for Early Childhood and Childhood Education candidates with the needs of students and the expectations of these exams. This is an example of an action plan that did not have the anticipated outcomes and the resulting action is to approach the issue from another direction.

The School of Fine and Performing Arts

The School of Fine and Performing Arts supports a culture of assessment that thoughtfully considers the appropriateness of outcomes and their alignment with measurements to ascertain students' success. Following a 2013 National Association of Schools of Art and Design (NASAD) site visit report that included recommendations to the faculty, the Graduate Committee on Art initiated a comprehensive review of the MFA programs. The review, which included a series of strategic meetings and discussions, coupled with several online and seated polls of graduate students, comparisons with sister universities, and meetings with administrators, resulted in the development of an inclusive database to propose strategic changes to the MFA programs. Rather than simply addressing the problems noted in a 2013 NASAD report, the faculty developed a comprehensive transformation of the MFA program that ended in consolidation of the MFA degrees into one MFA program with separate tracks in Ceramics, Painting and Drawing, Printmaking, Metal, Sculpture, and Photography. A singular MFA program with concentrations encourages greater interdisciplinary collaboration, prevents temporary enrollment fluctuations from undermining individual areas, creates a more sustainable MFA program, and engenders interdisciplinary programming and research (S5.C3.c NASAD Site Visitor Report, 2013; S5.C3.c MFA Studio Art Program Proposal, February 2018; S5.C3.c Theatre Arts Assessment Report 2018-2019). A significant result of these efforts is that SUNY New Paltz now has the largest MFA program in the entire SUNY system.

The School of Science and Engineering

The Dean and Associate Dean of the School of Science and Engineering coordinate assessment and all departments either have an assessment subcommittee or meet as a committee of the whole to discuss assessment plans and results. Chairs' meetings are often the place where school-wide assessment plans are discussed. For example, this is where it was decided it was time to re-assess how mathematics placement (discussed earlier) was done for entering first-year students. The School developed a plan and the Dean and Associate Dean, the Chair of the Department of Mathematics, and mathematics placement specialist worked with Academic Advising on a new implementation. Generally, findings from assessments are presented to the chairs.

Physics majors are required to take a three-credit course, PHY491 Physics Senior Project, in the senior year. Designed as a capstone experience, this course is used to assess the Physics program. Projects and presentations completed in this course are discussed at the end of each semester or academic year. The discussions in AY2017 revealed there were inconsistencies in the students' experiences. Students who did not identify a project in the semester before they enrolled in the capstone course tended to have less substantial work. To address this concern, the faculty required students to identify a faculty mentor, develop an outline for a project, and obtain approval for the project from the faculty mentor before registering for the capstone course. This innovation resulted in projects of higher quality (S5.C3. Physics Department 2019 Assessment Report).

Sojourner Truth Library

As an educational entity, Sojourner Truth Library (STL) has played a significant role in information literacy instruction in both seated and online classes. STL has had a long-term collaboration with the Composition Program on matters relating to the structure, content, and assessments for library instruction sessions. This collaboration has extended to the assessment of the GE IM competency every three years. STL's teaching librarians have also deployed online readiness and learning outcomes assessments. These data, which were discussed in multiple forums involving librarians and Composition faculty, resulted in a wider understanding of what students retain and consider most valuable in library instruction sessions, better articulation of learning outcomes, and modification of the amount of content presented in instruction sessions (S5.C3 HEDS Report 2018-2019).

Honors Program

Faculty who teach Honors courses and direct thesis projects assess student learning annually in the first-year seminar and the thesis project, which serves as the Honors capstone experience. Each semester a faculty committee meets before midterm to assess students' work in the first-year seminar. Ninety-seven percent of students in this course consistently meet or exceed the learning outcomes. Despite this high percentage of students meeting or exceeding the learning outcomes, the committee determined that some students would benefit from coaching to improve analysis and problem solving. Yearly assessments conducted for the capstone thesis project reveal 100% of the thesis projects meet or exceed the learning outcomes identified in the thesis rubrics. In

2019, through consultation with the Honors Program Advisory Council, faculty, and students, enrichment activities were identified to encourage students to think more deeply about ideas. Over the years, the thesis project has been refined and clarified through the use of assessment results from faculty and student surveys.

Planning and Budgeting for the Provision of Academic Programs and Services

[S5.C3.e] SUNY New Paltz's mission and Strategic Plan guide the development of academic programs: planning for programs, allocation of resources for academic programs and support services, and review of programs. As discussed in Standard 1, the Strategic Plan uses an iterative process, with annual updates (and goals for the next year) that include information on new programs to be developed, revisions to existing programs, expansion of academic support services, etc. The linkage we now have between assessment and strategic planning facilitates academic planning. Assessment data are used when requests are made for personnel replacements or new faculty and staff lines. For example, the English Department assessed the extent to which diversity was represented in its curriculum. This led to the allocation of a new line for an assistant professor specializing in Latinx literature who took up his position in fall 2020.

Informing Appropriate Constituents about the Institution and Its Programs

[S5.C3.f] As discussed above, assessment results are communicated to the administration where Cabinet can incorporate the information into the decision-making process. Results of focus groups conducted in 2015 and 2016 showed that incoming first-year students had incomplete awareness of New Paltz as an academically rigorous institution. These findings factored in a decision to emphasize academic rigor, student-faculty research collaborations, modern learning spaces, and the growth of STEM programs and enrollments in future institutional communications. Specific initiatives as part of this strategy include the promotion of the popular and well-enrolled mechanical engineering program and the construction and opening of the new Science Hall and the Engineering Innovation Hub. The strategy seems to be working: more recent focus groups have found growing awareness of New Paltz as an academically strong institution (S5.C2.c Communication and Marketing and Enrollment Management Focus Group Findings Report).

Improving Key Indicators of Student Success

[S5.C3.f] As discussed throughout this self-study, New Paltz has implemented several programs to improve students' academic success, retention, and graduation. A number of programs, including Living-Learning Communities and Student Affairs' "Adulthood" program, have been implemented to enhance students' sense of belonging and achievement. We have used traditional means of assessment to measure campus-specific efforts to determine the effectiveness of initiatives, including comparison with peer institutions. We make substantial effort to be attentive to multiple areas that affect our students and their varied needs. As described in Standard 4, for example, we realigned some on-campus units to create the Center for Student Success (CSS), which houses a number of services including tutoring, writing support, peer advising, and out-of-class group study sessions for difficult courses. To determine the effectiveness of these services, in spring 2019 we assessed student retention as a function of utilization of services offered by the CSS. Results showed that students who visited CSS were 1.75 times more likely to be retained than those who did not.

The Excel in Genetics program is a specific example of an intervention that improved student success. Genetics is a core course for the Biology program that has had a historically high DFW rates. To address this concern, an advanced student who was successful in the course was hired through a program developed by CSS to provide additional instructional opportunities for students. Assessment of students' performance revealed an 8% increase in student success among the group that took advantage of the program compared to those that did not. This program is now being expanded to other challenging gateway courses (S5.C3.g 2019 Excel Program Report).

Implementing Processes to Improve Educational Programs and Experiences

[S5.C3.h] In addition to many of the programs discussed in Standard 4 such as EOP and OVMS assessment results have been used to improve education programs for various constituencies on campus. For example, as mentioned earlier, almost half of our undergraduates are transfer students. While their graduation rates are strong, we strive to ensure their experiences are also positive. To assess this, we undertook a series of focus groups with transfer students across multiple semesters between 2014-2019 (S5.C3.h Communication and Marketing

and Enrollment Management Focus Group Findings Report). As discussed in Standard 6, early in this analysis, our researchers noted that transfer students, especially commuters, consistently described feelings of neglect. In particular, they pointed to significant difficulties with their adjustment to the College. The Office of Student Affairs undertook a transfer initiative that resulted in many changes, including a completely revised orientation experience, the development of a Living-Learning Community for transfer students with peer advisors in residence, and the establishment of space in the Student Union Building designated as a Commuter Lounge.

Periodic Assessment of Assessment Processes

[S5.C5] As shown in this section and elsewhere in our self-study report, SUNY New Paltz is committed to continuous improvement in the area of assessment. Our organizational structure involves administrators and faculty members in the oversight of assessment. Faculty are elected by their peers to the GE Board and the Curriculum Committee and serve limited terms. The Writing Board and the Diversity Board are loosely structured; as standing committees they have no set rules for proportional representation of schools or other restrictions; interested faculty and staff may join at will. Thus, we have a structure that benefits from the influx of new voices and insights on assessment strategies. These committees discuss assessment effectiveness and make recommendations based on these discussions. Their recommendations are typically supported by the administration. A clear example is the development of the new GE4 content area assessment strategy, which was initially generated at a GE Board open forum and then developed by that body in collaboration with the Associate Provost for Strategic Planning and Assessment and others. We value the input from instructors because it is increasingly important that assessment be viewed as an integral and essential part of what we do, rather than as something additional to do.

FINDINGS

- SUNY New Paltz has clearly articulated educational goals at the institutional and program levels that are interrelated with one another and align with the College's mission. Student achievement and success are advanced through assessment of these educational goals.
- Campus constituents are actively involved in assessment of educational effectiveness. Assessment is integrated into educational offerings, student services, and processes concerned with faculty teaching and student learning.
- Across the board, this self-study found evidence of the continued evolution and growth of an authentic culture of assessment that blends "top down" and "grass roots" operational structures.
- Assessment processes are organized and systematic; assessment has evolved into a living process, independent of external accountability requirements.
- The College has a strong commitment to nurturing a culture of assessment that involves multiple stakeholders making decisions about student experience, satisfaction, and learning; they use assessment data to enhance student achievement, engagement, and success.
- Our recently revised GE program benefited from the findings of assessment, as did the revised GE Assessment Plan. This reflects the value placed on the use of assessment data.

AREA FOR INNOVATION AND IMPROVEMENT

- The newly implemented GE assessment protocols should be monitored, reviewed, and adjusted as necessary.



Standard 6: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

SUNY New Paltz meets the criteria for Standard 6 and *Requirements of Affiliation 8, 10, and 11*. New Paltz engages in a continuous improvement loop in which the Strategic Plan and planning processes, resources, and structures lead to institutional renewal.

MISSION-DRIVEN PLANNING AND GOAL ATTAINMENT

[S6.C1 and C9] Consistent with *Requirement of Affiliation 10* and as discussed in Standard 1, the College's mission-focused Strategic Plan delineates Essential Initiatives to receive special attention each year (S6.C1 Strategic Plan). Our strategic planning processes have evolved, through assessment, from the use of "vision points" at the time of our last review, to a Strategic Planning Council (SPC) that developed our initial full strategic plan, to an integrated Strategic Planning and Assessment Council (SPAC) that modifies the Strategic Plan on an ongoing basis and tracks progress in meeting its Essential Initiatives (see the Introduction section for the full list of Essential Initiatives). We have made significant investments of institutional resources, including personnel resources, in assessment. All divisions and departments have assessment plans that align with the campus Strategic Plan.

As discussed in Standard 1, during our 2011 decennial review, the College had a Vision Plan that served as a strategic plan for the College (S6.C1 Central Elements of Our Vision for New Paltz). Although the Vision Plan was developed with broad consultation and was viewed as generally capturing our mission and values, self-study findings revealed that the plan was decidedly non-strategic and lacked the focus and institutional involvement necessary to advance the College. The self-study determined that the College should develop a new Strategic Plan to replace the Vision Plan and that next-stage planning should focus on elaboration of the Vision Plan.

The development of a new Strategic Plan for New Paltz was one of President Christian's first priorities after his appointment to the presidency in June 2011. Following a year of broad consultation with faculty, staff, administrators, students, and external stakeholders; extensive research; and assistance from a strategic planning consultant, in spring 2013 the President rolled out the new Strategic Plan for the College. In June of that year he formed the (SPC) to oversee the campus-wide implementation of the Strategic Plan (S6.C1 Actions and Timeline in Strategic Plan's Development). The Council developed metrics and benchmarks to assess the progress for each Strategic Plan Essential Initiative, monitored progress in implementing the plan, reported progress in achieving its objectives, and consulted unit leaders on Essential Initiatives and objectives. The President appointed the Associate VP for Student Affairs to serve as Assistant to the President, starting July 1, 2014, charged with guiding and overseeing progress in implementing the Strategic Plan, advising campus leadership about strategic plan implementation, and coordinating and overseeing the ongoing work of the SPC. His responsibilities included measuring and monitoring progress; engaging, assisting, and coordinating with others who have primary

responsibility for leading progress on the plan; coordinating strategic planning with preparation for our Middle States periodic review in 2016 and reaccreditation review in 2021; and communicating about the plan and its progress.

Across the campus, administrative and academic units engage in a cycle of continuous improvement through implementation of assessment plans that include goals connected to one or more of the Strategic Plan's Essential Initiatives. Our Office of Institutional Research (IR) supports these efforts by systematically collecting and sharing a wide range of data that ultimately inform campus leaders' planning and resource allocation decisions. Among the data sources are assessments conducted in academic and administrative units, financial reports, surveys such as the National Survey of Student Engagement (NSSE), Student Opinion Survey, Graduating Senior Survey, Alumni Survey, Integrated Postsecondary Education Data System (IPEDS), and Common Data Set information; and planning documents such as the Facilities Master Plan and the Instructional Technology Plan.

Our Essential Initiative "Establish an Engaged Living and Learning Community" demonstrates that student engagement is highly valued and integral to the College. When focus group research revealed that transfer students, especially commuters, felt less integrated in the New Paltz community relative to first-year students, several measures were taken to address this concern. The Division of Student Affairs developed and secured funding for a proposal that resulted in improvements to transfer student orientation and more effective integration of transfer students into the campus community. A new half-time Coordinator for Transfer Student Engagement was hired in fall 2013 and promoted to full time in AY2015-2016. In spring 2016, President Christian established a Transfer Initiative Task Force consisting of representatives from Student Development, Academic Advising, Undergraduate Admission, and Student Activities to recommend programming and support services for transfer student success. As a result of the group's work, a panel was added to summer orientation specifically to address transfer student issues and concerns. An overnight summer orientation option for transfers, introduced in 2017, has averaged about 50 student participants each year since its inception. A tailored commuter orientation experience, including a tabling fair and campus tours, an all-transfer barbeque during the fall Welcome Week, and a spring Welcome Dinner in January were also introduced. In 2018, a Transfer Living-Learning Community was launched. Subsequent focus groups have registered high satisfaction among transfer student participants (S6.C1 Responding to University Goals through Program Initiatives and Assessment; S6.C1 Focus Group Findings and Actions 2014-2019).

Another Strategic Plan Essential Initiative, "Improve Internal Processes and Address Institutional Capacity," has focused campus-wide attention on streamlining institutional processes and increasing operational efficiency. With the renovation of Wooster Hall, we saw an opportunity to centralize key student support services in a single campus location. The offices of Student Accounts, Parking, Records and Registration, Student Financial Services, Academic Advising, and Student Success were moved adjacent to each other in a centrally located building, where a Student Services Help Desk reception area also was created. Trained Student Services Help Desk Liaisons, supported with work-study funding, now provide assistance to students and visitors seeking services from those offices, helping to reduce congestion and wait time (S6.C1 Strategic Plan Initiatives Update for Enrollment Management 2017-2018).

The College has prioritized funding for proposals that advance Strategic Plan goals and initiatives. Our purchase and installation of Course Scheduler, a robust planning tool for students, further improves internal processes while also supporting registration planning and course predictive analytics. Utilizing information and analytical tools our programmers had previously developed, Course Scheduler enables students to pre-register and stay on track with their eight-semester graduation plans. It also analyzes existing student graduation deficiencies a full year in advance, allowing students time to make up missing coursework over the winter and/or summer terms. These collaborative registration planning and analytics tools have contributed to the College's strong graduation rates, as described in more detail in Standard 1 (S6.C1 Vice President Administration and Finance Strategic Planning Updates 2018-2019 and 2019-2020).

Planning and Improvement Processes

[S6.C2] Consistent with *Requirements of Affiliation 8 and 10*, New Paltz's planning and improvement processes provide for broad participation, are clearly documented and communicated, and use assessment data. As mentioned above, the College's chief institutional planning document is the Strategic Plan. Each year across the campus,

administrators, faculty, and staff actively pursue Strategic Plan Essential Initiatives. Their efforts are supplemented, as appropriate, with data from other sources such as surveys, Common Data Sets from IR, IPEDS, and the institutional budget to guide ongoing planning and priorities.

The President directs and supports the campus in institutional planning and use of data to guide planning and institutional development. His weekly meetings with Cabinet and his direct reports primarily center on issues relating to strategic goals and initiatives, including those in the Strategic Plan, Diversity and Inclusion Plan, Facilities Master Plan, Technology Plan, etc. Senior administrators such as the Assistant and Associate VPs for IR, Facilities Management, and Technology/Chief Information Officer meet with the President and Cabinet regularly to discuss operational matters relating to planning goals. To advance planning, communication, decision-making, and action on key institutional priorities, as of fall 2019, the academic leadership team consisting of the Associate Provost for Strategic Planning and Assessment, Assistant VP for Graduate and Extended Learning, and the deans of the five schools have attended the President's Cabinet meetings once per month (S6.C2 Cabinet Academic Deans Agenda, December 2019). The President's monthly meetings with the extended Cabinet (the "Wonk Group," which includes vice presidents, associate and assistant vice presidents, and deans) and the President's Administrative Council meetings (comprising 139 administrators and governance leaders) strengthen involvement in strategic planning and communication about institutional goals and priorities (S6.C2 Administrative Council Agenda; S6.C2 Wonk Meeting Agenda).

Vice presidents typically meet weekly with their direct reports to discuss Essential Initiatives, progress or barriers to their attainment, and strategies to achieve them (S6.C2 Academic Deans' Council Agenda; S6.C2 Review of Annual Goals and Objectives, Sojourner Truth Library). Twice per semester the Provost leads Chairs' Forums. Deans' meetings with direct reports, associate/assistant deans, chairs, faculty, and staff largely center on topics related to Strategic Plan Essential Initiative I, "Nurture Innovation and the Learning Environment." Regular updates from VPs draw from discussions and updates on Strategic Plan goals and initiatives from their divisions (S6.C2 Associate Provost Agenda; S6.C2 Assistant Vice President for Graduate and Extended Learning SMART Goals; S6.C2 Report of the Vice President for Enrollment Management; S6.C2 Report of the Vice President for Student Affairs; S6.C2 Report of the Vice President for Administration and Finance; S6.C2 Report of the Vice President for Development and Alumni Relations; S6.C2 Report of the Vice President for Communication).

Substantial structural support is given to planning and assessment of strategic goals and priorities. Since 2013, the SPC and its successor, the SPAC, have used metrics and benchmarks to assess progress in achieving the Strategic Plan's Essential Initiatives. The councils have consulted unit leaders on Essential Initiatives and objectives, advised the President and Cabinet of priority action items, and monitored and reported progress in implementing the Strategic Plan. Strategic Planning Council members liaised with administrative and academic units to help faculty and staff align the Strategic Plan with departmental initiatives. In an attempt to advance alignment among planning and assessment, the SPC's chair coordinated with the Administrative Assessment Council, Academic Assessment Council, and the Middle States Periodic Review Committee. The SPC hosted speakers and events in support of the Strategic Plan's achievement, including a presentation by George Kuh on high-impact practices and workshops with chairs, administrative directors, and administrative assistants on policies and procedures that may improve office workflow (S6.C2 2017 State of the College Address, p. 14).

When the SPC realized that more could be done to strengthen coordination between planning and assessment, in 2017 the President and Cabinet dissolved that group, the Administrative Assessment Council, and the Academic Assessment Council. They replaced them with the Strategic Planning and Assessment Council (SPAC) (S6.C2 Charge of the Strategic Planning and Assessment Council). This new council, which includes representatives from the former planning and assessment councils, administrators, professional staff, and faculty, brings planning and assessment into closer alignment and gives us new ways to approach continuous planning and assessment. In 2018-2019, with endorsement from the President and Cabinet, SPAC began extensive campus-wide discussions about using the United Nations Sustainable Development Goals as a framework to approach our ongoing planning. Work continues to correlate elements in the United Nations Sustainable Development Goals to those in the Strategic Plan and to help faculty and staff connect their work to the plan (S6.C2 Strategic Planning and Assessment Council Foci for 2019-2020; S6.C2 Administrative Council Presentation on Planning and the Global Goals Email; S6.C2 Sustainable Development as a Framework for Planning).

Support staff infrastructure, as well as documentation and communication about institutional planning and improvement processes, have substantially improved since our last self-study. In 2011, the Associate Provost and Dean of the Graduate School coordinated academic and administrative assessment across the campus. In 2012, the VPs appointed assessment liaisons to coordinate assessment in the administrative divisions, and the deans incorporated assessment into the responsibilities of associate and assistant deans. Each school maintains a website of resources pertaining to planning and assessment. Assessment documentation and communication includes the widely disseminated document, "Planning and Assessment Guidelines and Practices for Academic, Student Support, and Administrative Divisions." These guidelines address institutional planning at New Paltz; assessing learning outcomes at the institutional and program levels; planning and assessment in administrative and academic support areas; the interrelationship among planning, budgeting/resource allocation, and assessment; and planning and assessment support structures (S6.C2 Planning and Assessment Guidelines and Practices). With considerable help from administrative and academic assessment liaisons, we also have substantially increased our use of assessment results to support planning and ongoing improvements in learning, services, and processes. IR-disseminated data from the NSSE, Student Opinion Survey, Alumni Survey, Graduating Senior Survey, Common Data Sets, and IPEDS routinely contribute to the self-studies associated with 5-7-year academic program reviews and discipline-specific program accreditation reviews (S6.C2 Program Review Schedule).

[S6.C1 and C2] To foreground achievements across Student Affairs, in summer 2018, the VP for Student Affairs launched the Student Affairs Summer Reports. Like other College divisions, Student Affairs pursues goals that align with those in the Strategic Plan; the annual goals pursued often arise from assessment findings in the NSSE, focus groups, and other surveys (e.g., findings that transfer students feel neglected during orientation, have feelings of anxiety and information overload during orientation, and need a greater sense of belonging). Presentations are informative and convey the full scope of Student Affairs' work and accomplishments (e.g., S6.C2 Student Affairs Summer Reports 2018-2020; S6.C2 University Police Summer Report and Assessment Plan 2018-2019; S6.C2 Residence Life Summer Report 2018-2019; S6.C2 Career Resource Center Summer Report 2017-2018). Similarly, the VP for Administration and Finance and the division's assessment liaison host a yearly retreat with assistant VPs, directors, and assistant directors to review goals from the previous year, present to colleagues across the division, and discuss plans for the upcoming year. Introduced over a decade ago, the retreats foster conversation, collaboration, and information sharing across the Division of Administration and Finance. Examples of presentations that were given at the 2019 retreat are available in the Evidence Inventory (S6.C2 Heating and Ventilation Flow Study, Fine Arts Building; S6.C2 Information Technology Services, Looking Back-2019).

New programs are essential for ensuring that New Paltz can meet the demands of the students it traditionally serves and that it can attract new ones. Responsiveness to enrollment trends and demands for programs is becoming increasingly important in ensuring the long-term financial viability of the College. New programs, particularly graduate programs, can offer new revenue streams, but clear lines of communication between faculty, department chairs, deans, and administrators about what can and cannot be reasonably accomplished with existing resources is required. The length of time it takes for a successful outcome and uncertainty about whether needed resources can be allocated create institutional obstacles to new program development. It is therefore critical that the new Provost have a complete and accurate understanding of the College's academic goals and that those goals remain relatively stable over time. The Interim Provost has begun a process for developing an academic strategic plan to provide necessary guidance for the incoming provost.

FINANCIAL PLANNING, BUDGETING, AND RESOURCE ALIGNMENT

[S6.C3] Prudent financial planning and budgeting are essential to ensuring New Paltz's success. Accordingly, our commitment to fulfilling our mission and Strategic Plan drives our financial planning and resource allocation. Data in the form of enrollment projections and expected revenues, along with other academic and operational determinants, inform the budgeting process, which begins in late fall when units assess their needs for the subsequent year. The process is comprehensive, collaborative, and transparent, with regular campus communication. Targeted meetings with administrative leaders take place during the fall semester, as do open budget forums. Campus e-news, the President's monthly reports to the faculty and an online "Budget Information Center" keep the community informed throughout the budgeting process (S6.C3 President's Report, 2018; S6.C3 Division of Administration and Finance Hosts Budget Forum, October 2016; S6.C3 State Appropriated Budget by Account and Function, 2019-2020).

Our budget is based on the funding we receive from state appropriations, state allocated funds managed by the SUNY Construction Fund, and tuition. Figure 6.1 shows the state allocated funds for New Paltz, 2015-2020. Funding from the State of New York general tax levy has remained relatively flat, while the overall operating budget approved by SUNY administration has increased by 10.3%. SUNY administration provides spending authority for New Paltz's operating budget at the beginning of each fiscal year, starting July 1 (S6.C3 Financial Plan).

State Allocated Funds for SUNY New Paltz (Including State-Authorized Tuition Revenue)					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Personnel, Full-time					
Instructional	25,562,927	25,561,945	24,314,874	26,798,712	25,962,946
Non-instructional	29,176,690	30,734,391	30,475,253	31,846,202	33,116,637
Personnel, Part-time					
Instructional	2,878,000	2,790,326	2,812,165	2,979,644	3,350,635
Non-instructional	1,113,306	1,203,000	1,482,631	1,531,349	1,618,369
Supplies, Travel, Contracts, etc.	4,752,173	3,242,893	2,211,118	-1,229,000	908,112
Tuition Scholarship	3,475,404	3,706,423	4,241,959	4,412,315	4,767,053
Utilities	2,684,100	2,784,100	2,584,100	2,584,100	2,584,100
Total Approved Budget	69,642,600	70,023,078	68,122,100	68,923,322	72,307,852
Tuition and Fees Target	53,518,000	54,029,000	52,127,800	52,928,315	56,313,553
Net Allocation, Tax Levy	16,125,000	15,994,300	15,994,300	15,994,300	15,994,300

Figure 6.1 State Allocated Funds for SUNY New Paltz (Budget). *Source:* Budget Office.

The budget request process progresses in a bottom-up fashion, starting at the department level where chairs and directors identify and discuss needs with faculty and professional staff and then develop prioritized resource requests for their deans' and assistant/associate VPs' review. Deans and assistant/associate VPs undertake further review and ranking of requests before submitting them to VPs for review. All requests are reviewed at the same time; however, Facilities Management reviews facilities requests to ensure the scope of the work is correct and that it fits within the Facilities Master Plan schedule. The Budget Office, in cooperation with the VP for Administration and Finance, summarizes and formulates the College's comprehensive fiscal year budget, which the VP for Administration and Finance presents to the President and Cabinet. Ultimately, the President and Cabinet make final decisions regarding budget requests. Factors in their decision-making include previous-year allocations, expenditure patterns and alignment with departmental plans and institutional goals and priorities, other data (e.g., the Delaware Study), and the overall funds availability each year (S6.C3 Sample Allocation Request Form; S6.C3 Staffing Request Form, 2019-2020; S6.C3 Delaware Study Report, 2018). The cyclical nature of submitting and reviewing allocation requests at various levels allows the campus to review, assess, and evaluate the budget allocation process at multiple levels.

In keeping with the campus's commitment to transparency and open communication, the VP for Administration and Finance and the President share the final budget with Work, Administrative Council, College Council, Budget Advisory Committee members (discussed in Standard 7), and the campus at large via budget forums (S6.C3 Budget Forum, October 2019). The Budget Office monitors monthly financial statements throughout the fiscal year and shares the information with the VP for Administration and Finance, who in turn shares it with the President and Cabinet. Aside from notifying constituents about the status of requests, the Budget Office works with departments on the technical aspects of the funding they receive. It maintains a "Budget Information Center" on the intranet site my.newpaltz.edu, where users may find information regarding the current and prior years' budgets and plans, as well as a list of all new resource allocation requests.

FISCAL PLANNING AND RESOURCES

[S6.C4] Our institutional budget is sound but constrained. New Paltz's financial, human, physical, and technical resources are carefully employed to support our academic programs and operations. We are careful to reduce expenditures and to adapt our approaches and operations to increase efficiency and lower costs while we simultaneously maintain our focus on institutional renewal and on fulfilling our mission and Strategic Plan. In FY2016-2017, the state failed to extend the SUNY 2020 rational tuition plan and the Maintenance of Effort provision, creating an ongoing structural budget deficit. Accordingly, the College has had to reduce its base expenditures to align with the revenue received from tuition and state support. Personnel reductions were achieved through a combination of attrition, vacancy control, and 90-day holds in filling non-faculty positions. These and other actions helped to reduce the FY2018-2019 budget deficit of \$5.0 million to a \$400,000 use of reserve in that fiscal year. In FY2019-2020, the budget deficit was \$2.9 million and the College made significant efforts to bridge that gap. Although we reduced expenditures in 2017-2020, we also succeeded in making strategic investments such as diversity faculty hires.

The College's financial viability depends in large part on robust enrollment and tuition revenue. Each spring, the Enrollment Planning Committee, which includes the VP for Enrollment Management, deans, the Provost, VP for Administration and Finance, Assistant VP for Finance-Budget, Assistant VP for Graduate and Extended Learning, Dean of Admission, VP for Student Affairs, and Assistant VP for IR, meets to set the next year's enrollment targets. The committee considers factors such as a mix of undergraduate and graduate students, selectivity, student retention rates, and student diversity. A predictive modeling tool, which is built on the estimated number of new undergraduate and graduate students, is used to project the next five years of enrollment and is one of the measures used in predicting the next year's budget (S6.C4 Enrollment Planning Meeting, Spring 2020; S6.C4 New Paltz-Enrollment Fall Plan 2015-2022). While moderate increases in tuition, as approved by SUNY administration and the Board of Trustees, have helped bridge some of the revenue gap, the campus has launched an ambitious revenue enhancement plan that includes increasing undergraduate and graduate enrollment. Figure 6.2 shows projected enrollments for fall 2020 through fall 2024.

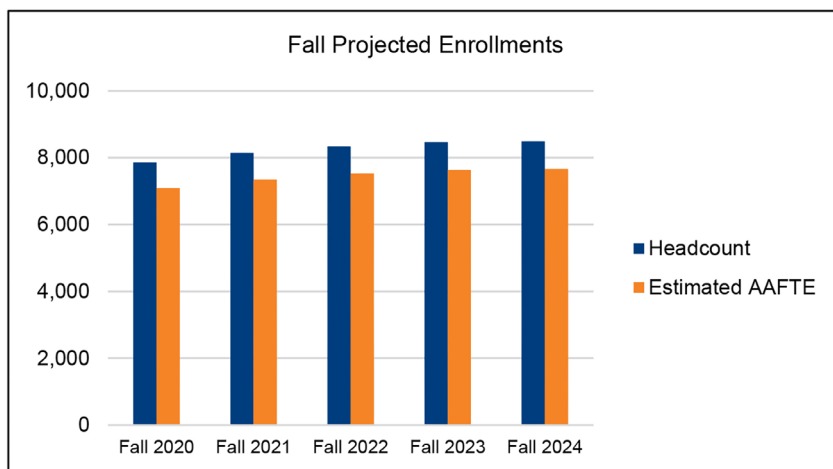


Figure 6.2 Fall 2020 through Fall 2024 Projected Enrollments as Annual Average Full-time Equivalents (AAFTE). *Source:* Budget Office.

Although the COVID-19 emergency created some enrollment volatility in fall 2020, in normal times our continued attention to admission and retention rates enhances our ability to project and manage enrollment. The SUNY Administration Tuition Working Group, consisting of representatives from the SUNY Budget Office, SUNY University Centers, and comprehensive colleges, meets each fall to discuss and decide tuition rates across all student types (undergraduate, graduate, in-state, out-of-state, international). This helps the campus to predict incoming tuition within the enrollment plan and to plan strategically. Figure 6.3 shows our financial plan for AY2020-2021 through 2023-2024 (please note that this plan was formed prior to the COVID-19 emergency, which will have a significant effect on planning):

Institutional Financial Plan for AY2020-2021 through AY2023-2024										
Revenue										
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
Tuition	\$56,313,553	78%	\$59,002,960	79%	\$60,773,048	79%	\$62,596,240	80%	\$64,474,127	80%
State Support	\$15,994,300	22%	\$15,994,300	21%	\$15,994,300	21%	\$15,994,300	20%	\$15,994,300	20%
Total Appropriated Dollars	\$72,307,853		\$74,997,260		\$76,767,348		\$78,590,540		\$80,468,427	
Expenditures										
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
Personal	\$64,048,585	85%	\$64,193,363	85%	\$65,523,230	85%	\$66,856,695	85%	\$68,193,828	85%
Utilities	\$2,584,100	3%	\$2,584,100	3%	\$2,532,418	3%	\$2,481,770	3%	\$2,432,134	3%
Other Than Personal Services	\$3,848,674	5%	\$4,041,674	5%	\$4,266,375	6%	\$4,375,703	6%	\$4,463,217	6%
Tuition Scholarship	\$4,767,053	6%	\$4,910,065	6%	\$5,057,367	7%	\$5,209,088	7%	\$5,365,360	7%
	\$75,248,412		\$75,729,201		\$77,379,390		\$78,923,255		\$80,454,540	
Deficit	\$(2,940,559)		\$(731,942)		\$(612,042)		\$(332,715)		\$13,887	

Figure 6.3 New Paltz's Financial Plan for 2020-2021 through 2023-2024. Source: Budget Office.

HUMAN RESOURCES, DIVERSITY, AND INCLUSION AT NEW PALTZ

[S6.C4] The Office of Human Resources, Diversity, and Inclusion (HRDI) is a strategic and collaborative partner with all campus divisions to identify, attract, and retain diverse and talented individuals who are committed to serving our mission of excellence. HRDI supports and sustains the well-being of campus personnel through inclusive organizational and cultural practices, leadership development, and effective business practices that inspire learning and strengthen a dynamic campus community. Directed by an Associate VP who reports to the President and is a Cabinet member, HRDI oversees employment, benefits, employee relations and counseling, labor relations, organizational development and training, and Title IX coordination (S6.C4 Human Resources, Diversity, and Inclusion Organizational Chart).

The College's commitment to employee development led to the hiring of a Director of Organizational Development and Training in 2017. The Director's current areas of institutional focus are compliance; business processes and procedures, including their standardization; and competency building. Over the past two years, for example, HRDI has implemented a number of compliance trainings and professional development programs on topics such as ADA accessibility, sexual harassment and Title IX, health and safety, search committee charges, and internal controls. HRDI has also provided training on a new performance program model for United University Professions and an Employee Action Form for employment transactions, and expanded outreach to employees through workshops on retirement training, technology literacy training, email etiquette, Excel, managing conflict and many others. In addition, HRDI collaborates with Academic Affairs to offer orientation for new faculty that helps build connections within their hiring cohort and supports retention and inclusivity. Since 2019 each committee members undergo mandatory training on implicit bias (S6.C4 Unconscious Assumptions and Biases).

With respect to human, physical, and technical planning, HRDI encourages departments to conduct work audits to critically assess hiring needs, identify skills gaps and redundancies in key functions, and consider best practices for more efficient and effective ways of engaging in work. This type of intentional planning leads to process improvements and helps to create positions that invite diverse applicant pools and expand opportunities for existing employees. Training and professional development opportunities for managers, supervisors, and aspiring leaders present tools and promote skill building for effective management. In AY2018-2019, HRDI developed a six-month manager's toolbox training which cultivates leadership capacity in the institution.

Faculty Hiring

[S6.C4] As described in detail in Standard 3, we exert considerable effort to ensure that we maintain adequate numbers of qualified faculty to provide a superior, affordable education to students and to assure that students are able to complete their degrees in a timely manner. Department-based faculty hiring committees undertake rigorous search processes to hire faculty who will be most effective at delivering the high-quality education that is our goal. Applications are thoroughly reviewed before finalists are selected and invited to become members of the faculty.

Diversity and Inclusion Plan

[S6.C4] Our Diversity and Inclusion Plan describes the College's commitment to this work and provides a clear framework for continuing our efforts to build an increasingly inclusive, equitable, and diverse campus community. The plan enumerates ways in which the College can be more intentional in including all groups and individuals, particularly those who have been disadvantaged and excluded. It also reflects the College's aim to change the way we provide access and opportunity to underrepresented groups and to create a community built on the values of inclusion, diversity, and equity, and grounded in justice, civility, and respect. The plan reveals our commitment to providing a range of opportunities for the campus to learn how individual contributions to diversity and inclusion strengthen the learning and working environments for all. Furthermore, it provides a variety of practices and programs that support our mission and vision (S6.C4 Diversity and Inclusion Plan).

Development Planning and Resources

[S6.C4] Holding true to our Strategic Plan Essential Initiative 3 to strengthen philanthropic success, in 2011-2012, the College engaged the philanthropic consulting firm Ruotolo Associates to assess our situation and advise us regarding development. Following Ruotolo's report, the College substantially increased investments in development and alumni relations. It upgraded the Director of Development position to VP for Development and Alumni Relations, with Cabinet membership (see Standard 7, p. 90). With this leadership in place, strategic fundraising and outreach was implemented and after a year, fundraising more than doubled from almost \$1.5 million in FY2014 to over \$3.42 million in FY2015. Fundraising remained over \$3 million in each of the subsequent five years (through FY2020). In 2014 the department publicly announced a three-year Major Gift Initiative that evolved into our first fundraising campaign, Soaring Higher—The Campaign for SUNY New Paltz, a seven-year \$23 million initiative launched in September 2019 and set to end in June 2021. As of July 15, 2020, the College had achieved 95% of the campaign goal with almost one year remaining.

FACILITIES AND TECHNICAL INFRASTRUCTURE

[S6.C6] New Paltz plans comprehensively for facilities, infrastructure, and technology. New York State bonds finance major renovations and construction of new facilities. Repayment, in the case of our educational facilities, is from state taxes or, in the case of residence halls, from student fees. The State University Construction Fund and the Dormitory Authority of the State of New York administer a portion of the construction and renovation programs on campus; the campus manages the balance of campus projects (S6.C6 Facilities Master Plan).

Campus-wide planning, led by our Facilities Management Department in concert with senior administration, informs our ability to prioritize facility needs. The College's Facilities Master Plan, last updated in 2019, addresses programmatic needs, deferred-maintenance schedules for all buildings, and sufficiency of classrooms, faculty offices, and instructional support space. The plan generated critical data to support the College's and SUNY's efforts to secure capital-construction funding over the last decade (S6.C6 Facilities Master Plan).

New Paltz has benefited from the State University Construction Fund's long-range project planning for multi-year funding for capital improvements, introduced in 1998 and repeated in 2004, 2008, and 2012. Planning for SUNY's current five-year (2018-2022) capital program has remained steady, as the state has continued supporting its long-range goal of investing \$8 billion over the next 15 years. Under the 2018-2022 State University Construction Fund multi-year plan, New Paltz has a capital planning target of approximately \$73 million. These funds have made a substantial contribution to several active projects (S6.C6 Summary of Capital Investments).

Space constraints present an ongoing challenge for much of the College's decision making, limiting our ability to increase enrollment, for example. New Paltz has a non-residential space shortage of more than 500,000 gross square feet, a much larger deficit than any other SUNY comprehensive campus. There is an acute shortage of mid-sized classrooms, faculty offices, and academic support space. The campus also has fewer residence hall beds per 100 students than any SUNY comprehensive and lacks campus-affiliated student apartments in a municipality where rental housing is limited and expensive. These limitations had a significant effect on our campus's COVID-19 planning for fall 2020 (S6.C6 Facilities Master Plan Analysis 2010; S6.C6 FMP Executive Summary 2019).

Deferred Maintenance

The campus maintains a database of deferred-maintenance projects and uses the information to plan future projects and predict future capital needs. Deferred-maintenance projects include, for example, roofing upgrades expected to cost tens of millions. Maintenance costs that cannot be funded through the Facilities Management budget are funded primarily through SUNY capital funding for academic areas, which require no repayment, and bonds for the residence halls, which are repaid through student fees. The Wooster Hall renovations, for example, cost \$36 million and the future College Hall renovation is predicted to be about \$90 million.

Technology Budgeting and Planning

[S6.C6] Information Technology consists of six operating areas: Academic Computing, including Faculty/Staff Desktop Support and Service Desk; Administrative Computing; Telecommunications; Instructional Media Services (IMS); Instructional Technology; and System and Networks. An Assistant VP for Technology/Chief Information Officer (CIO) who reports to the VP for Administration and Finance manages these areas. A Technology Plan, updated in 2020 using information from a CIO Business Vision survey administered to deans, chairs, VPs, and Assistant and Associate VPs, guides the campus in making technology decisions that align with New Paltz's strategic goals. Elements include assessment of the current state of technology, definition of the target state of technology, a gap analysis, and an action plan (S6.C6 Instructional Technology Plan). There are plans to develop an IT Master Plan and we are implementing an Electronic Information Technology (EIT) Accessibility Plan (S6.C6 Electronic Information Technology (EIT) Accessibility Plan). The College's Educational Technology Committee is often asked to test out potential future purchases such as software and tech tools and even course management systems for the campus. Before some purchases are made, committee members are asked to give their opinions about the effectiveness and quality of software that faculty and students will use. Funding for technology purchases derives from multiple sources, including a student technology fee, used solely to support the student-based technology infrastructure. Generating over \$3 million per year, the student technology fee supports instructional, computer lab, and library technology hardware and software.

We continually strive to implement data-driven technological solutions and efficiencies that enrich students' educational experiences and improve operational effectiveness. Instructional Technology Services (ITS) supported several such solutions, including Starfish in 2018, providing needed data feeds and maintaining the system from an operational perspective, and College Scheduler in 2019, a tool that improves the student registration and advising experience, simplifying the decision-making process for students. ITS also implemented Slate in 2019, a robust graduate admission customer relationship management tool that streamlines the student application and communication processes, and in 2020 Coursedog, a software solution that supports and enhances course, classroom, and event scheduling.

To increase operational efficiency, ITS consolidated its decentralized Service Desk functions to create an integrated system for accessing instructional and computer technology services. This centralized system has helped IT to leverage metrics in support of planning and budgeting. ITS also collaborated with several client departments, including Student Accounts, Accounting Services, and Procurement, to identify opportunities for cost savings. They determined that replacing e-payment vendors would save the College more than \$100,000 over a period of three years. A replacement project is currently underway and on track to achieve the projected savings. Similarly, since March 2017, IMS has used an extensive set of Audio Visual reports that identify all assets nearing replacement and their estimated replacement costs. IMS updates or upgrades the campus classrooms every seven years, and this tracking system facilitates data-driven decisions and helps IMS secure funding for future budget expenditures (S6.C6: Sample IMS Audio Visual Report). Furthermore, the College's Information Systems User Group revised its charter in 2019 to increase its focus on improving processes and procedures related to student information systems (S6.C6 Information Systems User Group Charge). Given the large number of computer development requests and limited resources, the group uses information from a rubric to prioritize proposals to receive technical solutions (S6.C6 Request Review Rubric).

Information security receives constant attention at New Paltz. In 2020, ITS completed a major update to our Disaster Recovery Plan (S6.C6 Disaster Recovery Plan). The plan includes steps for ITS essential staff to follow during a disaster, recommends communication methods, and establishes priorities for restoration (i.e. which services

are most critical and how to get those systems back up and operational). ITS implemented a comprehensive annual user awareness and training program in 2012 for all faculty and staff.

As a campus priority as well as a response to a federal mandate, in 2018 the College launched a significant planning effort to address digital accessibility across the campus. This initiative entailed raising awareness about digital accessibility; identifying digital content on our campus website and applications needing remediation; and providing training and support for faculty and staff in creating, selecting, purchasing, and using digital materials. ITS will continue to provide information and support as the campus moves toward compliance with federal guidelines and meeting our internal goals of promoting inclusion.

Our Commitment to Sustainability

[S6.C6] New Paltz has a clear commitment to sustainability, as evidenced by its designation as an institutional priority. Beginning with the signing in 2008 of the American College and University Presidents' Climate Commitment (now called the Carbon Commitment), which focuses signatory institutions on reducing greenhouse gas emissions and achieving carbon neutrality, the College continues to dedicate itself to creating a more sustainable campus. In 2009, the College formed a Sustainability Committee within faculty governance that developed a Campus Sustainability Plan, focusing on environmental dimensions of sustainability (S6.C6 Campus Sustainability Plan). President Christian approved the plan in December 2012 and established the Office of Campus Sustainability in May 2013. The Office of Campus Sustainability consists of a Campus Sustainability Coordinator, an Energy Management Coordinator, and a team of student Sustainability Ambassadors housed within Facilities Management.

The Office of Campus Sustainability and the Sustainability Committee lead sustainability-related planning and assessment activities for the College. Annually, the Office of Campus Sustainability tracks the College's greenhouse gas emissions as well as energy impacts and cost savings associated with implementing energy conservation measures. Each January, the office identifies specific, achievable goals for the upcoming year and analyzes progress made during the prior year. In 2015 and 2018, with the Sustainability Committee, it led a comprehensive campus-wide assessments of our sustainability achievements and progress, using the Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment, and Rating System (STARS) Reporting Tool (S6.C6 Sustainability Tracking, Assessment, and Rating System Reporting Tool). In both years' assessments, New Paltz achieved STARS Silver ratings. In addition, our total credits earned increased from 2015 to 2018, reflecting years of efforts to create a more sustainable institution.

The Office of Campus Sustainability and the Sustainability Committee (and its subcommittees) have developed formal plans focusing on activities that fall under the umbrella of sustainability. For example, in 2015, the Office of Campus Sustainability finalized an Energy Master Plan, guiding the College's energy management and carbon reduction activities (S6.C6 Energy Master Plan). Many energy conservation measures recommended in this plan have been implemented, including upgrading all exterior lighting and one-third of interior lighting to LEDs, installing insulating blankets in mechanical rooms, repairing steam traps, and installing 284 KW of solar photovoltaics on campus, including battery storage. These energy conservation measures save approximately \$250,000 annually from the College's utility bills. In fall 2017, the Sustainability Committee submitted a proposal to the Provost and President urging that sustainability, and in particular the Global Goals for Sustainable Development, be explicitly highlighted within the College's Strategic Plan. At the Provost's invitation, in spring 2018, the Sustainability Committee gave a presentation to SPAC. Also in 2017, the Tree Committee, a subcommittee of the Sustainability Committee, developed a Tree Care Plan for Facilities Management. We have earned the Arbor Day Foundation's Tree Campus USA status each year since 2017. In 2019, the Biodiversity Initiative, a program of the Office of Campus Sustainability with partners from across campus, developed a Campus Pollinator Habitat Plan and earned Bee Campus USA distinction from Bee City USA (S6.C6 Campus Pollinator Habitat Plan; S6.C6 Bee Campus USA Notification). Under the leadership of SPAC, the College has embraced the UN Global Goals for sustainability and worked steadily to integrate them into the Strategic Plan as well (S6.C6 UN Global Sustainability Goals).

Other Planning

The campus engages in other forms of planning, including emergency management (S6.C6 Office of Emergency Management). We have a Comprehensive Emergency Management Plan to guide preparation for, prevention of, mitigation of, response to, and recovery from incidents. This plan is maintained by the Office of Emergency Management, in conjunction with a diverse group of campus stakeholders who operate collectively as the Emergency Management Team. With guidance from the President's Cabinet operating as the Senior Leadership and Policy Group, the team meets regularly to develop, test, and improve plans, as well as to guide institutional response to planned and unplanned events. The Comprehensive Plan reflects an all-hazards approach to planning based on the National Incident Management System and utilizes the Incident Command System for scalable command and control across all campus units. This plan, as well as hazard-specific plans contained therein, guided the College's responses to a spring 2020 municipal water contamination incident and the COVID-19 pandemic.

Individual units such as Campus Auxiliary Services (CAS) also have plans in place that cover food service, the bookstore, and other CAS functions (S6.C6 Campus Dining Capital Improvements). The Office of Environmental Health and Safety provides the expertise, advice, guidelines, and current standards of professional practice to ensure the safety and well-being of our employees, students, and visitors. The office's primary goal is to prevent injury, illness, and environmental damage through the recognition, evaluation, and control of potential hazards arising from campus activities; and to comply with federal, state, and local safety and environmental regulations while being a fiscally responsible representative of the State of New York.

INTERNAL CONTROLS AND AUDITING

[S6.C7] New Paltz endeavors to ensure a working environment that supports our collective and individual responsibilities to be ethical, informed, and compliant with campus policies and internal controls, and accountable as public employees. The New York State Governmental Accountability, Audit, and Internal Control Act of 1987 embodies New York State's commitment to efficient and effective business practices, quality services, and ethics in the operations of state government. As part of the State University of New York, New Paltz is committed to the concepts and requirements of this legislation (S6.C7 IC Responsibilities, NYS Executive Law - Article 45).

The Office of Internal Controls supports independent and objective reviews and assessment of the College's business operations, financial systems, and organizational efficiency. It helps to safeguard assets, ensure accuracy and reliability, minimize and manage institutional risks, and ensure compliance with prescribed managerial policies and practices. All managers and employees must adhere to the internal controls established by the College. Accordingly, the Office of Internal Controls provides specific training for all supervisors to enhance our ability to accomplish our campus goals and objectives. Internal and external audits are reviewed with appropriate administrators and audit issues are managed until resolved by the Office of Internal Controls or, in the case of external audits, closed by the auditor (S6.C7 Internal Control Handbook; S6.C7 Separation Procedures Form; S6.C7 Public Officer's Law Code of Ethics; S6.C7 Internal Control Self-Assessment).

In line with *Requirement of Affiliation 11*, the campus's IPEDS financial report is created and submitted by SUNY administration. The audited financial statements are for SUNY as a whole rather than for individual campuses (S6.C7 Audited Financial Report - IPEDS - 2019-2020). SUNY administration creates a Financial Statement and Ratio document for each campus (S6.C7 Financial Statements and Ratios) and monitors campus ratios along with other metrics to determine campus health and viability.

ASSESSING PLANNING, RESOURCES, AND INSTITUTIONAL RENEWAL

[S6.C8] Consistent with *Requirements of Affiliation 8 and 10*, the College links planning and resource allocation to the mission and Strategic Plan, communicates transparently about the budget, and uses assessment data in planning and budgeting. For example, data from surveys such as the Delaware Study, NSSE, and the Graduating Senior Survey support continuous planning in such areas as enrollment and budgeting. The President and members of Cabinet provide budget and Strategic Plan updates to the campus. They and others, including SPAC and the Associate Provost for Strategic Planning and Assessment, regularly monitor performance indicators linked to

Essential Initiatives and priorities, as reflected in annual Strategic Plan Progress Reports (S6.C8 Strategic Plan Progress Report 2019-2020). The Budget Advisory Committee, developed in FY2018-2019, will aid in developing the criteria for future assessments and improving ways to close the loop on assessments of resource allocations (S6.C8 Budget Advisory Committee, pp. 1-2).

[S6.C9] Regarding the effectiveness of planning, resource allocation, and institutional renewal processes, budget requests are submitted with either a unit assessment plan or a description of how the requester will assess the success of new or increased funding. We share here an example of an assessment of one-time seed funds of \$50,000 in FY2014-2015 for sustainability programming and professional development. The funding fostered meaningful engagement of students, faculty, and staff around the institutional priority of sustainability and significantly broadened and deepened the campus community's engagement in, commitment to, and effectiveness in advancing sustainability initiatives at SUNY New Paltz (S6.C9 Assessment of Sustainability Seed Funds 2015 to 2020). This example illustrates the full cycle of our assessment process in supporting institutional and budgetary planning and institutional renewal. Our processes call for investigating annual goals and objectives that connect to Strategic Plan Essential Initiatives. During the summer, the President and Cabinet hold a retreat during which they review campus-wide progress in achieving Strategic Plan Essential Initiatives and prioritize goals and initiatives for the upcoming year. The VPs then use these goals to establish annual plans for their divisions and guide future funding requests. Planning, assessment, and resource allocation are inextricably linked in an ongoing cycle.

FINDINGS

- Since the previous self-study, assessment-driven improvements have been made in our strategic planning processes and structures. The Strategic Plan and Essential Initiatives developed through broad-based consultative processes guide our planning and resource allocation through assessments that link and use data.
- Administrative and academic units engage in cycles of continuous improvement through implementation of assessment plans that link to the Strategic Plan's Essential Initiatives.
- The College has integrated the functions of strategic planning and assessment and has begun to use the UN Sustainable Development Goals as a framework for strategic planning.
- Planning for development of an academic strategic plan has begun under our Interim Provost and will, we expect, continue when a new Provost is in place.
- The fiscal health of our institution is the result of sound strategic planning, careful shepherding and use of resources, and alignment of planning and resource allocation with our mission and Strategic Plan.
- In the context of New Paltz's constrained budget, strategic planning and assessment have been vital in ensuring focused investments that advance the institutional mission and goals, enabling the College not only to improve its programs and services but also to respond effectively to opportunities and challenges.
- The College budget is driven by assessment data and incorporates input from the College community, where appropriate.
- The College is transparent in sharing budgetary information and institutional data.
- The Office of Institutional Research systematically collects and shares a wide range of data that support strategic planning and assessment.

AREAS FOR INNOVATION AND IMPROVEMENT

- An academic strategic plan would augment the College's Strategic Plan and enable more nimble responses to opportunities to develop innovative programs. Creating such a plan through broad-based consultation should be a top priority for the next Provost. The Interim Provost has begun a process for developing an academic plan to guide the new Provost.
- The Budget Advisory Committee, developed in FY2018-2019, may aid in developing the criteria for future assessments of the budgeting and resource allocation process.
- Efforts should continue to integrate the UN Sustainable Development Goals, particularly those related to institutional priorities of diversity and inclusion and sustainability, more fully into every component of strategic planning.



Standard 7: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

This section describes how SUNY New Paltz meets all criteria pertaining to Standard 7 and *Requirement of Affiliation 13*.

GOVERNANCE OF THE STATE UNIVERSITY OF NEW YORK

[S7.C1] The leadership of SUNY New Paltz is guided by a complex and clearly articulated system of governance that includes the SUNY Board of Trustees (BoT), the College Council, senior administrators, the College faculty, and the SUNY New Paltz Student Association (NPSA). Each component has specific, well-defined charges and consultation processes. The American Association of University Professors (AAUP) model of consultation is the foundation of the shared governance system at both the state and the campus level (S7.C1 AAUP Statement). Some elements of the College's governance structure are dictated by the campus's relationship to the SUNY system and others are determined at the campus level.

[S7.C2.a] At the state level, New Paltz serves the public interest and is a member of the University of the State of New York, a broad organization of public and private colleges, universities, elementary and secondary schools, museums, libraries, historical societies, and other entities (S7.C2.a About USNY). New Paltz belongs to the State University of New York, a system of 64 campuses, including university centers and doctoral degree institutions, university colleges, technology colleges, and community colleges (S7.C2.a About SUNY). SUNY New Paltz is one of 13 comprehensive university colleges in the system (S7.C2.a About SUNY Campuses). The SUNY system was formed in 1948. The SUNY Chancellor is appointed by the Governor and by an 18-member BoT (S7.C2.a and f About the BoT). The BoT is an independent, legally constituted body that appoints the college presidents and oversees system-wide educational and fiscal policy.

SUNY has a shared governance system wherein faculty, professional staff, administration, governing boards, and students participate in decision-making and policy development (S7.C1 SUNY Shared Governance). Three governance bodies work with each other and the BoT: the University Faculty Senate (UFS), the Faculty Council of Community Colleges, and the SUNY Student Assembly. According to The Policies of the Board of Trustees, the UFS is the "official agency through which the University Faculty engages in the governance of the University" (S7.C1 BoT Policies, Article 7, Title A, sections 1 and 2). The UFS membership includes the Chancellor of the University, two University representatives, and representatives from each of the 33 state-operated campuses and contract colleges. The UFS exists as a deliberative body on educational policies for the SUNY system; serves as a resource on governance for the University; and issues publications on matters such as budget, program revision, and presidential searches. The UFS is governed by its bylaws and its Faculty Handbook (S7.C2.d UFS

Bylaws, UFS Handbook). New Paltz has maintained continuous representation on the UFS since 1953 and has had representatives on several UFS committees during the past decade.

[S7.C1] At the campus level, shared governance at New Paltz involves the College Council, the SUNY New Paltz administration, faculty governance, and student governance. The organization of each constituency, and interactions and processes within and among them, are conducted according to organization charts, state education law, constitutions and/or bylaws, documented policies and procedures, and other guidance documents.

[S7.C2.d] New York State Education Law, the Regulations of the Commissioner of Education, and the Regents Rules provide the principal framework for operating colleges and universities in New York. Documents such as the Policies of the Board of Trustees, the Bylaws of the Board of Trustees, and an online University-wide Policy and Procedure Library govern the policy and procedures within SUNY to which we must adhere (S7.C2.d BoT Policies, BoT Bylaws, Library of Policies).

Board of Trustees and College Council

[S7.C2.a, d, and f] The SUNY BoT has oversight of the operations of the campus and the manner in which it fulfills its mission, including its academic and research programs, personnel policies, facilities, and budget allocation. The BoT also appoints and evaluates the College president. The Policies of the Board of Trustees and other documents and policies provide a detailed framework for the administration of the College (S7.C2.d BoT Policies).

The policies are modified as needed based on actions of the BoT. Recommendations of the UFS are frequently adopted by the BoT as policy (e.g., micro-credentials, applied learning, changes to distinguished ranks). In this manner, College faculty have a role in shaping system-level policy. The BoT policies also are amended as needed to reflect changes to collective bargaining agreements.

[S7.C1] Although the full governance authority for SUNY rests with the SUNY BoT, each statutory college has a college council, appointed by the Governor, to serve primarily in an advisory capacity to the campus presidents. Council duties are described in the Handbook of the Association of Council Members and College Trustees of the State University of New York (ACT) and in New York State Education Law, Article 8, Section 356, as outlined in the Policies of the Board of Trustees (p. 6) and as defined and delimited by BoT action in January 2011 (S7.C1 and C2.g ACT Handbook; S7.C2 BoT Policies, p. 6). Some responsibilities that a board of trustees would typically perform are delegated to the local College Council. However, the BoT conducts oversight and makes final decisions regarding, for example, the appointment of the president and the naming of buildings and grounds.

The College Council serves as a local governing board (S7.C1 College Council). The Council recommends a set of presidential candidates to the SUNY Chancellor for appointment by the BoT; reviews major plans for the campus, including the Strategic Plan (see Standard 1, pp. 14-15) and the College budget; approves regulations regarding student conduct, housing, and safety; and considers recommendations for the names of buildings and grounds, consistent with SUNY guidelines and with New Paltz Foundation policies and practices. The Council is charged with fostering strong relationships between the institution and local communities and with promoting campus and University interests.

[S7.C2.e] The College Council and SUNY administration have oversight of the College's financial plans as well as its financial health and viability. The Council usually reviews the annual budget and projections at each meeting. The College submits a two-year financial plan and plan narrative to SUNY administration each year (S7.C2.e 2019-2020 Financial Plan). SUNY Administration reviews and approves the budget submission to ensure the campus is achieving its budgetary goals while maintaining financial viability. SUNY does not control the use of the budgeted allocations but ensures that the campus has made appropriate plans to address shortfalls or overages of cash, operating deficit, or surplus.

[S7.C2.b and h] Per statute, a full college council is to have ten voting members, one of whom is a student representative, and ten non-voting ex-officio members, including the college president (Figure 7.1). As of 2020, the Council has only five external members, with an interim chair. Nevertheless, our administration has worked effectively with the Council, whose members have strong connections to the Hudson Valley region and the College, as well as

the expertise and institutional perspective required to fulfill their role as a local intermediary between the College and the BoT. Members participate on the Council without respect to political, financial, or other interests resulting from their service and must comply with the SUNY Conflict of Interest Policy (S7.C2.b CVs of College Council Members; S7.C3.h Conflict of Interest Policy).

[S7.C2.g and h] At the beginning of their service, Council members are given the ACT Handbook to acquaint them with best practices in SUNY board governance (S7.C1 and C2.g ACT Handbook). The ACT maintains a website, conducts an annual conference, and publishes newsletters designed to promote the effectiveness of the BoT and college councils (S7.C2.g ACT Website). Some Council members have participated in annual ACT conferences, while all members receive ACT correspondence, campus updates, the President's monthly reports, and VP reports. They are invited to and frequently attend major campus events, including the President's State of the College Address, convocation, commencement, and ceremonies for the opening of new or newly renovated facilities.

The College Council meets at least four times during the academic year. These meetings have a dual purpose: 1) informing the Council members about plans, developments, and the status of the budget, and 2) allowing the Council to act on matters within its purview. The College President provides a report at the start of each meeting.

Voting Members	Non-voting Ex-officio Members
5 External Members*	College President
NPSA President	Provost/VP for Academic Affairs
	Alumni Representative
	Faculty Representative (Presiding Officer of the College Faculty)
	VP for Student Affairs
	VP for Enrollment Management
	VP for Finance and Administration
	Associate VP for Human Resources, Diversity, and Inclusion Chief Diversity Officer
	Chief of Staff/VP for Communication
	VP for Development and Alumni Relations and Executive Director of the SUNY New Paltz Foundation

* A full complement of external members should be nine, for a total of ten including the NPSA president.

Figure 7.1 Composition of the College Council. *Source:* President's Office.

[S7.C2.a, b, and i] A recent interview of several College Council members revealed that they understand their role, take an interest in supporting the College financially and otherwise, and view themselves as its ambassadors. Council members report that they work democratically and are not afraid to speak their minds. They appreciate the culture of governance and believe that campus leaders act in accord with the campus mission by being inclusive and hearing diverse points of view. In this way, they ensure the stability and health of the institution— free of political, financial, or other influences—and support the President in maintaining the integrity and autonomy of the institution (S7.C2.a, b, and i Methods for Interviews).

This principle of disinterested support for the institution and its President was evident in the process undertaken from 2017-2019 that led to the decision to rename six campus buildings originally named for prominent local Huguenot patentees who were also slave owners. Throughout the process, different units of the governance system worked collaboratively, systematically, and effectively, each within its own purview and according to its own guidelines, to arrive at the final outcome. The process began in spring 2017 when the President convened a Diversity and Inclusion Council, which conducted a thorough study, including the history of the region. The President supported the Diversity and Inclusion Council's recommendation to rename the buildings. At the College Council meeting of September 6, 2018, its student member moved to support the name change. The issue was deferred to the next meeting (S7.C2.i College Council Minutes, Sept. 6, 2018).

At the November meeting, after members of the campus community spoke during an extended comment period, the Council authorized the formation of a committee to explore alternate names (S7.C2.i College Council Minutes, Nov. 1, 2018). Soon after, the College Council was notified of resolutions supporting the name change passed by the SUNY New Paltz Faculty Senate and the Executive Committee of the local chapter of United University Professions (UUP), along with letters of support from the NPSA, the President of SUNY-wide Student Assembly, Campus Auxiliary Services (CAS), the President's Cabinet, the Sojourner Truth Library, several academic departments, and the mayor and deputy mayor of the Village of New Paltz. The resolution to rename the buildings was passed by a narrow margin at the next Council meeting, and a resolution recommending new names for the buildings was passed at a subsequent meeting soon thereafter (S7.C2.i College Council Minutes, Feb. 21, 2019, College Council Minutes, Mar. 6, 2019). The College Council's recommendation was then advanced to the SUNY BoT, which voted unanimously to approve the renaming on March 20, 2019 (S7.C2.i BoT Resolution Building Renaming).

[S7.C2.c, d, and i] The College Council does not interfere in day-to-day institutional operations such as curriculum development, but Council members often provide meaningful input by participating appropriately in broader policy decisions and offering financial oversight, according to their charge and purview. For example, changes to the Student Code of Conduct may be initiated by SUNY administration, but also by the Division of Student Affairs staff, based on conversations with SUNY legal counsel and experiences with and feedback from students. The Council remains aware of such discussions but serves in an advisory capacity (S7.C2.d College Council Minutes, Dec. 19, 2017). More broadly, Council members often serve as interpreters for the campus with other local officials and citizens, explaining our unique role, mission, and activities. They support the President and protect our autonomy as a state entity nestled in a village, a town, and a county where sometimes complex jurisdictional roles and missions need to be interpreted or explained. In addition, they can be influential in explaining why our decisions and allocation of resources must serve our institutional mission of education as a top priority, rather than the wishes or missions of other municipal or regional government parties.

[S7.C2.c and C5] With regard to formal oversight, the interview with a subset of College Council members cited above revealed their belief that those in charge of the budget do their job well and provide clear answers and rationales when questioned by the members of the Council. Therefore, the College Council has not needed to intervene in the fiscal management of the College.

Campus President (Chief Administrative Officer)

[S7.C2.f and C3.a] There has been one presidential search during the past decade. SUNY BoT guidelines dictate that four members of the College Council, including the chair, serve on the presidential search committee, which is headed by the chair of the Council (S7.C2.f Presidential Searches). That the Council has only five external members, including an interim chair, is a concern if a full complement of members is not in place for the next presidential search. However, the process for empanelling members is not under the control of the campus.

The campus President is appointed by, reports to, and is evaluated by the SUNY BoT. The President may not serve on the BoT but must serve as a non-voting ex-officio member of the College Council (*Requirement of Affiliation 13*). Per BoT policies, the BoT and the Chancellor may evaluate the services of the chief administrative officer (President) during the period of appointment. Routine evaluations are performed every three years and include surveys of the local and campus communities. The results of these confidential evaluations are shared with the President via a meeting and discussion with the chancellor. President Donald P. Christian's most recent evaluation was in fall 2019 (S7.C2.a and f About the BoT).

[S7.C3.b] President Christian has the academic and administrative qualifications and experience necessary to carry out his responsibilities. He joined SUNY New Paltz in 2009 at the rank of tenured professor in the Department of Biology and as Provost and VP for Academic Affairs. He assumed the role of Interim President the following year and was then appointed President in June 2011. His prior roles included service as an academic dean, associate dean, department head, and director of graduate studies. He has an extensive record of publication and presentations (S7.C3.b President's CV).

[S7.C3.c] The BoT invests the President with broad authority to "administer, the college for which he or she serves," and "promote its development and effectiveness." Pages 6-7 of the most current Policies of the Board of Trustees

delineates the President's authority and responsibilities, which include making recommendations to the College Council and the BoT "concerning the operation, plans and development of the college," and preparing annual budget requests (S7.C3.c BoT Policies, pp. 6-7). The President has supervisory responsibility and makes recommendations to the Chancellor and BoT regarding appointment of all members of the professional and non-academic staff.

A survey conducted for this self-study revealed favorable views by members of the campus community of the President's leadership in areas of institutional priority including accessibility, sustainability, diversity and inclusion, and a high-quality academic environment. The survey received 237 (of 1,507) responses with an impressively high number (average of 88%) describing the President as effective or highly effective in promoting these priorities (S7.C3.c Campus Survey Report 2019).

Campus Administration

[S7.C3.d and C4.a] BoT policies require the president to appoint an "administrative conference" (cabinet) consisting of the SUNY Chancellor, the president, and other individuals to serve as an "advisory and consultative body." The President's staff, senior leadership, and administration teams are highly qualified and sufficient in number to support the institution. Campus administration is led by the College President and his leadership team, or Cabinet, organized in administrative divisions as shown in the campus organization chart (S7.C3.c and S7.C4.a Campus Organizational Chart).

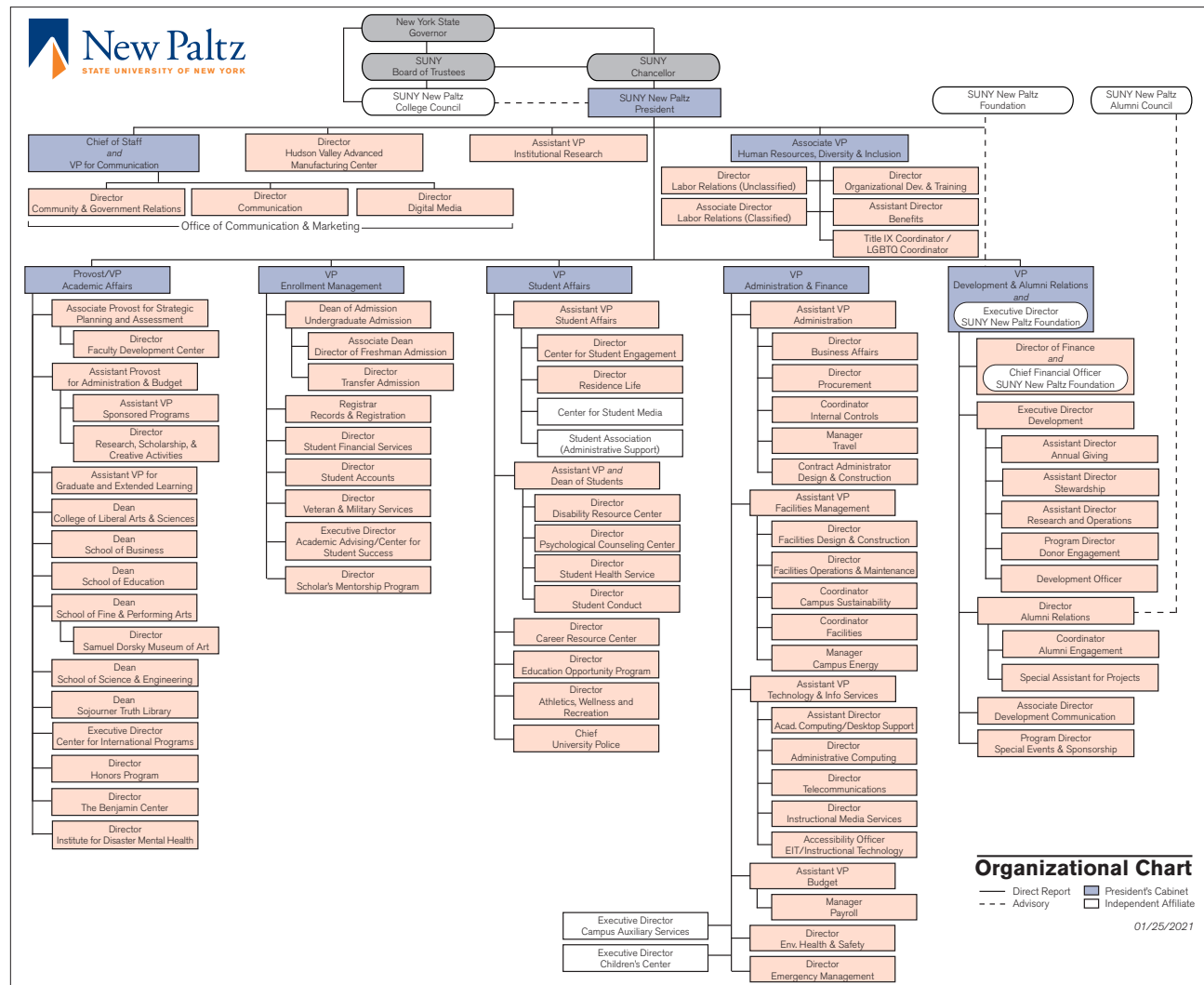


Figure 7.2 Organizational Chart. Source: Office of the President.

Lines of communication assure that administrators, faculty, and staff work within and across organizational lines. The President meets weekly with Cabinet. An agenda is circulated in advance of meetings; action items and decisions are reported afterwards. Key individuals such as the Assistant VP for Facilities Management and the Chief Information Officer (CIO) present at Cabinet meetings regularly. Recently, the President has invited the academic leadership (Associate Provost for Strategic Planning and Assessment, Assistant VP for Graduate and Extended Learning, and deans of the five academic divisions) to attend Cabinet once per month to better integrate academic voices in Cabinet deliberations. In addition, the President meets regularly with an extended cabinet (the “Wonk” group), which includes associate VPs, assistant VPs, and deans to stay abreast of the campus administrative challenges, goals, and alignment to the Strategic Plan (see also Standard 6).

[S7.C3.c and d] In 2010, the President formed the Administrative Council, which meets quarterly and includes 139 administrative and governance leaders from across the campus. The goal of these meetings is to communicate across all levels of the organization and focus on strategic initiatives and institutional priorities. Individual members share developments and events from their areas in a “good and welfare” phase of the meeting to better integrate the community (S7.C3.c Administrative Council Agendas).

During the COVID-19 pandemic, the President formed the SUNY New Paltz COVID-19 Cabinet Planning Team, a group made up of his Cabinet and key academic and administrative leaders. This group met virtually during the state-mandated shift to remote learning that began in March and into the fall 2020 semester to plan for and monitor all aspects of our crisis response and our return to a modified fall semester. During the summer, subgroups were formed to handle specific tasks such as testing/tracing, academic planning, personal protective equipment, student behavior enforcement, and communication, and faculty governance representatives were invited to join these groups. In late March, the administration launched the Daily Digest e-newsletter to inform employees and students about campus planning and response. The College added a text alert system dedicated to reopening plans and actions, created a faculty toolkit, held a series of town halls and launched a Protect New Paltz campaign to help prevent spread of the virus on campus. According to a SUNY-wide survey of employees about the impact of COVID-19, results showed that 89% of New Paltz employees agreed that senior leadership had provided effective communication and 90% agreed that senior leadership showed care and concern for employees (S7.C3.c and d 2020 COVID-19 Survey).

[S7.C4.e] All VPs meet regularly with their direct reports and update the campus on their departmental strategic initiatives twice per year. Many committees also meet regularly to engage the campus community and further the Strategic Plan of the College (e.g., Strategic Planning and Assessment Council, the Diversity and Inclusion Council). These committees are composed of administrators, professional staff, faculty, and students. They regularly make recommendations to senior campus leadership to improve processes, a key initiative of the New Paltz Strategic Plan, and improve the campus experience for students, employees, and visitors. Additional ways that the administration engages with faculty and students to advance the institutional mission are described in the following sections on faculty governance and student government.

The Provost and VP for Academic Affairs has oversight of academic administration. The Academic Deans Council meets monthly with the Provost. The Provost also meets twice per semester with department chairs. Deans hold bi-weekly or monthly meetings with the chairs/faculty in their divisions. Consultation extends to students as well. Each month, senior members of the administration meet with representatives of student governance, including monthly meetings between the NPSA President and the President of the College.

In addition, for several decades, the NPSA Executive Board and the Residence Hall Student Association (RHSA) Executive Board have met monthly with the President's Cabinet to discuss student issues, which provides access to campus administration and offers high-impact leadership lessons for student leaders. This practice is unprecedented across SUNY. The VP for Academic Affairs and Governance of the NPSA also meets regularly with the Presiding Officer of the College Faculty and the Provost and VP for Academic Affairs. When there are issues of mutual concern, faculty governance often provides support for student-led initiatives such as the divestiture of College Foundation funds from direct investments related to fossil fuels and the effort to change the names of the buildings (S7.C1 NPSA and Faculty Governance Resolutions). The NPSA President is also a voting member of the College Council and NPSA students hold reserved seats on the SUNY New Paltz Faculty Senate, many college-

wide committees, and on some administrative hiring committees. It is significant that student leaders report an administration willing to meet with them and consistently responsive to their concerns (S7.C4.e NPSA Survey).

[S7.C4.a] The allied administrative bodies of CAS, the Research Foundation for SUNY, and the SUNY New Paltz Foundation support the College's academic mission. This support is not only apparent in their daily activities but is explicitly stated in the documents that govern their interaction with the College. CAS's annual budget is published yearly, and it details the financial support it provides to SUNY New Paltz student programming. Support also comes from arrangements with the vending, bookstore, and food service contractors. The SUNY New Paltz Foundation, CAS, and the Research Foundation for SUNY are 501(c)(3) organizations established, respectively, to enrich the quality of academic life at SUNY New Paltz by raising private contributions and enabling SUNY faculty to focus their efforts on the education of students and the performance of life-changing research (S7.C4.c CAS Bylaws, CAS Budget, Research Foundation Charter and Bylaws, New Paltz Foundation Bylaws). At present the NPSA is also working to incorporate as a 501(c)(3) (S7.C4.c Summary of Michael West, Esq. Nov. 14, 2019, NPSA Resolution Feb. 24, 2020).

[S7.C4.f and C5] In late 2015, the SUNY BoT passed the SUNY Diversity, Equity, and Inclusion Policy that required every SUNY campus to hire or appoint a Chief Diversity Officer (CDO) by August 15, 2017, as a senior member of the campus administration. While the campus had latitude to have the CDO report to either the President or the Provost, it was determined that it would be a presidential report. In the summer of 2016, the President appointed the existing Executive Director of Compliance and Campus Climate as the Associate VP for HRDI and CDO. This position was added to Cabinet in January 2019 (S7.C4.a and c Chief Diversity Officer Appointed). These changes are consistent with the institutional priority of "forge community and enhance our commitment to diversity, equity, and inclusion" as well as Strategic Plan Essential Initiative II, which includes the goal to "develop an inclusive campus community across all axes of diversity."

The position of VP for Development and Alumni Relations and Executive Director of the SUNY New Paltz Foundation was created in 2013 as an outgrowth of the strategic planning process. New Paltz had a VP for Advancement, a cabinet-level position, until 2001. At that time, the position was changed to a Director of Development, which was not a cabinet-level position. In 2012, the departure of the Director of Development coincided with the strategic planning process and an assessment by a fundraising consulting company. In 2013, the Director of Development position was upgraded to VP for Development and Alumni Relations and was restored to cabinet level. This change has been instrumental in increasing success at cultivating donors, creating a culture of philanthropy, and engaging alumni in the life of the College. The new VP announced the College's first comprehensive fundraising campaign: "Soaring Higher—The Campaign for SUNY New Paltz." This multi-year initiative seeks to raise \$23 million in philanthropic support for strategic priorities across campus and represents significant progress on two of the Strategic Plan Essential Initiatives established 2013: to "Strengthen Philanthropic Relationships and Success," and to "Engage Alumni in the Life of the College." Both initiatives support the institutional priority of increasing accessibility of undergraduate and graduate education in the region (S7.C4.b Capital Campaign).

Cabinet members tend to have long tenures at the College and their divisions experience growth and success under their leadership. The VP for Enrollment Management announced his retirement after 39 years at the College, and a search has identified his replacement, who will begin January 1, 2021. The exception to this stability in cabinet-level staffing is the Provost/VP of Academic Affairs position. Since 2011, New Paltz has had two provosts and three interim provosts; we will now reopen a search that did not produce a hire in 2020.

A successful provost is necessary for the College to achieve its academic mission and for recruiting and retaining a productive, well-supported, and diverse faculty. Assessments suggested that one factor in the high rate of turnover in this position may have been the large number of offices and people that report directly to the provost. This span of control issue may have required former provosts to focus on smaller management issues at the expense of providing sustained high-level academic leadership. Administrative departments that reported directly to the Provost were restructured to "create efficiencies, facilitating collaboration between units, and achieving better balance among reporting structures and workload assignments among the Vice Presidents" (S7.C4.b Academic Affairs Restructuring 2019). It is also critical that the provost have a complete and accurate understanding of the College's

academic goals and that those goals remain relatively stable over time. The Interim Provost has begun a process for developing an academic plan to provide necessary guidance for the next Provost.

[S7.C5] Academic administrators including deans, the Associate Provost, and the Provost receive feedback about their performance, in part, through a faculty/staff review process. Reviews occur in the third year of the first five-year period and thereafter every five years. The supervisor convenes a review committee, which typically includes a dean, a chair, and three faculty volunteers. The committee conducts a confidential survey of the entire campus. Faculty governance may add, edit, or delete questions. The review committee makes its assessment using the survey data and other means and forwards this to the supervisor.

[S7.C4.b and c] In general, the administration is of appropriate size. The data show that campus staffing levels compare favorably to average numbers for the other SUNY comprehensive colleges (S7.C4.b IPEDS Data Feedback Report). Members of the professional staff have appropriate background and credentials and during their typically long tenure, acquire significant expertise (S7.C4.c and d Professional Staff CVs). Senior campus administrators cited this point as a significant factor in institutional success, despite constrained resources. Careful assessment and planning ensure that responsibilities and performance programs are optimally aligned with changing institutional needs. As of 2018, all vacancies in the administrative workforce must undergo a position review process, which includes a 90-day hold. This process was designed to “help facilitate the strategic alignment of hires in each division and across the campus community” and encourage “collaboration between managers, executive leaders on campus, and the Office of Human Resources, Diversity and Inclusion” (S7.C4.b Position Review Process 2018). The review period allows supervisors and managers to consider how best to distribute workflow, program for long-term needs, and plan for succession. All position requests are reviewed by the President and Cabinet. All searches follow a prescribed methodology depending on the level, consistent with SUNY policies and procedures. A detailed position description is drafted in consultation with relevant constituencies to ensure that candidates have appropriate qualifications and expertise (see Standard 2, p. 27).

[S7.C4.f and C5] Administrative units use assessment data and yearly evaluation of their units as an opportunity to better serve the campus community and align their mission with the College's Strategic Plan (see also pp. 74-75). This assessment-based process has led to several significant reorganizations. For example, two positions: Associate Provost for Assessment and Dean of the Graduate School and Assistant to the President and Chair of the Strategic Planning Council were reconfigured in 2017. Assessments had led to the recognition that the linkage between strategic planning and assessment could be enhanced if both areas were the purview of a single individual.

The Associate Provost now is the Associate Provost for Strategic Planning and Assessment, supporting the use of assessment data in strategic planning processes. In place of a Dean of the Graduate School and a Dean of Extended Learning, the College now has an Assistant VP for Graduate and Extended Learning, with broad responsibilities for graduate programs and for the facilitation of online education. Integrating these two areas supports the institutional priority of making undergraduate and graduate education more accessible and may facilitate the rapid development of new online and hybrid offerings, graduate programs, and micro-credential programs that meet regional needs and are accessible to non-traditional students.

New programs are essential for ensuring that New Paltz can meet the demands of the students it traditionally serves and attract new ones. Responsiveness to these trends and demands is becoming increasingly important in ensuring the long-term financial viability of the College. New programs (particularly graduate programs) can offer new revenue streams. As one high-level administrator put it, “nimbleness” is needed: clear lines of communication between faculty, department chairs, deans, and administrators about what can and cannot be reasonably accomplished with existing resources and what resources may be available. The uncertainty about whether needed resources can be allocated creates obstacles to new program development, as does the timeliness of internal and external approval of program proposals.

[S7.C4.c and d] Professional staff have the skills and credentials needed to perform their respective duties and functions. HRDI ensures that, where applicable, requirements for training, certification, and/or licensure are met (S7.C4.d Training Records). Many professional staff further their education and/or complete additional continuing education over and above that required for their position; as a form of professional advancement, some members of staff members pursue degrees while in the employment of SUNY New Paltz (S7.C4.c and d Professional Staff CVs).

The administration is well served by our Information Technology Services. IT staff attend professional workshops and conferences to stay abreast of new technologies and best practices, including the annual SUNY Technology Conference and SUNY Wizard conferences, where IT best practices are shared. The SUNY Council of Chief Information Officers coordinates information technology initiatives within the SUNY system, including strategic planning. On campus, our CIO reports monthly to Cabinet, where critical information is conveyed directly to the administration for their information and action, when necessary. A 2020 CIO vision survey will assist the IT Department in gauging the current level of satisfaction with services and will solicit suggestions for improvements and actionable projects. In a recent survey, 89.7% of those participating reported being very satisfied or satisfied with IT services (S7.C4.d ITS Cabinet Update, Feb. 28, 2020; S7.C4.d ITS Satisfaction Survey 2020). In a related point, the Committee on Educational Technology, a joint committee of faculty governance, also meets regularly to review and discuss various information systems and technology related to delivering education in the classroom—a practice made all the more important by the emergency shift to remote instruction in spring 2020 due to COVID-19 (see also Standard 6, p. 80).

FACULTY AND STUDENT GOVERNANCE

Faculty Governance

[S7.C1] The system of faculty governance at New Paltz was revised in 2017 as a result of assessment efforts and in light of a recommendation from our 2010-2011 Middle States review team, which encouraged New Paltz “to actively pursue the review of its governance structure as noted in the Self-Study.” After many years under an inefficient faculty-of-the-whole system, a senate model was developed after many stages of consultation (S7.C1 2010-2011 Self-Study Chapter 2 Findings). The new faculty governance structure is outlined in the Bylaws of the College Faculty and summarized in a faculty governance chart (S7.C1 Faculty Governance Chart; S7.C1 Bylaws of the College Faculty). The Bylaws of the College Faculty describe the formal process of consultation between the senate and the administration regarding the recommendations of the senate. Each of the six academic divisions has its own governance body with its own bylaws, as do the professional staff and the graduate faculty (S7.C1 Division Bylaws, Bylaws of Pro Fac Council, Graduate Faculty Bylaws). The faculty also have two seats on the Board of Directors of CAS (S7.C1 CAS Bylaws).

[S7.C4.e] The Executive Committee of the College Faculty is the interface between the UFS, the campus administration, and two faculty governance bodies: the SUNY New Paltz Faculty Senate and the Graduate Council. The Executive Committee meets regularly with the President and Provost, refers governance issues to the appropriate central and joint committees, plans agendas for Senate and faculty meetings, and may act on behalf of the Senate in an emergency.

The SUNY New Paltz Faculty Senate is based on a hybrid model with representatives from each academic department, plus additional at-large representatives to ensure proportional representation of all academic divisions. There are four student representatives. The professional staff has at-large voting representatives in addition to non-voting ex-officio members representing key administrative areas. Deans, assistant deans, associate deans, and chairs of faculty governance committees are non-voting ex-officio members. Cabinet members frequently attend in a non-voting capacity to respond to questions that may arise. This broad-based senate ensures effective consultation with key representatives of administration at multiple levels.

The Graduate Council is a representative body corresponding to the senate that deals with matters of curriculum, academic policy, and research for graduate programs. The Bylaws of the Graduate Faculty were revised in 2018 to allow for more uniform representation of the graduate programs. The Assistant VP of Graduate and Extended Learning and representatives of relevant areas of administration serve as ex-officio members.

New Paltz recognizes four types of governance committees: two that facilitate shared governance in matters that are the purview of administration, and two that address faculty governance matters. Administrative committees and task forces, appointed and charged by the President or designee, give faculty a voice in matters that are the purview of the administration, such as the budget. Joint committees have a similar institutional scope but are convened and charged by the College faculty. These committees have a high proportion of professional staff and report to both

the administration and the Senate. Central committees report to the Senate. Their composition and charge are stated in the bylaws. The composition and charge of standing committees is determined by the members. Standing committees such as the curricular Diversity Board, the Honors Committee, and the Writing Board may work with central or joint committees.

The academic faculty and professional staff at New Paltz are represented by UUP, and therefore faculty governance does not address issues covered under the collective bargaining agreement. However, representatives of UUP do coordinate with faculty governance to ensure that personnel policies recommended to administration by faculty governance are not in conflict with procedures outlined in the collective bargaining agreement. Such consultation occurred, for example, while we developed the consensual relationships policy in 2017 (S7.C4e Consensual Relationships Policy).

[S7.C5] An assessment of faculty governance was performed in fall 2019 using the AAUP Rubric for Assessment of Shared Faculty Governance (S7.C5 AAUP Rubric). Overall, the assessment results support the conclusion that governance of the College is shared appropriately among the College Council, President, administration, and faculty governance (the rubric does not assess interactions with student government). The climate for shared governance is positive, institutional communications with faculty governance are comprehensive and clear, and consultation processes involving faculty governance and administration function as outlined in the Bylaws of the College Faculty. The faculty has significant autonomy in areas under faculty purview and provide input in joint decision-making via participation on administrative committees, task forces, and joint committees. It also has appropriate involvement in the reappointment, tenure, and promotion (RTP) process. However, it was recognized over a decade ago that procedures lacked clarity, which has been especially concerning to pre-tenure faculty. In 2006, an ad hoc task force had suggested, among other recommendations, the development of departmental RTP guidelines. In 2013, departmental guidelines were implemented by a former provost. However, the Central Committee on RTP chose not to use guidelines because faculty governance had not been consulted with respect to the format, scope, development process, and approval procedures for these guidelines, nor was their use incorporated into the committee's charge in the Bylaws of the College Faculty. As part of the ongoing revision of the RTP guidelines, the Faculty Senate crafted language defining the criteria for and role of departmental guidelines in the RTP process.

The faculty governance system has been shaped by assessment, as reflected in the 2013 Strategic Plan, which cites a need identified by faculty in the 2010-11 Middle States self-study process: "Under the leadership and direction of faculty, review and streamline faculty governance and committee structure and function" (S7.C5 Strategic Plan 2013, pp. 13-14). Previously, the faculty governance system had an Academic Senate that reported to the full College faculty, which had to vote on all recommendations. This model of decision-making was challenging because of the numbers and variability of participants, the difficulty in obtaining a quorum of faculty at meetings. Students served on the Academic Senate but could neither speak nor vote at faculty meetings. Academic faculty were concerned that professional staff tended to dominate on issues pertaining to academic faculty. Some committees reported to other committees, making communications complex, and faculty were frustrated that the central Budget, Goals, and Plans Committee did not interface with actual budgeting and planning processes (S7.C5 Former Faculty Governance Structure).

In 2015, campus governance created an ad hoc committee to assess the faculty governance model. The committee studied faculty governance on other SUNY campuses, held meetings on campus with UFS governance leaders, conducted an on-campus survey, and, with funding from the administration, brought in a consultant (S7.C5 Faculty Governance Survey Presentation 2016). The survey showed that many faculty had little understanding of or investment in faculty governance, and they viewed the system as inefficient. The committee held a workshop on governance with over 50 faculty participants in February 2017 (S7.C5 Consultant Report, Workshop Materials). This led to proposals for revisions to the organization of the faculty governance system and three possible models for a representative senate. In spring 2017, the full faculty voted for the hybrid representative senate model and approved most of the proposed revisions to the committee structure. New bylaws were drafted in summer 2017 and approved in fall 2017, and the new system was implemented in spring 2018. As part of the revision, for example, the central faculty Budget, Goals, and Plans Committee was replaced by an administrative committee, the Budget Advisory Committee with representatives from the academic faculty, the professional staff, the classified staff, and students (see

also Standard 6). In a similar way, faculty were already represented on the Strategic Planning and Assessment Council, but after consultation and at the request of faculty governance, the College's Sustainability Coordinator was added as an ex-officio member. This change has helped the Strategic Planning and Assessment Council maintain a focus on the institutional priority of sustainability (S7.C5 Faculty Governance Charts).

The survey conducted for this self-study in fall 2019 included eight questions about aspects of faculty governance (S7.C5 Campus Survey Report). Findings suggest that familiarity with faculty governance does not seem to have changed much relative to 2016, but attitudes towards the faculty governance system have greatly improved, as has the faculty perception of the effectiveness of both faculty governance and shared governance (S7.C5 Campus Governance Survey Comparison 2016-2019). The results suggest that consultation with academic faculty is more effective than consultation with professional staff, perhaps because all representatives serve at large. The degree to which faculty workload impedes involvement in faculty governance is perceived as having increased relative to 2016.

Student Governance

[S7.C1] There are three major student governance associations at SUNY New Paltz: the NPSA, the RHSA, and the United Sorority and Fraternity Association (S7.C1 Residence Hall Student Association Website; S7.C1 United Sorority and Fraternity Association Website). While the RHSA and the United Sorority and Fraternity Association both provide campus programming, the NPSA is the governance organization responsible for representing student concerns to other entities on campus, developing policies that impact all students, and administering the Student Activity Fee. The NPSA system is outlined in its constitution and bylaws, which vest governance responsibilities in an Executive Board, a Senate, a Judicial Board, a Council of Organizations, a Programming Board, and a Budget and Finance Committee (S7.C1 NPSA Constitution and Bylaws).

The NPSA has completed several initiatives since the last Middle States reaccreditation. In 2016 it worked with campus leadership and other organizations in the statewide effort to remove the criminal record box from the SUNY New Paltz admissions application (S7.C1 "Ban the Box" Resolution). In 2017 it played a role in urging the SUNY New Paltz Foundation to divest from fossil fuel companies, and more recently it actively participated in the campaign to change residence hall building names (see above). The NPSA has also worked to improve the relationship between students of color and University Police, ensure access to 24-hour study spaces, and maintain on-campus access to public transportation. In these efforts it has received support from faculty governance and the administration.

The NPSA Senate is currently comprised of at-large members, a model which can pose obstacles to efficient and full representation of all students. Noting this problem, the NPSA Executive Board recently adopted two amendments to the NPSA Constitution. The first, to Article 5, created in the fall 2020 semester a VP for Marketing and Communication to replace the existing secretary position. The second, to Article 6, is change effective in the 2021-2022 academic year, which will increase the size of the NPSA Senate from 25 to 31 and replace the current at-large representation model with a representative model based on senators drawn from each class year, academic school, residence hall, and other major constituencies on campus. Both changes were approved by the Senate in April 2020 and then voted by a referendum vote of the entire student body in the election held September 15-17, 2020 (S7.C1 Proposal for New E-Board Position; S7.C1 Proposal for Representative Model for Senate; S7.C1 NPSA Election Results 2020).

FINDINGS

- The College is well administered: the College Council takes an appropriate role in providing oversight and consultation; the College President and his administrators are qualified for their positions and operate according to transparent and established procedures.
- The formal strategic planning process instituted since our previous self-study has been integrated with assessment and is central to decision making. Adding two members to the President's Cabinet has increased the effectiveness of the senior leadership team and enabled significant progress in promoting diversity, equity, and inclusion and in developing a culture of philanthropy.
- The concerted actions of governance at multiple levels have been effective agents of positive change and institutional improvement. The 2017 revision of the faculty governance system has increased engagement of faculty in shared governance. Faculty perceptions of the effectiveness of faculty governance and shared governance have improved, though workloads continue to be an obstacle to engagement in faculty governance.
- Student representatives meet regularly with Cabinet. Student governance has clearly outlined policies and procedures; representatives are proactive in assessing and improving their governance structures.
- Planning for a process to develop an academic plan has begun under our Interim Provost and will, we expect, continue once a new Provost is in place.

AREAS FOR INNOVATION AND IMPROVEMENT

- Recent reorganization and re-definition of the Provost's duties and reporting structures should improve stability in that position and must be monitored for effectiveness.
- Although the process for empaneling members is not under the control of the campus, a full complement of members should be in place in advance of the next presidential search. The current College Council has only five external members and is led by an interim chair.

APPENDIX 1: MAPPING REQUIREMENTS OF AFFILIATION

Requirement of Affiliation	Demonstrates Compliance Through
1. Authorization to operate	Compliance Review
2. Institution is operational	Compliance Review
3. Graduating one class before accreditation (for new institutions)	N/A
4. Communicate with the Commission in English	Compliance Review
5. Complies with government laws and regulations	Compliance Review
6. Complies with Commission policies	Compliance Review
7. Has a mission statement and goals	Standards 1
8. Systematically evaluates programs	Standards 3, 4, 5, 6
9. Learning programs have rigor, coherence, assessment	Standards 3, 5
10. Planning integrates goals and assessment	Standards 1, 3, 4, 5, 6
11. Documented financial resources and financial plans	Standard 6
12. Discloses governance structure	Standard 7
13. Governing body's members have no personal interest in institution	Standard 7
14. Make information available to Commission	Compliance Review
15. Core of faculty to assure continuity of educational programs	Standards 3

APPENDIX 2: ABBREVIATIONS AND GLOSSARY

AACSB – Association to Advance Collegiate Schools of Business

ABET – Accreditation Board for Engineering and Technology

AC² – AMP (Alliance for Minority Participation) and C-STEP (Collegiate Science and Technology Entry Program)

Accessibility – At SUNY New Paltz, accessibility is concerned with equality and inclusion. It involves supporting our students within the widest possible range of situations, regardless of disability, socio-economic status, or cultural or linguistic background.

ACT – Association of Council Members and College Trustees of the State University of New York

ALEKS – Assessment of Learning in Knowledge Spaces

AMP – Alliance for Minority Participation

AYURE – Academic Year Undergraduate Research Experience

BoT – Board of Trustees

CAS – Campus Auxiliary Services

CASE – Council for Advancement and Support of Education

CDO – Campus Diversity Officer

CIO – Chief Information Officer

CIP – Center for International Programs

CITI – Collaborative Institutional Training Initiative

Classified Staff – civil service staff represented by CSEA, PEF, Council 82

College – is used in this document to refer to our own campus of the State University of New York (SUNY)

CQUE – Chongqing University of Education

CRAL – Committee on Research, Awards, and Leaves

CRC – Career Resource Center

CSEA – Civil Service Employees Association

CSS – Center for Student Success

C-STEP – Collegiate Science and Technology Entry Program

CT – Critical Thinking

DEI – Diversity, Equity, and Inclusion

Department – is used in this document to refer to academic units within Schools

DGS – Director of Graduate Studies

Division – is used in this document to refer to administrative departments

DOH – New York Department of Health

Double Major – refers to students who complete two academic majors

DRC – Disability Resource Center

Dual Degree – refers to students earning multiple baccalaureate degrees (e.g., BA/BS)

Dual Diploma – refers to programs which award diplomas from more than one institution (for example, our Turkish Dual Diploma program)

EIT – Electronic Information Technology

EOP – Educational Opportunity Program

ESL – English as a Second Language

Faculty – refers both to instructional personnel (“professors”) as well as Library faculty

GE – General Education

HREB – Human Research Ethics Board

HRDI – Office of Human Resources, Diversity, and Inclusion



Hybrid Course – refers to a course specifically designed to combine online and seated instruction

ILO – Institutional Learning Outcome

IM – Information Management

IMS – Instructional Media Services

IPEDS – Integrated Postsecondary Education Data System

IR – Institutional Research

ITS – Information Technology Services

JCOPE – Joint Commission on Public Ethics

Lecturer – full-time non-tenure-track contingent faculty, typically on three-year renewable contracts

NASAD – National Association of Schools of Art and Design

NPSA – New Paltz Student Association

NSCI – General Education Natural Science

NSSE – National Survey of Student Engagement

NYSTCE – New York State Teacher Certification Examinations

OAA – Office of Academic Advising

OCM – Office of Communication and Marketing

OVMS – Office of Veterans and Military Services

PIF – Performance Investment Fund

PRODiG – Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth

Professional Staff – Professional faculty and non-teaching staff, exclusive of Classified staff (see above)

Remote Learning – instruction delivered online, whether planned or as a response to exigencies such as the COVID-19 emergency

RHSA – Residence Hall Student Association

School – is used in this document to refer to the five major academic units of the College

SEI – Student Evaluation of Instruction

SLO – Student Learning Outcome

SMART – Specific, Measurable, Attainable, Realistic, and Timely

SMP – Scholars' Mentorship Program

SoB – School of Business

SoE – School of Education

SOS – Student Opinion Survey

SPAC – Strategic Planning and Assessment Council

SPC – Strategic Planning Council

Staff – may refer, depending on context, to Classified Staff or to Professional Staff

STARS – Sustainability Tracking, Assessment, and Rating System

STEM – Science, Technology, Engineering, and Math

STL – Sojourner Truth Library

SUNYAC – State University of New York Athletic Conference

SURE – Summer Undergraduate Research Experience

SWW – Supplemental Writing Workshop

TAP – Tuition Assistance Program

UFS – University Faculty Senate

UUP – United University Professions

WEST – General Education Western Civilization

YÖK – Turkish Council of Higher Education

Addendum: The Impact of COVID-19 on SUNY New Paltz

It has been a momentous year for SUNY New Paltz. Along with other colleges and universities, we have had to steer through unprecedented crisis moments created by the coronavirus (COVID-19) pandemic. Since our self-study was well underway before the onset of the pandemic, we included a brief synopsis about the effects of COVID-19 impacts in the Executive Summary, as well as brief references throughout the body of our report. However, here we provide a more detailed analysis of key elements of our planning and our responses to the pandemic. The Middle States Standards for Accreditation and *Requirements of Affiliation* are used as a framework for this addendum.

As we approached March 2020, it became clear that the pandemic was going to impact the campus directly and that plans would need to be developed quickly for the remainder of the spring semester. Working under the guidelines and guidance of the Governor's Office and SUNY administration, our campus administration made specific decisions and took decisive steps to protect the health and safety of the campus community, bring study abroad students home safely, accommodate the transition to remote learning, confirm telecommuting arrangements for employees, and reduce on-campus services to the essentials. Our residence halls remained open through the end of the spring 2020 semester to accommodate students with special circumstances such as those who did not have other safe living and dining arrangements, students with limited or no access to technology, and international students. This transition was possible because of the extraordinary efforts of faculty, staff, students, and administrators alike. During the summer session, which was offered online, and while keeping campus health and safety the main priority, we developed plans to support our core educational functions and to maintain the mission of the College during the fall 2020 semester. These plans, as well as amendments to them in response to the shifting course of the pandemic and changing SUNY, New York State, and federal guidelines, were communicated clearly and frequently to the campus and surrounding community.

STANDARD 1: MISSION AND GOALS

In June 2020, the New York State Department of Health (DOH) released its "Interim Guidance for Higher Education during the COVID-19 Public Health Emergency" for in-person attendance. Every institution of higher education in New York had to comply with these guidelines before reopening in fall 2020. Private and other non-public higher education institutions had to present a "reopening plan" for approval by the DOH, while SUNY and CUNY needed approval by both the DOH and the respective SUNY or CUNY chancellor's office before fall semester instruction could begin. In addition, in June 2020, the Governor's Office released its "Reopening New York Higher Education Guidelines," similar to those of the DOH, which provide guidance and best practices in key areas for institutions to develop reopening plans.

SUNY administration issued directives to SUNY campuses to develop fall 2020 reopening plans consistent with the DOH Higher Education Guidance, the Governor's Reopening Guidelines, and the Governor's Reopening Checklist. SUNY campuses were asked to submit their reopening plans to the SUNY Chancellor's Office for approval.

Fall 2020 Campus Reopening Plan

In mid-March 2020, President Donald P. Christian formalized a SUNY New Paltz COVID-19 Cabinet Planning Team comprised of representatives from across campus. This group met daily, Monday to Friday until mid-May, from mid-May thrice weekly, and after late July, once weekly. The COVID-19 Cabinet Planning Team developed a fall 2020 reopening plan that included policies and protocols addressing the (1) campus's reopening; (2) monitoring of health conditions; (3) establishment of robust testing and tracing operations; (4) containment of potential transmission of COVID-19; and (5) potential shutdown of on-campus instruction and in-person operations on the campus, if necessitated by widespread COVID-19 transmission (COVID-19 Addendum: Fall 2020 Reopening

Plan). Likewise, our fall reopening plan included policies and proposals focusing on maintaining our educational mission in a fiscally responsible and transparent way that took into account the vulnerabilities of certain campus populations. In developing the plan, consultations occurred through our existing structures and with faculty and student governance representatives and New Paltz community leaders, among others. The COVID-19 Cabinet Planning Team obtained input from faculty, staff, students, and United University Professions (UUP) representative employees in various aspects of our planning. The Planning Team receives regular updates from subgroups charged with overseeing specific aspects of our plan: academic planning, classroom density and space allocation, faculty teaching preferences, personal protective equipment, residential life logistics, testing and tracing, symptom self-reporting processes, international student life, promotion of positive student behavior, campus communication, and campus signage.

SUNY administration certified our fall 2020 reopening plan at the end of June. The plan is posted on our campus website and is updated as New York State and SUNY issue new information, guidelines, or direction. Because of the fluidity of conditions, faculty were asked to prepare for both online and seated instructional modalities with the understanding that pivoting to remote learning might become necessary if pandemic conditions required. During the summer, President Christian informed the campus that classes would begin as scheduled on Monday, August 24, and that after Thanksgiving all instruction and final exams would be conducted remotely to reduce the possibility of reinfection after Thanksgiving travel.

During the in-person phase of the fall 2020 reopening plan, we reduced the density of classrooms and residence halls. Approximately 70% of classes (1522) were offered synchronously or asynchronously online, with 30% being delivered through face-to-face (18% or 400) or hybrid (12% or 262) instruction. In the cases where students and faculty meet face-to-face, either the classroom space is increased or the capacity of the course is decreased to ensure social distancing of at least six feet between individuals or 36 square feet per person. We also have kept residence halls open with reduced density to allow on-campus housing for students, including first-year students; international students; students facing housing situations that present barriers to access and support for academic success; and students in programs with heavy lab, studio, equipment-intensive, and clinical components. On November 10, 2020, there were 1,615 students residing in the residence halls, including 96 resident assistants. Based on previous years' residence hall occupancy rates, we would have had 3,050 students (+/-20), including 109 resident assistants. We have imposed quarantine requirements for both domestic and international students. Our College food service provider adopted new protocols to ensure students' health.

To prepare for the possibility that in-person on-campus operations cannot safely be sustained, the College developed a "Pause and Pivot" procedure that can be implemented at the direction of the state's Regional Control Room, SUNY administration, or the state or local health departments. The procedure outlines steps to be taken to shut down in-person activities; reduce campus density, including in the residence halls; and return to remote operations (COVID-19 Addendum: Pause and Pivot Procedure).

In November 2020, SUNY Chancellor Jim Malatras announced that all SUNY campuses would begin in-person instruction for spring semester 2021 on Monday, February 1, and that coursework beginning before that date would be remote. While the vast majority of our courses will begin to be delivered remotely before February 1, SUNY has also permitted exceptions allowing New Paltz to begin in-person instruction on January 25, 2021 for some selected science and engineering lab courses, studio art courses, and other specialized classes that require in-person instruction (COVID-19 Addendum: Academic Continuity for Winter and Spring 2021 Terms).

STANDARD 2: ETHICS AND INTEGRITY

Steadfast in our commitment to maintaining ethics and integrity at all times, we continue to adhere to sound practices during the COVID-19 pandemic by following high academic standards and benchmarks for the care and safety of our students, employees, and the New Paltz community. The guiding principles for our fall 2020 reopening plan are centered on ongoing fulfillment of our mission in a fiscally responsible way that adheres to SUNY administration's five guiding principles: (1) put safety first; (2) protect the core academic areas of excellence; (3) maintain our fundamental mission of the broadest possible access to world-class teaching, research, and scholarship; (4) sustain academic programs and achieve operational efficiencies; and (5) demonstrate agility in responding rapidly to workforce needs.

Commitment to Equity, Inclusion, and Social Justice

As stated in our self-study, commitment to social justice is a strong campus ethos at SUNY New Paltz. Connecting that ethos to this serious public health crisis and its amplification of issues around diversity has increased the urgency to live up to our long-espoused values of equity, inclusion, and social justice for students, faculty, and staff. As we strive to become an actively anti-racist institution of higher education, the campus launched a Bias Response Reporting and Support initiative, an action item that the College's leadership committed to in a June 30 pledge, to become an actively anti-racist campus (COVID-19 Addendum: Commitment to Become an Anti-racist Campus). In addition to launching this initiative, our College leaders enumerated actions to undertake, some already underway, to build on work being carried out across the College. These include asking faculty governance to take on curricular reform; redesigning the Diversity and Inclusion Council and supporting its planned survey of campus climate; supporting Black Lives Matter at School; improving University Police Department practices; continuing to strengthen the Department of Black Studies; continuing to diversify faculty, staff, and students; expanding mental health support; continuing to support the Scholars' Mentorship Program (SMP); and continuing town hall style dialogues.

Campus Policies and Procedures

The pandemic forced the College to amend existing academic and health and safety policies. We provided a "P/F" grade option in spring 2020 that allowed students to apply a P grade to letter-graded courses as long they earned a D grade or higher. Students could use the P-graded course(s) to meet degree or major requirements in the same manner as the letter-graded course. Students were encouraged to discuss this option with their advisors after courses were graded and were advised that there could be restrictions for accredited programs. For fall 2020 and spring 2021, we are expanding the Satisfactory/Unsatisfactory (S/U) grade option. This temporary expansion allows undergraduate students to elect two more S/U grades in addition to the S/U grades they may use under the normal policy. Students may use these S-graded course(s) to meet General Education, degree, or major requirements in the same manner as the letter-graded course. While not the same as an unlimited Pass/Fail (P/F) option, the S/U expansion provides significant relief that many students need under our current circumstances (COVID-19 Addendum: S/U Grading Policy).

Guidance on the College's health policies was issued to all students prior to the start of fall semester classes and will continue to be issued now that our spring 2021 plan is approved by SUNY. We amended the Student Handbook to include the expectation that residential and commuter students would adhere to COVID-19 safety protocols. On-campus residential students were required to sign a housing license addendum, which advised them of public health policies, expectations of the College concerning these policies, and potential consequences for noncompliance with policies.

Campus clubs and organizations, events, committees, and other gatherings enhance the curricular and co-curricular experience of students and are valuable aspects of our College. However, to protect the core mission of the College and to mitigate financial risk, we established a policy and used a rubric to determine which, if any, proposed live event or gathering could be held on campus. The rubric considers these elements: whether the event could be held virtually, the relative health risk presented by the event, its relevance to our academic mission, its value to the institution, whether or not it is a third-party request, and its relation to our First Amendment duties as a public agency. Groups considering face-to-face events or gatherings are asked to submit a brief narrative addressing the elements of this rubric to the appropriate office responsible for space assignments at least 30 days prior to the event, with the understanding that changing conditions may impact plans at any time.

In-person May 2020 commencement ceremonies became impossible because of COVID-19. Consequently, the Program Director for Special Events and Sponsorships and the Office of Communication and Marketing, working in conjunction with the Office of the President and relevant academic and Student Affairs Divisions, planned innovative virtual undergraduate and graduate commencements. The pre-recorded virtual ceremonies were launched on Friday, May 22, and will remain available for a year. More than 1,000 registered to participate in the event and over 700 students submitted individual slides with their photos and personal quotes. Our informal outdoor processional to welcome new students in fall 2020 was creative and extremely well received, while at the same time following COVID-19 precautions. This and other adaptations, born of COVID-19 necessity, have opened our eyes to new ways of doing things; in future we may re-evaluate how best to host annual events like graduation and the fall processional.

Vulnerable Populations

Some vulnerable student populations are more likely to experience marginalization or alienation, academic challenges, and attrition. Many students of color come to our campus with heightened concern, fear, and anxiety in the wake of recent racial events across the country that have amplified or increased awareness of longstanding racial injustice, inequity, and violence. Many have direct and personal experience with the differential impact of COVID-19 on communities of color. Our approach to supporting these students includes continuing to provide them an array of services to support their academic success, physical and mental health, and safety, both during the spring shutdown and during the 2020-2021 academic year. Considerations of these vulnerabilities provided much of the impetus for establishing the Bias Response Support Network. Students who are at high medical risk or are otherwise concerned about their safety in seated classrooms are advised to contact their advisor to choose online courses or alter their course schedule or their plan of study. As discussed more fully in Standards 3 and 4, we have provided a number of supports and services to accomplish learning outcomes to students enrolled in online and hybrid courses and students in research-intensive, studio, performance, and other applied-learning courses or programs. Students with disabilities work with our Disability Resource Center (DRC) to access the services they need to be successful either in a seated class or remotely. In addition, we continue to administer our Student Crisis Fund Program and campus food pantry.

The campus has supported the needs of faculty, staff, and students who are more vulnerable to the health risks of COVID-19. We have accommodation procedures in place to support individuals who, for medical reasons, cannot safely work on campus during the pandemic. Faculty and staff for whom ADA accommodations are not applicable, but who are uncomfortable about working on campus, contact their supervisor about possible flexibility in scope of obligation and/or schedule within the operational needs of the College. Faculty have been reassured that support exists for moving their teaching load online, upon request. Professional and classified staff have been working under a SUNY agreement that allows telecommuting and supports low density on campus. There are opportunities for employees to take home equipment, supplies, or other resources for remote use, with approval from their supervisors.

Campus Health and Safety

The College established a Testing and Tracing Committee in June 2020. Chaired by the VP for Student Affairs, the committee includes representatives from the Office of Emergency Management, the Student Health Center (SHC), Academic Affairs (including a dean and a member of the SUNY New Paltz Faculty Senate), Marketing and Communication, Facilities, Residence Life, and Athletics and Wellness. The committee developed a testing and tracing plan that began polymerase chain reaction (PCR) testing of students on August 21 in advance of the August 24 start of classes. We then added pool testing in collaboration with SUNY Upstate Medical University and tested 600-700 students and employees per week, with a goal of testing all students three times before Thanksgiving. All students who had a campus presence in fall 2020 were tested before leaving for Thanksgiving and students who tested positive were quarantined. We conduct pool testing of employees as mandated by agreements between SUNY and UUP, the New York State Public Employees Federation, Police Benevolent Association of New York State, Civil Service Employees Association collective bargaining units. As required by SUNY, we also conduct pool testing of Management Confidential employees.

Daily health screenings augment PCR and pool surveillance testing of College personnel. Resident students and non-resident students who plan to come to the campus must complete health screenings. We provide thermometers to students who need them. Depending on responses to screening questions, students exhibiting symptoms may be directed to quarantine and to contact the SHC. The SHC offers some individual COVID-19 testing for students who are symptomatic, have had an exposure to COVID-19, or have a need or desire for testing aside from their mandated surveillance testing. The SHC also writes prescriptions for students to be tested at community sites. Students who report COVID-19 symptoms or test positive are not allowed on campus or outside of their residence halls until cleared by the SHC. Likewise, College employees who present temperatures above 100 degrees or other common COVID-19 symptoms in the course of daily health screenings, required of everyone coming to campus on a particular day, are not permitted to report to campus to work and are referred to our Benefits Office for support and guidance.

Two residence halls have been designated as isolation or quarantine spaces for residential students. Residential students also may opt to isolate or quarantine at home when it is safe to do so. Off-campus students isolate or quarantine off campus, whenever possible, or on campus. We have a clear process established between our SHC, our contact tracers, county health officials and our Quarantine/Isolation Team of Residence Life staff to provide direction and assistance to students who must quarantine or isolate. Students are provided with written and verbal instructions including important contact information, a list of services provided, instructions to follow in the event of a fire alarm, and the date that their quarantine or isolation ends. Those responsible for providing students' food, supplies, health, and social and emotional care track those in quarantine or isolation through a shared spreadsheet. Students are provided with trash and laundry service, delivered meals, and a micro-fridge in their room. Multiple staff connect with students daily to monitor their health and safety. When possible, and if desired, a therapy dog visits quarantined students as a first priority, followed by students in isolation. The SHC staff provide care for students in isolation and quarantine.

Safe social distancing measures and, when appropriate, Personal Protective Equipment (PPE) are required of students, employees, and visitors to the campus. We provide masks to each employee and student and allocate additional PPE, such as face shields and gloves, to staff and faculty as appropriate. Everyone is required to wear face coverings in most indoor spaces, including restrooms and all classrooms, lecture halls, and common spaces such as hallways, labs, elevators, studios, and offices when multiple people congregate and/or the ability to social distance is limited. Masks are also required in outdoor spaces on campus where social distancing cannot be maintained. The campus prohibited anyone not residing in a particular residence hall to enter that hall and strict guidelines were in place for students within residence halls to visit each other. ID card access to campus buildings was limited to essential locations such as classrooms and was monitored electronically. Revocation of access, denial of on-campus residency were possible consequences for noncompliance with these public health protections.

As of January 2021, the campus has had a very small number of cases and an on-campus testing positivity rate for students and faculty as low as 0.31%. As other campuses within and outside SUNY struggled with large spikes in positive cases, requiring them to pause or move to remote learning for the remainder of the semester, New Paltz learned that some aspects of its reopening plan such as prohibiting eating in the dining hall and restrictions on guests in residence halls, were not part of other campuses' reopening plans. We believe that some of our restrictions, along with exceptional compliance from faculty, staff, and students have kept our numbers low and have limited disruption to the academic enterprise in the fall. While we recognize our situation could change with one individual's behavior, we remain hopeful that awareness building; the Protect New Paltz Pledge; enforcement, including party patrols on weekends; the Chancellor's universal sanctions for violations; and community compliance with the health protocols that allowed us to reach Thanksgiving without major disruption to our educational enterprise will carry us forward in spring 2021 (COVID-19 Addendum: Protect New Paltz Pledge; COVID-19 Addendum: Chancellor's Sanctions for Violating COVID-19 Protocols).

STANDARD 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

As the virus spread, the College abruptly pivoted to remote teaching and learning in spring 2020. Although this massive reorganization presented many challenges, our community worked collaboratively to continue instruction even in courses where hands-on activity is strongly preferred, modifying assignments so that students could complete them from home, and in some cases, providing materials and other special resources to students to allow them to continue their work. Beginning then and continuing through the fall, we provided training to full-time and adjunct faculty to prepare for both online and seated modalities. Since May 2020, all faculty have been enrolled in a contingency training program hosted on Blackboard by the Office of Instructional Technology (OIT). The training module introduces the principles and best practices of online teaching, prepares faculty for blended course delivery (with asynchronous as well as synchronous seated or online elements), and supports transitioning of face-to-face courses to fully remote or hybrid formats. We also have provided training for students to orient them to online learning and to familiarize them with major learning tools, assignment types, and assessment formats. Our OIT staff maintained and improved the hardware and software needed to support remote teaching and learning and have helped faculty to understand and use those capabilities.

Instructional Design, Delivery, and Support

Considerations regarding program delivery and student learning under the COVID-19 pandemic have been modulated by careful academic planning considerations. Accordingly, our academic program model contains flexibility to allow quick adjustment should COVID-19 conditions necessitate. The model includes scenarios ranging from a fully online/remote model to a normal operational model; scenarios that begin with remote instruction and shift to seated instruction and vice versa; and scenarios that include various levels of campus density.

Intending to maximize seated instruction while maintaining appropriate safety protocols, we prioritized face-to-face instruction for select laboratory, studio, clinical, and equipment-essential courses, and relocated lecture and seminar-style courses to classrooms that allowed adequate social distancing. Courses too large to be safely accommodated face to face were shifted to online instruction or are being taught to smaller face to face groups. We also offered faculty teaching larger sections online (60 or more) the help of student assistants. We gave substantial thought to first-year students to ensure some of their classes are seated, to instill a sense of community and a semblance of consistency. Our ability to offer more in-person courses was limited by our lack of larger classroom inventory to adequately provide the mandated social distancing for seated classes.

Modifications to the Academic Calendar and Course Scheduling

We amended the fall 2020 semester schedule. Classes began, as scheduled in the academic calendar, on Monday, August 24. However, we changed the course schedule to accommodate course adjustments and to enable an early end to the semester on November 25, one week earlier than the originally scheduled last day of classes. We eliminated fall break and used Labor Day and Indigenous Peoples' Day/Columbus Day as instructional days to ensure that students received the full, state-required 15 weeks of instruction and did not leave campus for extended periods during which they could become exposed to the virus. To facilitate students having appropriate access to campus housing in correspondence with their course schedule, the Academic Planning-COVID 19 Group developed the schedule in concert with our residence hall plan.

To help mitigate fall semester pressures for faculty, we extended the deadline for faculty to submit final grades to December 18, allowing 10 days beyond the end of finals on December 8. The decision not only follows the recommendation of the Futures Committee of the Early Career Faculty but also acknowledges the need to alleviate one of the many stresses experienced by faculty under COVID-19.

In planning the spring semester, SUNY eliminated the 2021 spring break and we spread three of the usual five spring break days out across the spring semester as "Mind, Body, and Spirit Days." This was done to reduce concerns about students returning from a week-long break with new exposure risks, while recognizing the need for psychological and physical self-care during the spring semester.

Support for Experiential Learning

The Academic Planning-COVID 19 Group prioritized scheduling classroom space for experiential learning activities such as student teaching and field experiences required for licensure and to meet certification requirements. Teacher training programs offered alternative options to students to meet program learning outcomes. Program coordinators and student teaching supervisors created contextualized and individualized assignments in consideration of each student's unique tasks, placement, and situation. Student teaching and fieldwork options for fall 2020 included participating in remote home education assistance remote instructional activities/tutoring/clinical/administrative experience, where approved. We followed guidance provided by SUNY administration regarding internships, including working with participating students to ensure that appropriate protocols were in place, staying in touch with internship placement sites to ensure that appropriate protocols were being followed, and ensuring that students were aware of alternative options for non-licensure programs.

Professional Development Support for Faculty, Staff, and Students

SUNY New Paltz and SUNY administration have provided professional development for faculty, staff, and students to familiarize themselves with best practices for teaching and learning in remote settings and to support their success during COVID-19. Many of the supports provided to students were informed by findings from three surveys administered to students about their experiences transitioning to remote instruction in March 2020 (see Standard 5 for a full discussion of findings from these surveys). Our Psychological Counseling Center (PCC), the Institute for Disaster Mental Health, and SUNY made training available to faculty, staff, and students on both psychological first aid and suicide prevention. SUNY's Mental Health Matters website offers online suicide prevention training

(COVID-19 Addendum: Mental Health Matters). Resources provided to our campus by SUNY administration include COVID-19 assessment guidance; remote instruction support; extending access to Wi-Fi, including to campus parking lots; weekly meetings with directors of our online learning services to discuss successes and challenges as well as collaborative problem solving; Help Desk support; and a new system of Peer Instructional Design Mentor Teachers who offer remote peer-to-peer teaching support. Content-specific webinars and other training opportunities were also made available. Several SUNY-wide “Conversations with Program Reviewers” focused on pedagogy and logistics pertaining to COVID-19; they were very well attended.

To enhance effectiveness in learning, students have been able to utilize the Student Online Learning Orientation training course that was created especially for them at the start of the fall semester (COVID-19 Addendum: Online Learning Orientation Course). The College has loaned several laptops and made Wi-Fi hotspots available to students, with priority going to Educational Opportunity Program (EOP) students and those eligible for Pell grants. We received a generous gift to support the purchase of 30 laptops for use by students in SMP. We have increased virtual private network (VPN) and virtual desktop infrastructure (VDI) capacity and made computer labs accessible remotely. Students enrolled in a course requiring Adobe Creative Cloud are able to submit a request to borrow an Adobe Creative Cloud license for the semester.

Support for faculty to enhance effectiveness in teaching online and hybrid courses is ample and easily accessible. In addition to numerous offerings available through the Faculty Development Center web page, trainings and instructional support resources are offered regularly through Information Technology Services (COVID-19 Addendum: Faculty Development Center Web Page). A self-paced online training opportunity was first offered May 1, 2020, when all faculty and staff were enrolled automatically in the Blackboard course “Training: Developing a Blended Learning Course.” It remains open and available. On loan to telecommuting faculty and staff are over 100 laptops, more than 300 web cameras, six Wi-Fi hotspots, and USB wireless adapters. Faculty received training on how to create breakout rooms during online synchronous sessions in Blackboard Collaborate Ultra and on the Webex platform. Faculty, staff, and students are now able to use Knowmia to record and store information and to use Knowmia’s features, such as quizzing and conversations, automatic closed captioning, and its mobile app. In spring 2021 faculty teaching remotely will self-review their courses.

STANDARD 4: SUPPORT OF THE STUDENT EXPERIENCE

Specific groups of students are disproportionately affected by the pandemic and may be more prone to marginalization, alienation, academic challenges, and attrition. These groups include students who are the first in their families to attend college, students with high financial need, students of color, students with disabilities, students with mental health concerns, students grieving a loss, students on academic probation, international students, LGBTQ students, students who are primary care givers, and victims of interpersonal violence. Once remote learning became necessary, students in research-intensive, performance, studio, and other applied-learning courses or programs required additional and creative support to accomplish learning objectives. With these and other factors in mind, we provide examples of modifications intended to promote these students’ success during the pandemic.

Students with Disabilities

The DRC continued to support students who require accommodations in their seated and online courses in fall 2020. However, the DRC did not provide face-to-face proctoring of tests and exams in the fall but instead shifted most of these services online. Online services provided through the DRC included advocacy, outreach to faculty to help both students and faculty with accommodations, finding alternate format textbooks or converting textbooks when the needed formats were not readily available, notetaking support, virtual student meetings, test prep sessions, stress-reduction sessions, office hours, and training related to disabilities and accommodations.

Psychological Counseling Center

The PCC continues to offer clinical services both remotely and in person. Because of the risks posed by the layout of the PCC, the majority of its services were offered remotely using Doxy.me during the fall semester. These services include individual and group therapy and crisis-related assessment and intervention. We recognize that student mental health needs have increased during the pandemic and that more students than ever are living through traumatic circumstances. For this and other reasons, the Division of Student Affairs was reorganized to supplement the PCC intervention services to allow for more outreach, prevention implementation, and coordination.

Educational Opportunity Program

During the fall 2020 semester, EOP offered advising, tutoring, and support to students remotely and to a limited extent in face-to-face meetings. SUNY administration provided laptops to incoming EOP students and provided either a campus or a SUNY loaner laptop to continuing students, when requested. EOP students received priority for student housing in the fall and therefore were able to access on-campus technology resources. EOP counseling and advising were delivered using Webex and Starfish as the key platforms. In-person counseling was limited to specific student cases and occurred only when a student and advisor followed all the safety protocols instituted by the College. Tutoring was provided remotely through Blackboard Collaborate Ultra. EOP instituted a Webex drop-in time in spring 2020 to allow students to get personal attention without an appointment; this program continued in fall 2020.

Scholars' Mentorship Program and AC² Program

SMP transitioned its teaching-learning, advising, events, and active student engagement components to interactive modules in a remote environment. The program trained student leaders, such as liaisons, managers, and student assistants, to promote a sense of community in the online environment. For students intending to major in STEM fields, the Alliance Minority Program and College-Science, Technology, Engineering, and Mathematics Program (AC²) provided academic support and enrichment with tutoring, study groups, and enrichment activities in either seated or virtual formats, depending on guidelines and activity type.

Academic Advising and Tutoring

The College continued to prioritize advising and tutoring support for all academic programs. Starfish, our academic advising platform, facilitates remote communication among instructors, advisors, and students. Faculty office hours and academic advising are conducted via remote platforms, and consultations with students are conducted by telephone, video conference, or email. Likewise, tutoring services are provided using remote devices. Advising and tutoring conducted in person adhere to proper social distancing and mask-wearing guidelines.

The Sojourner Truth Library

The Sojourner Truth Library has remained open but with reduced occupancy and other protocols in place, such as mandatory reservations to use the library, to ensure safe social distancing. Expanded services to students and employees from the spring to the fall 2020 semester include a curbside pickup program to check out books and other materials, as well as more online course materials than in previous semesters. The campus community is able to obtain daily assistance online via the library's "Ask a Librarian," page as well as resources from other SUNY libraries and inter-library loans from libraries around the country. Research help is delivered via real-time and asynchronous online librarian consultations via chat, email, and web conferencing.

Student Recruitment

Student recruitment planning with Admissions, the Office of Communication and Marketing, the Office of Graduate and Extended Learning, and the Center for International Programs is ongoing. The 2021 class will include some first-year students who will matriculate in the spring semester. Recruitment now largely takes place in a virtual format, using our website, video platforms, and social media technologies. A number of first-time, transfer, and international students admitted for the fall 2020 semester requested and were granted deferral of admission from fall to spring 2021.

STANDARD 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Improving teaching and learning is an important College-wide goal. Various reports have indicated how difficult and at times overwhelming both teaching and learning can be under present conditions. Therefore, in May 2020, we surveyed our students about their experiences transitioning to remote learning earlier in March. Likewise, SUNY administration surveyed students and employees across the system in June 2020 about their experiences with remote learning and remote work during the COVID-19 pandemic. Findings from these surveys informed many of the support structures for students, faculty, and staff discussed in this addendum. For example, in the SUNY New Paltz COVID-related student survey, findings revealed that the most common problem students encountered was

a lack of adequate study space. In response, for fall, we prepared a list of on-campus study locations available to commuters and all students. We distributed this information to students through digital media, including web, social media, and text messages. Students can book these study room spaces through Information Technology Services. Since the survey was taken before many of the long-term effects of the pandemic arose, SUNY New Paltz will survey students again in spring 2021 about their experiences during COVID-19.

SUNY New Paltz Student COVID-Related Survey

In May 2020, our Office of Institutional Research surveyed all registered students about their experiences transitioning to remote learning in mid-March. Of the 7,289 students surveyed, 1,475 responses were received, representing a 20% response rate. For students who applied to graduate in May or August 2020, the survey questions were included as part of the Graduating Student Survey.

Students' experiences transitioning to remote learning ranged from positive to negative. Most stated their professors were the best thing about the spring semester. They appreciated their professors' support, patience, understanding, and flexibility. They said they acquired skills for online learning such as time management and accountability for their own learning. Conversely, some students indicated that they felt anxious, stressed, isolated, and missed being on campus. Some students had difficulty transitioning to online learning and disclosed that they lacked proficiency in that modality. Thirty-six percent of undergraduate students reported they had never taken an online/hybrid class before the pandemic, while 20% had taken three or more online classes. Graduate students had taken more online classes than undergraduate students, with 50% having taken three or more online classes before the transition.

In response to questions about their prior experience with campus online learning technology, most students indicated they had general experience using Blackboard (60-65%) and had taken a test online. Only 8% of undergraduate and graduate students had used Blackboard Collaborate Ultra before the transition, while 4% of undergraduate and 14% of graduate students had used both Blackboard Collaborate Ultra and Webex, two campus video conferencing tools. A large number of students, 56% undergraduate and 44% graduate, indicated that, if it were available, they would watch an onboarding video to orient them to online learning. Students were asked about access to technology for their classes. The biggest challenge for students was access to software they needed with 18% of undergraduates and 10% of graduate students having limited to no access. In addition, 11% of undergraduates had limited to no access to an internet connection. We also asked students about their awareness and use of campus resources. About half of the students were not aware of the New Paltz Knowledge Base, which includes information and links for online learning resources. A substantial number of students used the campus Wi-Fi, including parking lot hotspots created during the pandemic to help students with their coursework. A majority of students, 56% of undergraduate and 62% of graduate students, were not aware that they could borrow equipment from the campus. Of the students who were aware, very few borrowed equipment and of those who did, most borrowed a camera. The second most borrowed item was a laptop.

In response to these survey findings, with assistance from the deans, chairs, and staff, we provided and publicized specialized trainings and resources to students and faculty to support online teaching and learning. Many of these resources are discussed in Standard 3 and the following three are discussed here. Our OIT division has provided several individual and group training sessions to students to improve their use of Blackboard Collaborate Ultra and Webex, two video conferencing tools that most undergraduate and graduate students indicated they did not know how to use. OIT also trained peer liaisons to use Blackboard Collaborate Ultra. Students new to online learning can access an online learning orientation module. The orientation training terminates in an optional final exam that awards a certificate and badge that the student can produce for an instructor who requires the orientation as part of a course. Because several undergraduates (11%) reported that they had limited or no access to an internet connection, we provided information about special programs offered to students by internet service providers as well as information about how to use a cell phone as a Wi-Fi hotspot (COVID-19 Addendum: Free Internet Offered to Students; COVID-19 Addendum: Using Cell Phone as Wi-Fi Hotspot). We also purchased 12 Wi-Fi hotspots and at the time of writing, nine have been assigned to students and faculty. We arranged outdoor Wi-Fi hotspots around the campus for use by students who live locally and connected our campus to eduroam, a global Wi-Fi network of higher education institutions that provides students and staff access to thousands of participating hotspots worldwide.

SUNY-Wide Student and Employee Remote Instruction and Work Surveys

In the period May 20, 2020 through July 1, 2020, SUNY Administration surveyed 7,477 students about the impact of transitioning to remote learning. A total of 2,054 responses was received, for a response rate of 27.4%. Findings were disaggregated by individual SUNY campus. It was revealed that 79% of our students were satisfied or very satisfied with SUNY New Paltz's response to the COVID-19 outbreak. Students were asked to rate how well different support services met their needs during the period of remote instruction. There was a "not applicable" choice for students who did not use the specified service. The percentage of students rating each service as average, above average, or excellent, ranged from 68% to 85%, indicating that most of the time support services met students' needs. Students' satisfaction with academic instruction dropped after we transitioned to remote learning. Only 8% of students were dissatisfied or very dissatisfied with academic instruction before the transition compared to 41% of students reporting they were dissatisfied or very dissatisfied with academic instruction after the transition. Most students (71%) were satisfied or very satisfied with the support SUNY New Paltz provided for the transition. A majority of students (52%) said their coursework required more time after the transition. Many students (42%) said they had fallen behind in their studies due to the transition. The most common reasons for falling behind were increased responsibilities at home (76%) and lack of engagement with professors (75%).

The most frequently cited problem encountered by students was a lack of adequate study space, with 20% indicating it was a major problem and 46% saying it was a minor-to-moderate problem. Access to high-speed internet was the second most common problem, with 4% indicating it was a major problem and 50% saying it was a minor-to-moderate problem. Housing, food, and access to a computer were not as likely to be an issue but were still problematic for 18% of students. A stressful financial situation due to COVID-19 was reported by 70% of students. A second survey, developed by SUNY administration and offered to 1,507 SUNY New Paltz employees, yielded 706 responses, a response rate of 46.8%. SUNY New Paltz employees rated senior leadership's response to COVID-19 positively with 89% of employees agreeing that senior leadership provided effective communication and 90% agreeing that senior leadership showed care and concern for employees. With regard to teaching faculty, only 29% felt moderately or very comfortable with the idea of resuming in-person instruction in fall 2020. Most teaching faculty (81%) agreed that they had received the training and technical support to transition to remote instruction. Of all employees, 53% said it was harder to meet their work responsibilities during the pandemic. The top three challenges to working remotely were increased family responsibilities, lack of appropriate workspace, and problems with a computer. Most employees (86%) said they received the support, supplies, and services they needed to work remotely. Most of our non-teaching employees (77%-80%) felt that they were able to complete their work responsibilities at the same level as when they worked on campus. Conversely, only 59% of teaching faculty were able to do so.

Many of the resources we provided to faculty and staff to help them during the shift to remote instruction were informed by these findings. Following are two additional examples added to those provided in Standard 3. Academic Affairs launched a faculty Peer Instructional Design Mentor Teacher Program in fall 2020 (COVID-19 Addendum: Peer Instructional Design Mentor Teacher Program). This program supported the advancement of faculty expertise in the design, development, and delivery of online, hybrid, and blended courses, a goal made all the more important in the context of the COVID-19 pandemic. Six mentor teachers offered web-based training presentations on relevant topics, helped with OIT drop-in sessions, and worked one-on-one with faculty or teaching assistants who needed assistance with online/hybrid course design/delivery. Since 40% of the students surveyed by SUNY administration indicated they had fallen behind in their academic progress due to the transition to online learning, and a common reason given for falling behind was lack of engagement with professors, we provided several instructional resources to faculty to promote substantive interaction between students and faculty in synchronous and asynchronous online courses.

Assessment of student learning outcomes and Strategic Plan goals continue to be implemented across the institution. However, since March 2020, we have modified the way self-studies and external program reviews are conducted. While external reviewers typically came to our campus prior to the COVID-19 pandemic, all meetings are now held virtually. Although this has required some adjustments on the part of program faculty and external reviewers, we have been fortunate to carry out efficacious program reviews. This is primarily due to high faculty engagement and our good fortune of being able to use highly qualified and substantially experienced external program reviewers. Follow-up meetings to discuss findings from the self-study and external reviewers' reports, and to discuss and develop "close the loop" plans now take place virtually.

STANDARD 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The COVID-19 pandemic has negatively affected national, state, and local economies and global financial markets, and the higher education landscape in general. While the full financial impact of the COVID-19 pandemic on the SUNY system generally and New Paltz specifically cannot be fully quantified at this time, the pandemic may have a materially adverse effect on the current and future financial profile and operating performance of SUNY and in particular its residence hall program. SUNY continues to carefully monitor developments and the directives of federal, state, and local officials to determine what additional precautions and procedures may need to be implemented. SUNY's financial performance will of course depend on future developments, including:

1. the duration and spread of the outbreak;
2. additional restrictions and advisories imposed by federal, state, and local governments;
3. litigation arising from circumstances related to, and actions taken in response to, the pandemic;
4. the continued effects of the pandemic on the financial markets; and
5. the continued effects of the pandemic on the economy overall.

All of these are highly uncertain factors and cannot be easily predicted.

Financial Impact

SUNY has implemented expense reduction actions to mitigate the financial impact of the COVID-19 pandemic on its operating budget and liquidity in the current fiscal year and beyond: freezing faculty and staff hiring; postponing salary adjustments negotiated through collective bargaining; and instituting other cost-reduction measures across its campuses in relation to travel, purchases, and large-scale contracts. As of this writing, there have been no furloughs or terminations related to the COVID-19 pandemic. In addition, all new capital projects and non-essential initiatives have been placed on hold except for those already underway; those deemed mission-critical to the academic priorities of SUNY; or projects that include regulatory, compliance, and/or safety components.

SUNY is tracking the impacts of the COVID-19 pandemic on the 2020-2021 budget and capital plan. It also is revisiting assumptions in the original fiscal year 2020 budget and is developing and analyzing various scenarios and contingency plans to respond both operationally and financially to the impacts of COVID-19. SUNY has undertaken cost containment measures and is adjusting its operating and capital budget plans considering the impacts of COVID-19, and continues to monitor, plan, and adjust its plans as the situation evolves.

Although it is not yet possible to calculate the full scope of the adverse impacts on its finances and operations due to the COVID-19 pandemic, SUNY currently estimates that the operating loss for the fiscal year ending June 30, 2020, could approach \$400 million. This projected loss is based on SUNY having experienced nearly \$100 million in unplanned COVID-related expenses and the additional impact of foregone revenue of approximately \$300 million, the largest component of which is the refunding of dormitory room revenue of approximately \$135 million. SUNY's projected operating loss as a result of the COVID-19 pandemic does not reflect expense reductions and possible other offsets. The refunds for room rents related to the COVID-19 pandemic will not have an adverse impact on Dormitory Facilities Revenues pledged by the resolution for debt service in fiscal year 2020, since Dormitory Facilities Revenues sufficient to pay July 1, 2020, scheduled debt service on all bonds outstanding under the resolution had been previously deposited in the Dormitory Facilities Revenue Fund. Refunds of dormitory room revenues have been and will be made by SUNY from Residual Dormitory Facilities Revenues previously transferred to SUNY in accordance with the resolution, free and clear of any pledge, lien, or charge thereon created by the resolution.

Impact on Residence Hall Program

In March 2020, when SUNY New Paltz transitioned from in-person classroom instruction to distance learning, most students who resided in the residence hall facilities prior to the outbreak moved home or off campus. Arrangements were made for each SUNY campus to issue a partial refund (or credit, at the student's option) for housing and dining fees, and certain other student charges, to students for whom these services were interrupted because of the COVID-19 precautionary measures undertaken by SUNY. According to guidelines issued by the U.S. Department of Education, a student may choose to return funds to the SUNY campus from which they were received and then have those funds applied to fall 2020 charges. Refunds and credits for residence halls that are part of the

residence hall program total approximately \$135 million. Such refunds have been or will be made by SUNY from Residual Dormitory Facilities Revenues previously transferred to SUNY in accordance with the resolution, free and clear of any pledge, lien, or charge thereon created by the resolution. While certain operating expenses at academic buildings and at residence halls that are part of the SUNY Residence Hall Capital Program have been reduced because of the limited occupancy caused by the pandemic, such reduced expenses will not fully offset the cost associated with any credit to be issued by SUNY against fall 2020 charges. Despite the corresponding reduction in Dormitory Facilities Revenues that would result from such credits, SUNY expects to meet its debt service obligations and refinance all the bonds associated with the residence hall program through the New York State Department of Tax and Finance. The result is that campuses will make no debt service payments in fiscal years 2020-2021 and 2021-2022, thereby mitigating the revenue losses from reduced occupancy due to the pandemic. We put all the CARES Act funding of \$3.2 million released to our College this summer toward residence hall refunds, but that amount still falls well short of the approximately \$6 million in total refunds issued.

Impact on Capital Projects

Capital projects are undergoing additional review. Although guidance from SUNY changes frequently, in summer 2020 some of our campus projects (e.g., Student Union Building roof and fourth-floor renovation, SMP space renovation, Lecture Center lobbies renovation) continued. The Awosting and Mohonk Hall renovations, scheduled to begin in summer 2020, are on hold. Expanded residence hall capacity through those projects would have created a pathway to decommission College/Shango Hall as residence hall spaces and permitted conversion to much-needed academic space. Those plans are on indefinite hold. Plans to complete the design phase of our contemplative space project, however, are moving ahead, but further work on other campus-directed projects is on hold until further notice.

Enrollment Planning and Resumption of Residential Education

While the pandemic has limited the ability of potential future students to visit SUNY campuses, SUNY has developed virtual tours and orientations for new and returning students. SUNY has experienced a decline in applications for the 2020-2021 academic year across most campuses related, in part, to the disruption of in-person education resulting from the pandemic, which may limit the size of future student bodies. SUNY also anticipated a decrease in international student enrollment. For the fall 2020 semester, the entire SUNY system has experienced only a 3.7% decline in first-year and 14.7% drop in transfer applications as of June 1, 2020. Also as of June 1, 2020, the number of accepted applicants who tendered deposits declined 3% compared with last year. SUNY contemplated various scenarios this fall to accommodate the uncertainty surrounding the impact on enrollment and expects totals for the 2020-2021 academic year to be down compared to 2019-2020. Our own fall 2019 to fall 2020 enrollment was down 3.6%.

SUNY has established the Re-Imagine and Resume Residential Education Task Force, consisting of seven working groups focused on specific areas integral to a safe and successful resumption of residential education. In consultation with its 64 campuses, the Governor's New York Forward Advisory Board, the Commission on Independent Colleges and Universities, CUNY, local and state elected officials, and public health experts, the Re-Imagine and Resume Residential Education Task Force continues to work to determine the safest and most effective route toward the resumption of on-campus learning.

Campus Budget Communication

We have been planning and communicating about expected major budget cuts, using processes similar to those that Middle States commended in our 2010-2011 review. The President, VP for Administration and Finance, and Interim Provost/VP for Academic Affairs held a virtual budget forum on Thursday, October 15, 2020 at which they shared insights and responded to questions about:

- our current budget, including the importance of “all-funds” budget thinking
- actions to date to significantly reduce expenditures and why we would need to do more
- continuing uncertainties that included spring 2021 semester enrollment and tuition revenue as well as actions, if any, the Board of Trustees would take to increase tuition
- the magnitude of an expected decline in direct support from New York State
- potential federal stimulus funding
- consultative approaches we plan to use to address our budget challenges.

Illustrating the Efficacy and Impact of Planning

Although we know things can change in an instant, it is heartening that as of this writing we have had very few positive cases of COVID-19 and most of our recent PCR and pool test results have been negative, with a positivity rate as low as 0.31% for those tested on campus. We attribute this success to the diligence and care shown by our students and employees in mask-wearing, social distancing, and other practices such as elevated cleaning protocols in academic and residential buildings. SUNY issued strict guidelines for campuses to discipline students who violate these policies. We have done so in a few instances, even as we continue to value the more proactive and positive-themed approaches that have proven effective in encouraging compliance among our students (COVID-19 Addendum: SUNY's Guidance for Noncompliance with COVID-19 Protocols).

STANDARD 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The COVID-19 pandemic has disrupted our work at a scale for which normal planning and governance processes are inadequate. How we keep SUNY New Paltz moving forward on a positive, upward trajectory during a pandemic, a state budget crisis, and long-delayed urgency for racial equality is our unprecedented challenge.

- From President Donald P. Christian's 2020 State of the College Address

Effective leadership of the College requires leaders who are knowledgeable and skilled and who are able to lead in times of crisis and uncertainty. Governing, leading, and administering colleges and universities is very different from the former status quo, as the pandemic has made clear. Institutional leaders have had to manage day-to-day operations while setting the stage for our continuing success as a leading public university in a changed world. Findings from an employee-administered survey about College leadership during the COVID-19 pandemic, discussed in Standard 5, revealed that College leaders have responded competently during the College's transition to remote instruction. Our administrators have performed in a fashion that has boosted our chances for continued institutional success.

Modifications to Administrative Skill, Time, and Support

College leaders have pivoted to redirect their attention from normal operations and governance to executing abrupt change in spring semester 2020 and adjusting our fall semester planning and operations dynamically in response to shifts in SUNY expectations. SUNY administration and New York State directives and expectations have played a bigger role in our decision-making than they had pre-pandemic. Active direction and engagement by all levels of New York State leadership transpired as New York emerged as a hotspot for COVID-19 in the spring, and that oversight continued through summer and fall as the pandemic exploded elsewhere in the country and then began to return with force to our area of New York.

Despite the increased complexity of running the College during a pandemic, the President and Cabinet members have maintained ongoing, substantive consultation and communication with administrative, academic, and student leadership groups. For example, the President and Cabinet have continued regular meetings with the Student Association and Residence Hall Student Association executive committees and the College Council, our local governing board. The New Paltz Faculty Senate and Administrative Council have all continued to meet as well. The President and Interim Provost meet regularly with the Faculty Executive Committee. When SUNY instituted an automatic one-year tenure clock extension for faculty, the Interim Provost worked closely with faculty governance and UUP representatives on the details of implementation, as well as on adjustments to the procedures for RTP review and the criteria for Discretionary Salary Increase. All these consultations, albeit held virtually, have remained in place during emergency operations and ever-increasing demands for rapid decisions in response to evolving information.

Planning and Communicating

Communication from the President and other College leaders has been frequent and transparent. They have kept our community apprised of key developments and impacts of COVID-19 on our campus. Our fall 2020 semester reopening plan captures the breadth and depth of planning, as summarized in the President's accompanying memo to the campus (COVID-19 Addendum: President Christian's Memo about Fall 2020 Reopening Plan). Following the plan's publication, the President and key Student Affairs, Administration and Finance, and Academic Affairs staff

held a Facebook Live session on July 2, 2020, to discuss questions from the faculty about the fall reopening plan. A virtual town hall followed on July 7, 2020, focusing on employee questions. There was a virtual forum on September 2, 2020 to check in with faculty and staff about successes and challenges; on October 26 there was a roundtable with faculty and staff about work-life balance challenges for caregivers due to the pandemic and what resources and remedies are possible in a constrained budget environment; and on October 29 there was a virtual check-in with students about how their semester was going.

Considerable effort has been invested into publishing a comprehensive compendium of information about COVID-19 and regularly updating it. On March 30, 2020, we instituted the Daily Digest e-newsletter to share all COVID-related news in a single daily announcement. Reference to this newsletter in the President's April 22, 2020, monthly report noted that prior to the introduction of the Daily Digest between March 1 and March 29, College leaders had sent 46 messages to students, employees, or both—as many as 11 in one day (COVID-19 Addendum: President Christian's April 2020 Monthly Report). These clear and informed messages reflect the careful work of the Office of Communication and Marketing. As noted in the April 22 President's Report, the frequent communications reflected the many issues to be addressed; changing circumstances; shifting directives and guidance from SUNY, New York State, and the Centers for Disease Control and Prevention; and our commitment to ensuring that members of our community are informed, supported, and connected with the College. We also launched a Dashboard displaying the number of positive cases in our campus community. Important COVID-19 bulletins were and still are sent to the campus community through the New Paltz Forward text notification system. Our campus website features resources, reopening FAQs, U.S. Department of State travel advisories, campus contingency planning and preparedness, and other information pertinent to the pandemic.

The College has made it a priority throughout the pandemic to share with the campus, our elected officials, the surrounding college community, and media the ways that our institution continues to serve the broader community and region. We have shared media stories about our Hudson Valley Additive Manufacturing Center's involvement in the 3D printing of face shields for frontline workers (now numbering about 10,000 shields) and the support our Institute for Disaster Mental Health is providing to the campus and broader community. We also highlighted our education students' remote work with K-12 children in the region and the making of fabric face coverings by our theatre and art faculty and staff.

In summary, as the impacts of the COVID-19 pandemic continue to unfold, the campus, in partnership with SUNY and the Governor's office, enacts, modifies, and updates plans that protect our community and advance our mission. Simultaneously, contingencies are being developed to ensure that the campus is positioned to adjust as the circumstances evolve in the weeks and months ahead.

