



Campus Performance Improvement Plan

Approved December 22, 2015



Campus Performance Improvement Plan

Narrative

Section 1: Campus Alignment with SUNY Excels

Introduction

SUNY New Paltz is a comprehensive regional university in the Hudson Valley of southeastern New York serving nearly 8,000 undergraduate and graduate students in about 120 degree programs. Prominent characteristics include strong and growing academic quality and admissions selectivity, the value placed on close intellectual engagement between students and faculty or staff, the comprehensiveness of its academic programs, diverse student population, and connections to the Mid-Hudson region. We encourage high-impact learning experiences such as study abroad, undergraduate student research, the honors program, internships and living/learning communities. About half of each year's graduating seniors are transfer students, who are retained and graduate at rates among the highest in SUNY.

New Paltz has a strong commitment to diversity, inclusion, and the success of all members of a diverse student population. The Educational Opportunity Program (EOP) at New Paltz is the second largest among our sector in the SUNY system. New Paltz EOP students have first-year retention rates higher than the overall student body and graduate at rates above national averages for all students. New Paltz has been recognized nationally for our success at engaging underrepresented students in study abroad.

Mission / Standing

Standing. The reputation of SUNY New Paltz has grown as the College continues to strengthen its academic profile, gain greater recognition, and build its reputation for high-quality, intellectually engaging undergraduate education in a personalized, student-centered environment, along with offering top-quality graduate programs focused on regional needs.

Rankings. New Paltz's rising reputation has been acknowledged in college rankings publications, including *US News and World Report*, *Kiplinger*, *The Princeton Review*, *Business Journals*, and *others*. In 2015, New Paltz was included for the first time in *US News and World Report's* ranking of "Best Colleges for Veterans."

Enrollment and Student Success. New Paltz has been successful in achieving its enrollment goals and dramatically raising its selectivity goals; in 2014, only 42 percent of first-year applicants were accepted. All general-admit first-year students were in the top two of five SUNY selectivity groupings based on SAT score and high school average. Since 2002, freshman applications have increased by 24 percent. First-year retention has arisen to about 89 percent, second-year retention to above 80 percent, and four- and six-year graduation rates to 55 percent and 73 percent, all well above state and national averages for both private and public colleges.

Space and Facilities. The College has achieved these successes despite a non-residential space deficit of about 360,000 square feet. New and planned/funded construction will make only a small dent in this deficit. Our shortage is most apparent in faculty offices, mid-size and large classrooms, clinical and laboratory space, and space and facilities for special programming. We continue to use modular classroom and faculty office space, some dating to the early 1990s. At the same time, New Paltz has the fewest residence hall beds per 100 students of any SUNY comprehensive college sector campus for which we have comparable data, and no campus or campus-linked apartment-style housing. These space constraints are a constant factor in our operations and planning, and bear on our recruitment of students.

Budget Status. With the advent of rational tuition in 2011, the College added 40+ new full-time

faculty positions, additional staff such as veteran/military services coordinator and a psychological counselor, increased financial aid, and made other investments focused on our academic mission and student success. We have ended most recent years with slightly positive budget balances, allowing us to make one-time investments while maintaining cash balances in the SUNY recommended range. We planned and executed major budget cuts in both 2008-09 and 2010-11 in response to reduced state funding. Those reductions, totaling about \$6 million each year, were allocated each year to about 20% in academic/direct instructional areas and 80% in other areas. Those difficult actions have positioned us to be able to invest new tuition revenue, when it has not been directed primarily to contractual salary increases, into our highest priorities.

Program Mix / Centers/Distinct Programs or Activities

Programs at SUNY New Paltz continue to build on traditional strengths in the arts, teacher education, and the liberal arts while broadening to include new areas and opportunities. The College's academic programs are organized in five schools (College of Liberal Arts and Sciences; School of Business; School of Science and Engineering; School of Fine and Performing Arts, and School of Education) and the Graduate School). Examples of distinctive programs and initiatives include:

The Benjamin Center for Public Policy Initiatives conducts and disseminates independent research on topics of regional interest, and brings visibility and focus to these matters.

The Samuel Dorsky Museum of Art presents exhibitions and supports art collections that enhance courses and our academic mission, and serve the broader community as well.

A thriving *3-D printing/digital design and fabrication/additive technology* initiative includes educational programming and outreach to and collaboration with regional business and industry.

The Institute for Disaster Mental Health (IDMH) prepares students, community members, and practitioners in the helping fields to care for others following a disaster via evidence-based disaster mental health interventions, content, and skills. IDMH also supports an interdisciplinary undergraduate minor in disaster studies.

The Honors Program provides an enhanced intellectual experience in a climate conducive to interaction among highly motivated students and faculty. Honors enrollment has more than doubled in the past three years, and the program plays a key role in recruiting top-tier students.

The Center for International Programs has received awards and recognition for its excellent work that has contributed to New Paltz being a leader in the number of our students who study abroad, the number of international students studying on our campus, and the recognized quality of our programming and services.

The Research, Scholarship and Creative Activities (RSCA) program provides financial support and program structure that enables undergraduate students to experience the excitement of creating new knowledge or works.

The AMP (Louis Stokes Alliance for Minority Participation) and C-STEP (Collegiate Science and Technology Entry) programs provide academic support and enrichment to underrepresented and economically disadvantaged STEM students.

The Scholar's Mentorship Program (SMP), a networking initiative open to all students but focused on attracting, retaining, and supporting talented and high achieving general admission students of color.

The Office of Veteran and Military Services supports and guides military service members, veterans, and dependents in pursuing higher education. Since the office was established in 2014, veteran and military student enrollment has grown from about 60 to more than 190 students.

Student Activities and Union Services promotes co-curricular opportunities and encourages

student participation in all aspects of campus life. Distinctive programming includes leadership development, implementation of the unique New Paltz co-curricular transcript, and guiding the efforts of more than 160 student clubs and organizations.

Residence Life programs at New Paltz are well-regarded by students, as evidenced by high re-contracting rates and strong scores and rankings on the SUNY-wide Student Opinion Surveys; staff provide extensive programming including living-learning communities.

Post-Graduation Success

The success of New Paltz alumni is reflected in measures on the U.S. Department of Education “College Scorecard.” Those include a loan repayment rate of 88%, well above the national average and second highest among SUNY comprehensive-sector campuses. The latest (2012) federal loan default rate for New Paltz graduates is 2.8%, second lowest among SUNY comprehensive campuses and comparing favorably with the 2.8-2.9% of Stony Brook and Binghamton University. In a 2015 “Social Mobility Index” released by CollegeNET, New Paltz ranked #88 among 931 institutions included in the ranking, the only SUNY comprehensive campus in the top 100, joined by the four University Centers, SUNY IT, and SUNY Maritime.

In 2013, New Paltz was #2 on the Affordable Colleges Online listing of the “Top 50 Affordable Colleges with a High ROI” (return on investment), among 875 institutions considered. In 2014, New Paltz was ranked #5 in the College Database listing of the “Top 50 public colleges and universities for best lifetime degree value,” another index of return on investment. New Paltz was one of three SUNY campuses included in that ranking and the only one in the top 10.

Alumni/Philanthropy

Strategic plan priorities at SUNY New Paltz include strengthening philanthropic relationships and success, and engaging alumni more effectively in the life of the College. Since implementing our strategic plan, we have made significant improvements in these areas (e.g., fund-raising success in 2014-15 doubles that of the previous year; further detail in section 15 below).

Strategic Plan / Excels Goals

New Paltz is implementing a strategic plan finalized at the end of 2012-13. This plan (<https://sites.newpaltz.edu/strategicplanning/>) established priorities to receive special attention during 2013-2018, with likely extension to 2019. The plan provides guidelines to determine priorities and decisions for new initiatives or redirected effort at all levels of the institution.

Eight areas will receive special focus during the life of this plan, most bearing on our students and on improving their educational experience. Indeed, a sharpened focus on students and their success is an overarching framework for this plan. Advancing these initiatives requires targeted investment of new resources. From 2012-13 through 2014-15, three-fourths of our investment of new recurring and one-time funds (more than \$8 million) were in initiatives that advance goals and priorities of the strategic plan. Essential Initiative 1 (Nurture Innovation and the Learning Environment) received the largest financial investment (36%, including all new faculty lines).

The essential initiatives are:

- **Nurture innovation and the learning environment**
- **Establish an engaged living and learning community**
- **Strengthen philanthropic commitments and success**

- **Engage alumni in the life of the College**
- **Market New Paltz internally and externally**
- **Improve internal processes and address institutional capacity**
- **Build online education**
- **Strengthen the regional and community engagement**

Environmental factors

Environmental factors that play a major role in our strategic plan priorities and our vision for contributing to the goals of SUNY Excels include the significant academic, academic-support, and student housing capacity constraints we face. The steady declines in the number of high school graduates in New York since 2009 are less pronounced in the Mid-Hudson region and Long Island, our primary recruitment areas, than in other parts of New York. That fact is favorable for our student recruitment, at the same time we are aware that other colleges and universities throughout New York may increase their recruitment efforts in these areas.

Investment Fund

The New Paltz proposal for Investment Funding is entitled “*Expanding Educational Quality and Opportunity at SUNY New Paltz for Economically Disadvantaged Students.*” We have proposed expanding our high-quality, demonstrably successful programs serving economically and educationally disadvantaged students, and integrating these programs with others that advance success and completion. Our proposal includes several distinctive but closely linked elements:

- 1) **Expand the Educational Opportunity Program (EOP) by 100 students over four years and increase graduation and completion.**
- 2) **Expand participation of economically disadvantaged students in Study Abroad and other “high-impact” practices, and deepen our understanding of ways that such programs affect student success.**
- 3) **Create new facilities for an expanded EOP program.**
- 4) **Develop new programming in cultural competency for all students, and integrate them with expanding current leadership and service learning initiatives.**
- 5) **Create a strong case for philanthropic support to expand educational opportunity for economically disadvantaged students.**

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture

Current Enrollment:

SUNY New Paltz has been operating at or near capacity for well over a decade. Since fall 2000, the College’s enrollment has fluctuated between 7,600 and 8,000 headcount, heavily full-time. Capacity issues, especially classroom and lab facilities, faculty resources, and housing, have become more pronounced in the last 7-8 years. Such constraints prevent us from completely offsetting declines in graduate enrollment with undergraduate enrollment, as our traditional graduate student populations place less demand on resources than our undergraduate students.

Near-term Plans for Enrollment Growth:

Our actions and plans to increase enrollment include efforts currently in development and targeted for full implementation within the next academic year. Constraints noted above may mean that we can grow by only a portion of these numbers:

- Mechanical Engineering, to net 200 more undergraduate students over 4 years.
- Educational Opportunity Program: Pending approval, our SUNY Performance Funding proposal to increase EOP enrollment will add 100 new EOP students over the next four years, beginning in fall 2016.
- Veteran and Military Students: Our Office of Veteran and Military Services has produced a distinctive growth in veteran and military students, from 60 in 2012 to the current level of 190. We plan to increase this number to 250 by fall 2018.
- BS/DO Program: New Paltz is finalizing a 3+4 BS/DO dual degree program with Touro College of Osteopathic Medicine in Middletown, NY, modeled after a longstanding program with NYCOM. This program will grow undergraduate enrollments by 30 students over three years and will increase completions by 10 per year.
- Online MBA: The School of Business has been increasing online offerings in its current seated-hybrid program, with a goal of building a fully on-line MBA program.
- Five-Year (4+1) MBA Program: Recently developed and currently offered, beginning to attract new enrollment.
- Certificate of Advanced Study (CAS) in School Administration: The School of Education is also incrementally expanding online offerings to increase the flexibility and attractiveness of this program, to offer an on-line only program by fall 2018.
- BA/MAT 4+1 programs leading to a bachelor's and master's degree in teaching in the sciences: Two such programs have recently been approved by SED for fall 2016 start.
- 4+1 programs in Adolescent Education/Spanish and Adolescent Education/Special Education: Under development.
- We are evaluating possible post-baccalaureate and graduate certificate programs to attract nontraditional learners, likely in classes with a hybrid delivery mode.

Metrics and Improvement Goals:

- Undergraduate student enrollment growth of 300 students by 2020.
- Graduate student enrollment growth of 300 students by 2020.
- Increased enrollment of mechanical engineering (to 200), veteran and military (to 250), BS/DO (to 30 total), and, if Performance Funding is awarded, EOP students by 100 students by 2020.
- Number of online courses offered, from 207 in 2014-15 to 325 in 2020.
- Number of hybrid courses offered, from 46 in 2014-15 to 125 in 2020.
- Number of five-year (4+1) bachelor's/master's degree programs, to 6 in 2020.
- More new certificate programs, both undergraduate and post-bac.
- More degree completions (not assessed until 2022).

2. NYS Residents Served by SUNY

Undergraduates at SUNY New Paltz comprise 91% New York residents, the remainder from neighboring states (especially New Jersey and Pennsylvania) and international students. Largely, we serve in-state graduate students. New Paltz has been an active participant in Seamless Transfer initiatives. Our faculty have collaborated in establishing more than 100 transfer paths, and our staff have helped lead implementation of Degree Works that is facilitating transfer efficiency. Even though our housing capacity is inadequate, the fall 2015 addition of Ridgeview

Hall has let us expand (to 300) the beds we can provide for transfer students; this should allow us to draw more transfers from Westchester, Suffolk and Nassau community colleges.

The Saturday Arts Lab engages Hudson Valley youth and adults in art, music, and theatre non-degree programs. Literacy programs provide non-degree educational programming for youth of New Paltz and Newburgh. The Dorsky Museum offers programming in the visual arts. The College's Smolen Observatory and John R. Kirk Planetarium offer regular programming and events that attract significant community participation.

Metrics and Improvement Goals:

- More NYS residents served by graduate and certificate programs.
- Improved baseline measurements of number of residents served by the programs noted above.
- Continued success attracting and serving community college and other transfer students from New York institutions.

3. Diversity

The goals of the 2015 Diversity Task Force Report, Board of Trustees policy, and New Paltz priorities include our increased focus on education in cultural competency, developing hiring practices and strategies to enhance faculty and staff recruitment, and ongoing efforts to recruit and support a diverse student body and build an equitable, inclusive campus environment.

Our most recent internal statistics show that Black, Latino/a, and Asian-American students represent 33% of the 2015 incoming first-year and transfer student class. Along with the 2014 incoming class, this is the most diverse in our institution's history (evaluating records for the past 15 years). Retention and graduation rates of underrepresented students at New Paltz are well above SUNY, New York, and national averages.

Initiatives to expand diversity include our funding request to expand EOP and increase the success of EOP students; ongoing efforts to serve and recruit more veteran and military students; a climate survey to assess attitudes and campus experiences of students and employees related to LGBTQ people and issues – and further implement recommendations; changing our employee recruitment processes to diversify applicant and candidate pools, including cluster hiring and recruitment through the SUNY Faculty Diversity Program; programming and education in cultural competency begun last year with consultant Dr. Steven Jones; other programming in inclusion, diversity, respect, leadership development, and community engagement.

Metrics and Improvement Goals:

- Engage consultant in developing process for developing campus diversity and inclusion plan (fall 2015-spring 2016).
- Develop structure and position definition for Chief Diversity Officer (spring-summer 2016) and diversity and inclusion plan (spring 2016).
- Form Inclusion and Campus Culture Committee (in place fall 2016).
- Appoint Chief Diversity Officer (as soon as practical after summer 2016).

- Continue and expand cultural competency education, monitoring number of students, faculty and staff, and administrators who participate (ongoing).
- Continue and expand efforts to recruit diverse students, faculty, and staff (ongoing).
- Grow EOP by 100 students over 4 years, if funding provided.
- Metric: increase percentage of incoming class from historically underrepresented groups.
- Metric: increase new faculty and staff from historically underrepresented groups.
- Metric: increase number of veteran and military students.
- Metric: Upward trend in 2018 and 2021 on Student Opinion Survey scores on questions “acts of prejudice based on race (2015 score 3.7), sexual orientation (2015 score 3.9), or gender identity (2015 score 3.8) are rare.”

4. Capacity

The new B.S. in Mechanical Engineering responds to identified demand in the Hudson Valley for Mechanical Engineers. We recently developed a five-year B.S./M.S. program in Electrical and Computer Engineering to respond to needs for more graduate-educated engineers. We are developing an initiative in “digital arts and humanities” that integrates the use of new technologies into the study and advance of traditional disciplines.

Other growth areas for which additional resources are especially warranted include Public Relations, Digital Media, Psychology, Counseling, Sociology, Special Education, and Mechanical Engineering. The paucity of programs with declining enrollment limits our ability to support growing demand in such areas by internal reallocation. We have allocated new resources to achieve a net increase of >40 new full-time faculty positions since 2011, in areas of greatest instructional need, including Communication Disorders, Biology, Mathematics, and Mechanical Engineering. New Paltz is participating in the Open SUNY Institutional Readiness Assessment to build our online capacity, and is converting some programs to online/hybrid format, increasing our capacity to attract and serve students who find it difficult to travel regularly to campus.

Metrics and Improvement Goals:

- An improved plan and methodology for tracking alignment of resource allocation and demand, to inform sound decision making and clear reporting.
- Continued and expanded allocation of resources to strategic plan priorities.
- Improved student assessment of course availability and reduced indication of course-availability barriers, using results on New Paltz graduating senior survey and scores and rankings on the SUNY Student Opinion Survey.
- More online and hybrid course offerings (see p. 5).
- Growth in number of faculty participating in training to teach online courses and other professional development opportunities to teach diverse learners.

2.2 Completion

5. Completions

Our overall first-year retention rates are 89-90%, for EOP students 90-91%. Our aim is to keep first-year retention rates increasing, recognizing that gains in any year may be fractional. We will focus more attention on the success of second-year students. Only 81% of all students and 79-80% of EOP students return to begin the third year. We are increasing attention to improved

advising, course availability and scheduling, and articulation of clearer curricular pathways. Improved course availability and schedule efficiency will enhance retention of both “native” and transfer students. Our efforts to develop 4+1 bachelors and masters programs should provide a clearer pathway for students to earn a graduate degree, increasing our overall degree production.

Metrics and Improvement Goals:

- Develop and implement analytics to provide students and advisors with predictive information to make more informed choices about major continuation or change, beginning with targeted majors, and language and tools to assist advisors in its use.
- Undertake and complete efforts to develop meta-majors and pre-professional majors.
- Continue incremental gains in first-year retention, with a “stretch” goal of 93% by 2020.
- Increase second-year retention by about 1% annually to 85% by 2020, for the overall student body and for EOP students.
- Complete curricular mapping and eight-semester plans, increase their use by advisors.
- For students who change major, accelerate that decision by an average of 1.5 semesters.
- Continue the work and expand the impact of the Course Availability Task Force and the Academic Advising Council.
- Increase number of bachelor’s degrees awarded, beginning in 2019.
- Increase number of dual-degree bachelors and masters recipients, beginning in 2020.

6. Student Achievement / Success (SAM)

SAM data for New Paltz affirm our strong institutional performance both for first-time full-time students and for full-time transfer students, with 89%-90% of each group either graduated from New Paltz or another institution or currently enrolled after 6 years. For first-time full-time students, the SAM data show the gap we are aware of between four-year success and that in five or six years. That gap underscores the impact that we may have by focusing on course availability improvements and strong advising to encourage more students to find a right major at New Paltz and advance in a more timely way to four-year graduation (see Graduation Rates).

Metrics and Improvement Goals:

- Other improvements should let us grow our SAM 6-year graduation rate to 92%.

7. Graduation Rates

Graduation rates for students entering New Paltz as freshmen and as transfer students are well above average. About one-third of New Paltz EOP students graduate in four years, about the national and SUNY four-year graduation rate for **all** students. With high graduation rates in all categories, our main avenues for improvement are better aligning demand and course offerings (improved capacity), improved student advising, and pervasive adoption of eight-semester plans.

Our implementation of Seamless Transfer policy, including General Education stipulations, will be another major tool for improved transfer student graduation. Our many transfer paths will let us more consistently credit transfer students with the completion of introductory major courses.

Metrics and Improvement Goals:

- Improved four-year graduation rate, from the current 55% to 62% by 2020.

- Improved six-year graduation rate, from 73% to 79%, approaching best in sector.
- Improved six-year graduation rate for EOP students by 1% annually, to 70% by 2020.
- Improved 2- and 3-year transfer graduation rates, from 39% to 45% and 70% to 76%.
- Further reduction of the achievement gap between historically underrepresented and majority students, as measured especially in six-year graduation rate.

8. Time to Degree

Initiatives we are pursuing will reduce time (and likely credits) to degree. Achieving this goal involves systematic and effective academic advising powered by new advising tools and improved course scheduling. New Paltz recently established a 60-credit upper limit to declare a major, and a procedure to notify students of graduation deficiencies earlier. We do not believe that we are in a position to establish a credible finish-in-four program without incurring significant financial and other risks, and causing substantial confusion among students. Our shortcomings in course scheduling, structure and articulation of curricular requirements, and academic advising must be corrected before such a program is feasible. The work that we are undertaking should set the stage for us to consider such a program in 4-5 years.

Metrics and Improvement Goals:

- Reduce current time-to-degree for first-time full-time students from 4.3 years (the comprehensive sector average) to 4.0 years (the sector target) by 2020.
- Reduce time-to-degree for transfer students from 2.7 years to 2.3 years by 2020.

2.3 Success

9. SUNY Advantage

SUNY New Paltz recognizes the value to student success of such high-impact practices as student research, internships, study abroad, multicultural learning, and applied learning experiences. Increased use and variety of such experiences is a priority and a metric of Strategic Plan Initiative #1: “Nurture Innovation and the Learning Environment.” The provost recently appointed a Provost Fellow from the faculty to lead our efforts during 2015-16 to increase faculty adoption of these practices.

Student Research. Many major programs engage students in research through a sustained senior capstone project, and several programs create opportunity for students to engage in research with a professor and to present that research in a professional setting. Our Honors program senior project requires students to design a research project that they work on over two semesters and with two professors. The Liberal Arts and Sciences Student Research Assistance program funds 10-15 students per semester to assist faculty with research. The Research, Scholarship and Creative Activities Program pairs students with a faculty mentor who guides their individual research; students present their work in Poster Sessions open to the campus community.

New Paltz hosts the SUNY Global Engagement Program in New York City. Student participants enroll in a seminar, intern with an international firm or non-profit organization, and conduct a research project related to the focus of the internship. This has been a popular and very effective program, even though it is time and effort intensive, and as a result expensive.

Study Abroad. From 2012-13 through 2014-15, the number of New Paltz students who studied abroad increased from 278 to 362 (the latter is 22% of our students). Plans underway will enable us to increase that participation to 27% by 2020. Our award winning EOP-International Programs Study Abroad initiative is one outstanding example of student success in this area.

Internships and Applied Learning. A number of units on the campus support, foster, and in some cases require, student internships (The Benjamin Center for Public Policy Initiatives; Hudson Valley Advanced Manufacturing Center [3D Printing]; School of Business [students participate in a business plan competition; all students take a pre-internship one-credit course; students are strongly encouraged to participate in internships]; School of Education and the College of Liberal Arts and Sciences programs requiring clinical practice, including programs in teacher preparation, counselor preparation, human services, and speech-language pathology).

We are actively engaged in the SUNY Applied Learning Advisory Committee; our local committee in 2015-16 is designing meaningful metrics of student applied learning experiences. Career Resource Center staff have increased their interaction with employers to increase internships for students. New Paltz employee-alumni offer internships to first-year students to give them work experience, build relationships, and orient them to the College.

Multicultural Experiences. The cultural competency educational programming described above provides our students with direct experience and tools to navigate cross-cultural boundaries. We will continue to grow that programming and make it available to more students. New Paltz students, domestic and international, have opportunities to interact with students from other countries, through programming like the International Student Union or our living-learning communities.

Living-Learning Communities. In fall 2015, New Paltz introduced *Communities at New Paltz*, three new living/learning centers specifically designed for first-year students. *Communities at New Paltz* offers three distinct and enhanced college living experiences, in Leadership, Health and Wellness, and Service Learning.

Co-Curricular Transcript. The Co-curricular Transcript is a web-based official document about a student's out-of-classroom experiences, validated by a supervising college official. The transcript provides an opportunity to list the learning outcomes for these experiences. The program has grown to over 1,000 active and certified experiences on the New Paltz campus.

Metrics and Improvement Goals (Many of these high-impact practices are time-intensive for faculty and staff, and some entail significant financial investment. Our ability to achieve the identified improvements is resource-dependent).

- Increase participation in all research, internship, and other applied learning programs by 4% annually through 2020.
- Increase student research presentations by 3% annually.
- Increase the percentage of New Paltz students studying abroad by 1% annually through 2020, to 27% total.

- Add four new living-learning communities before 2020, as staffing time and availability and other resources allow.
- Grow cultural competency and other multicultural educational opportunities.
- Expand student use of co-curricular transcript by 5% annually, and increase by 2% annually the number of off-campus opportunities.

10. Financial Literacy

The Financial Aid Office markets the availability of SUNY Smart Track online financial literacy tools through the department web page and printed materials such as posters and informational handouts. Currently, 4% of New Paltz undergraduates are enrolled in Smart Track.

Financial Aid has partnered with HESC representatives to provide onsite financial literacy training. To increase participation, the live presentations are now coordinated and scheduled to capture a particular audience (to first-year students as part of Welcome Week activities; and later with the semester targeting EOP students (participation satisfies EOP requirements to attend a certain number of programming events during the year). Financial Aid staff attend the “100 Days to Graduation” event to share loan repayment, financial planning and other information.

Two staff members were recently reassigned to the Financial Aid Office. They are responsible for some aspects of student loan counseling and oversight, such as master promissory notes and entrance and exit interviews, resulting in more coordinated loan counseling for students. Students who pick up loan refund checks in person in the Student Accounts Office are routinely asked if they would like to return the excess loan funds to the lender; many do so simply because someone asked and made them aware of the option.

Metrics and Improvement Goals:

- Increase the percentage of undergraduates enrolled in Smart Track from 4% to 20%.
- Decrease the loan default rate from its current level of 2.8% to 2.0%.
- Increase the percentage of borrowers repaying their loans from 88% to 92%.
- On our Graduating Senior Survey, decrease percentage of students reporting that financial issues extended their time to graduate (2015: 14%, up from 8% in 2014); track trends in relevant questions on the SUNY Student Opinion Survey.

2.4 Inquiry

11. Total Sponsored Activity

Sponsored program activity and success at New Paltz has been growing in the past three years, from 37 individual-investigator, faculty-driven awards totaling \$2.558 M in FY 12-13 to 46 awards totaling \$3.203 M in FY 14-15. Excluded from these tallies are a \$1 million award for the College’s 3D printing initiative through the Regional Economic Development Council/Empire State Development in FY13-14, and the \$10 million NYSUNY2020 award for the Engineering Innovation Hub in 2014-15. The College’s aim is to increase the number and dollar value of proposals submitted by an average of 3% annually beginning in FY 2016-17, through greater attention to the quality of submitted proposals and their strong fit for the target program.

New Paltz is funding a new temporary professional line dedicated to providing pre-award services to a defined portfolio. As proposals are awarded that this position shepherded through submission, this staff member will assume post-award responsibilities. Additionally, we will seek and apply for larger awards and make use of successful grant writers on a project-by-project basis as part of our strategy to increase external funding, as in successful submissions to Empire State Development and NYSUNY2020. Our effort to grow sponsored program success will stem from greater attention to assisting faculty to turn their ideas into winning proposal submissions.

We have kept our metrics and expectations of success modest, given the challenging environment for sponsored program activity (cf., the overall decrease in SUNY sponsored programs portfolio from \$1 billion to \$888 million). If that external environment changes in the near future, we will adjust our metrics and expectations upward.

Metrics and Improvement Goals:

- Appoint grants-administration staff position by February, 2016.
- Pilot model programs to match faculty interests with funding opportunities, work with individual faculty to strengthen proposals.
- From 2015-16 to 2016-17, increase by 3% the number and dollar value of proposals submitted, with similar targets for increase annually to 2019-20.

12. Student hands-on research, entrepreneurship, etc.

Please refer to our response to item #9 above. During 2015-16, a faculty member serving as Provost's Fellow is inventorying faculty and departments to develop better understanding of the forms of faculty mentored and guided student research, entrepreneurship, and other creative activity underway at New Paltz. His goal is also to create new interest and awareness among faculty and students to expand these efforts. The work of the Applied Learning Group also bears on developing better methods to collect and portray this information systematically.

Metrics and Improvement Goals: see item #9.

13. Scholarship, Discovery and Innovation

New Paltz expects and rewards faculty scholarship, discovery, and innovation consistent with and supportive of the mission of a public comprehensive institution. Research and scholarship is recognized in the tenure and promotion process, supported through our sabbatical leave program, Research and Creative Project Awards funding, and the Office of Sponsored Programs that encourages and supports extramural funding. We recognize outstanding achievement by supporting nominations for the Chancellor's Award for Excellence in Scholarship.

New Paltz collects information about scholarship, discovery, and innovation through faculty annual reports. We are in the early stages of implementing *Activity Insight* (a Digital Measures product) to replace faculty annual reports completed on paper. Our School of Business has already adopted *Activity Insight*, and we plan to pilot its use in the School of Science and Engineering in January 2016. *Activity Insight* allows for considerable customization and will enable us better to capture the accomplishments of individual faculty and each academic unit,

and the collective institutional scholarly and creative contribution. As well, it will make feasible our aggregation of a wide variety of data related to faculty activity and faculty achievement. Such data will enable us to assess our progress on Strategic Plan and Performance Improvement Plans, share data across SUNY divisions, and make needed adjustments in effort and in allocated resources as we share data and assess progress.

Metrics and Improvement Goals:

- Sustain current levels of faculty scholarship, discovery, and creative work.
- Successfully pilot *Activity Insight* in the School of Science and Engineering during 2015-16, evaluate its effectiveness, and expand its use institution-wide by 2017-18.
- Develop new approaches to mining, synthesizing, and sharing data from *Activity Insight* reports about faculty scholarly and creative contributions.

2.5 Engagement

14. START-UP New York and beyond (businesses started / jobs created)

SUNY New Paltz supports collaboration with business partners through START-UP NY. We have developed an approved campus plan and modified it to add new space. Currently, the College has no on-campus space to allocate and there is limited commercial space locally.

The College continues to engage in conversations with potential START-UP NY partners. Our primary criteria for choosing partners are: alignment with the College's academic mission and programs; applied learning opportunities for students and research opportunities for faculty; and the likelihood of hiring appropriately qualified graduates. The Hudson Valley Advanced Manufacturing Center at New Paltz, home to our 3D printing/additive manufacturing capability, continues to work with business, industry, and entrepreneurs in the Hudson Valley and beyond, and has now provided design, prototyping, and fabrication for more than 80 outside entities.

New Paltz has developed a strong working relationship with the Hudson Valley Technology Development Center (HVTDC), a non-profit technology development organization. HVTDC provides high quality technical and management services to small and mid-sized manufacturers and early stage technology companies. HVTDC routinely provides internship opportunities for New Paltz students. Former interns are now HVTDC employees, and some have been hired by the companies whose work they assisted while at HVTDC. We are growing this partnership.

Metrics and Improvement goals:

- Add 5 or more new partners annually working with HVAMC.
- Grow by two per year the number of student interns placed at HVTDC.
- Finalize one START-UP NY partnership by 2018.

15. Alumni / Philanthropic Support

New Paltz developed a plan for engaging alumni to provide the foundation for development. We have developed a case statement on four institutional priorities with the goal of doubling current fundraising—to a total of \$10 million—during a three-year period, laying the groundwork for larger support. New Paltz ended FY 2015, the first year of this initiative, with \$3.4 million in gifts and pledges. For the first time, bequests and testamentary pledges are included in our

campaign totals. A major gifts program has now been developed along with staff upgrades and expansion. Our planned giving society was reinvigorated; 61 members were welcomed (up from 34 the prior year). We focused on current endowment and annual donors and improving processes and responsiveness. The first-ever comprehensive donor giving report was sent to all donors with a giving record of 10 or more years, including a gift within the last three years.

We have now formed the **SUNY New Paltz Alumni Association**, with a 20-member Alumni Council appointed by the College President. The Council celebrated its first anniversary this year and will soon ratify Bylaws and elect officers. In FY15 we piloted new programs to engage alumni around the country and build our base: hosting 50 alumni work-site student internships; executing 17 regional events (two years ago, there were none); achieving a 277% increase in non-Reunion event attendance, with 513 participants.

We have more fully engaged our Foundation Board, realizing our FY15 goal of 100% Board giving participation. We recruited two new Board directors—both alumni. We initiated campus-wide training to foster a culture of philanthropy.

Ten new major-donor cultivation events were held in FY15 and a similar number planned for this year. Among them were six “President's Roundtables,” which engage successful alumni speakers and thought-leaders in small group forums with students. Our “Business Leaders of the 21st Century” panel featured alumni and others who discussed their successful careers with students, and a “Women’s Summit” featured over 30 successful alumnae and women leaders on five panels. More than 200 students in all majors participated. All continue in FY16.

Metrics and Improvement Goals (A subset of the “key performance metrics” developed by the Office of Development and Alumni Relations; they reflect constraints of current staffing levels):

- Increase number of centrally organized alumni events (2015 actual 27, 2016 goal 27, 2020 goal 32).
- Increase number of alumni event attendees (2015 actual 517; 2020 goal 700).
- Increase Fund for New Paltz (FFNP) Income (2015 actual \$377,000, 2020 goal \$550,000)
- Increase alumni participation to 9% by 2020 (2015 actual 3%)
- Increase FFNP New Donors (2015 actual 242, 2017 goal 1,000, 2020 goal 1,400).
- Increase number of proposals for at least \$25,000 (2015 actual 24, 2017 target 70, 2020 target 100).
- Increase major donor cultivation events (2015 actual 10, 2017 target 16, 2020 target 20).
- Achieve overall fund-raising total (2015 actual \$3.4 million, 2016 and 2017 targets \$3.4 million annually, subsequent targets to be determined as major campaign is defined)

16. Civic Engagement

As part of our Economic Impact Analysis, New Paltz measures volunteerism or community engagement. That figure has totaled an estimated 140,000 hours annually. Our students volunteered 2,409 hours in 2013, 4,240 hours in 2014, and 5,629 hours in 2015, coordinated and encouraged by Career Resource Center.

The College continues to participate in monthly meetings of a “town-gown” group of College, village, and town officials. We work with local business owners to maintain a longstanding

College-Tavern Owner's Agreement, and we participate in a regular College/Village Residents meeting to collaboratively resolve student issues affecting the village.

Metrics and Improvement Goals:

- Maintain same level of employee volunteerism through each cycle of our Economic Impact Analysis (spring 2016 analysis to be based on 14-15 data).
- Increase student volunteerism to 2020 target 7,000 volunteer hours.
- Increase frequency of student-reported involvement in community service, as reported on SUNY Student Opinion Survey.
- Reduce frequency of community complaints about off-campus behavior of students.

17. Economic Impact

Our economic impact is directly related to expenditures. Every three years, SUNY New Paltz conducts an economic impact analysis, showing a contribution of about \$335 million in economic activity and more than 3,200 jobs annually to the Hudson Valley economy, and nearly \$400 million and 4,000 jobs to the state economy. We are the largest employer in New Paltz and third-largest in Ulster County, employing nearly 1,600 full and part-time people. Direct college spending (>\$55 million) and student spending (\$108 million), are key parts of the Hudson Valley economy.

Metrics and Improvement Goals:

- Continue to conduct regular analysis of our positive economic impact in the region and the state, and disseminate and showcase these results.
- Seek and support opportunities for the Benjamin Center to conduct and disseminate research on economic impacts and the economic welfare of the Hudson Valley.

Section 3: Conclusion and Expected Impact on your Campus

SUNY Excels goals align with New Paltz strategic plan priorities. Some goals respond to areas of institutional under-performance. Others amplify areas in which New Paltz has already achieved distinction and has potential to achieve best in sector or “best in class.” Other initiatives respond to national imperatives for higher education: strengthening student learning; reducing costs; increasing accountability; and ensuring the success of all students.

Our aim is to achieve these improvements while retaining our fundamental residential character; open, friendly, and accepting campus environment; and lively intellectual environment. We believe that we can achieve most goals with reasonable maintenance of effort through combination of state taxpayer support and tuition. Reaching our “stretch” or aspirational goals will require significant investment to address the facilities constraints we face.

Transformative outcomes will include: higher enrollments; greater student access to high-impact learning practices; improved retention and graduation and related metrics; a more diverse, equitable, and inclusive campus environment; a more stable financial base; and enhanced institutional profile and broader constituent engagement.



Campus Performance Improvement Plan

Data

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Fall Student Enrollment and AAFTE



TABLE 1	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Student Headcount Enrollment									
Total Students	7,907	7,754	7,857	7,655	7,578	7,692	-2.7%	8,048	8,292
% Full-time	81.0%	83.6%	85.5%	86.1%	86.3%	85.6%	-	84.9%	84.1%
% Undergraduate	82.3%	83.2%	85.3%	85.9%	86.7%	86.3%	-	85.0%	83.7%
Total Undergraduate Students	6,504	6,452	6,699	6,573	6,570	6,642	2.1%	6,844	6,942
% Full-time	90.5%	92.4%	92.5%	92.7%	92.2%	91.8%	-	92.0%	92.1%
Full-time Undergraduates - Total	5,888	5,960	6,194	6,091	6,060	6,097	3.5%	6,299	6,397
Full-time First-time	1,070	1,101	1,162	1,119	1,104	1,077	0.7%	1,200	1,200
Full-time Transfers	595	581	602	605	615	641	7.7%	700	725
Full-time Continuing & Returning	4,091	4,248	4,383	4,338	4,277	4,322	5.6%	4,399	4,472
Full-time Other	132	30	47	29	64	57	-56.8%	0	0
Part-time Undergraduates	616	492	505	482	510	545	-11.5%	545	545
Total Graduate Students	1,403	1,302	1,158	1,082	1,008	1,050	-25.2%	1,204	1,350
% Full-time	37.0%	40.1%	45.3%	46.0%	47.4%	46.1%	-	44.4%	43.0%
Full-time Graduates - Total	519	522	525	498	478	484	-6.7%	534	580
Full-time New Graduates	221	274	233	218	234	224	1.4%	274	320
Full-time Continuing & Returning	298	248	292	280	244	260	-12.8%	260	260
Part-time Graduates	884	780	633	584	530	566	-36.0%	670	770
Graduate Students by Level	1,403	1,302	1,158	1,082	1,008	1,050	-25.2%		
Masters Programs	1,101	1,025	982	910	850	896	-18.6%		
Graduate Certificates	134	114	83	80	78	69	-48.5%		
Non-Degree Seeking	168	163	93	92	80	85	-49.4%		

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Percent Change	Plan 2018-19	Plan 2020-21
AAFTE									
Official AAFTE	6,698	6,879	7,015	6,895	6,772	6,845	-	-	-
Planned AAFTE	6,366	6,366	6,366	7,009	6,915	6,946	9%	7,131	7,311
% Deviation Between Planned and Official	5%	8%	10%	-2%	-2%	-1%	-	-	-

Source: SUNY Data Warehouse and Campus Approved Enrollment Plans
 Note: AAFTE for 2014-15 is an estimate and will change as data is finalized for the academic year.

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Student Enrollment Beyond Fall Census



TABLE 2	2009-10	2010-11	2011-12	2012-13	2013-14	Plan 2018-19	Plan 2020-21
Student Enrollment							
<i>Total Fall Census Enrollment</i>	7,907	7,754	7,857	7,655	7,578	8,048	8,292
Unduplicated Academic Year Headcount	8,570	9,137	9,227	9,098	9,140	9,707	10,001
Total Non-Credit Instructional Activity/Continuing Education	11,646	13,117	8,912	7,147	5,225	13,000	14,500
Business and Industry	7,351	7,458	1,617	673	470	1,800	2,000
Non-Business and Industry	4,295	5,659	7,295	6,474	4,755	11,200	12,500
Other Enrollment Populations							
Total Census-and-Beyond Students	20,216	22,254	18,139	16,245	15,065	22,707	24,501

Source: SUNY Data Warehouse

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in First-Time Undergraduate Applicants, Acceptances, and Enrollment Yield with Selectivity Data

TABLE 3	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	1-Year Percent Change	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
First-Time Undergraduate Applicants, Acceptances, and Enrollment Yield										
Applicants	15,428	15,204	14,160	12,891	13,544	16,232	19.8%	5.2%	14,000	14,000
Acceptances	5,241	5,688	5,690	5,620	5,899	7,081	20.0%	35.1%	6,125	6,152
Acceptance Rate	34.0%	37.4%	40.2%	43.6%	43.6%	43.6%	-	-	43.8%	43.9%
Enrolled	1,054	1,100	1,162	1,119	1,104	1,077	-2.4%	2.2%	1,200	1,200
Enrollment Yield	20.1%	19.3%	20.4%	19.9%	18.7%	15.2%	-	-	19.6%	19.5%

First-Time, Full-Time Student Selectivity, SAT and HS Average										
Selectivity Group Profile Counts¹										
Total First-time, Full-time in Bacc Cohort	1,070	1,100	1,162	1,119	1,104	1,077	-2.4%	0.7%	1200	1200
Group 1	378	376	376	383	377	370	-1.9%	-2.1%	403	403
Group 2	505	508	560	510	510	491	-3.7%	-2.8%	556	556
Group 3	0	2	0	5	1	0	-100.0%	-	0	0
Group 4	0	0	1	0	0	0	-	-	0	0
Group 5	0	0	0	0	0	0	-	-	0	0
<i>Not Classifiable²</i>	17	4	10	7	5	3	-40.0%	-82.4%	0	0
<i>EOP/Risk Admission</i>	170	210	215	214	211	213	0.9%	25.3%	241	241

Selectivity Group Profile Percentages¹										
Group 1	43%	42%	40%	43%	42%	43%	-	-	42%	42%
Group 2	57%	57%	60%	57%	57%	57%	-	-	58%	58%
Group 3	0%	0%	0%	1%	0%	0%	-	-	-	-
Group 4	0%	0%	0%	0%	0%	0%	-	-	-	-
Group 5	0%	0%	0%	0%	0%	0%	-	-	-	-
<i>Not Classifiable²</i>	2%	0%	1%	1%	0%	0%	-	-	-	-
<i>EOP/Risk Admission</i>	16%	19%	19%	19%	19%	20%	-	-	20%	20%

SAT Score and HS Average (First-time/Full-time)³										
Mean Combined Math/Verbal SAT Score	1164	1162	1160	1162	1157	1155	-0.2%	-0.8%	1,156	1,156
Mean High School Average	91.3	91.4	91.2	91.1	91.7	91.8	0.0%	0.5%	91.8	91.8

Source: NYSED-1 Admissions and Ability Measures of FT, FT Freshmen and SUNY Data Warehouse

¹ Selectivity Group Profile is based on first-time full-time students in a baccalaureate program, regular admits.

² Indicates that complete SAT and HS Average information is not available.

³ Mean SAT score and High School Average are for first-time degree-seeking baccalaureate students regularly admitted to the institution.

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Geographic Diversity of Students



TABLE 4	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Total Students	7,907	7,754	7,857	7,655	7,578	7,692	-2.7%	8,048	8,292
New York State	7,151	7,117	7,216	7,096	7,031	7,058	-1.3%	7,460	7,672
Percent	90.4%	91.8%	91.8%	92.7%	92.8%	91.8%	-	92.7%	92.5%
U.S. Non New York	330	305	322	292	287	265	-19.7%	185	220
Percent	4.2%	3.9%	4.1%	3.8%	3.8%	3.4%	-	2.3%	2.7%
International	426	332	319	267	260	369	-13.4%	403	400
Percent	5.4%	4.3%	4.1%	3.5%	3.4%	4.8%	-	5.0%	4.8%
Undergraduate Students	6,504	6,452	6,699	6,573	6,570	6,642	2.1%	6,844	6,942
New York State	5,968	6,003	6,238	6,154	6,153	6,231	4.4%	6,425	6,519
Percent	91.8%	93.0%	93.1%	93.6%	93.7%	93.8%	-	93.9%	93.9%
U.S. Non New York	281	268	283	257	252	246	-12.5%	252	255
Percent	4.3%	4.2%	4.2%	3.9%	3.8%	3.7%	-	3.7%	3.7%
International	255	181	178	162	165	165	-35.3%	167	168
Percent	3.9%	2.8%	2.7%	2.5%	2.5%	2.5%	-	2.4%	2.4%
Graduate Students	1,403	1,302	1,158	1,082	1,008	1,050	-25.2%	1,204	1,350
New York State	1,183	1,114	978	942	878	827	-30.1%	934	1,052
Percent	84.3%	85.6%	84.5%	87.1%	87.1%	78.8%	-	77.6%	77.9%
U.S. Non New York	49	37	39	35	35	19	-61.2%	20	23
Percent	3.5%	2.8%	3.4%	3.2%	3.5%	1.8%	-	1.7%	1.7%
International	171	151	141	105	95	204	19.3%	250	275
Percent	12.2%	11.6%	12.2%	9.7%	9.4%	19.4%	-	20.8%	20.4%

Source: SUNY Data Warehouse

Note: New York State includes unknowns

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Student Diversity - Race/Ethnicity, Gender, and Pell



TABLE 5	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Race/Ethnicity									
Total Students	7,907	7,754	7,857	7,655	7,578	7,692	-2.7%	Data provided for reference only. No goals requested.	
White Non-Hispanic	4,525	5,100	5,181	5,068	5,109	4,889	8.0%		
All Minorities	1,388	1,619	1,680	1,684	1,538	1,999	44.0%		
Black Non-Hispanic	305	355	368	340	380	384	25.9%		
Hispanic	663	808	840	887	800	1,095	65.2%		
Asian/Pacific Islander	234	286	300	284	335	368	57.3%		
Native American/Alaskan	16	12	8	10	23	16	0.0%		
Two or More Races	170	158	164	163	0	136	-20.0%		
Underrepresented Minorities¹	1,154	1,333	1,380	1,400	1,203	1,631	41.3%		
Non-Resident Alien	426	332	319	267	260	369	-13.4%		
Unknown	1,568	703	677	636	671	435	-72.3%		
Campus % All Minorities	17.6%	20.9%	21.4%	22.0%	20.3%	26.0%	-		
<i>Sector % All Minorities</i>	<i>15.9%</i>	<i>14.9%</i>	<i>18.9%</i>	<i>21.6%</i>	<i>23.1%</i>	<i>26.3%</i>	<i>-</i>		
Campus % Underrepresented Minorities	14.6%	17.2%	17.6%	18.3%	15.9%	21.2%	-		
<i>Sector % Underrepresented Minorities</i>	<i>13.8%</i>	<i>12.8%</i>	<i>16.5%</i>	<i>19.1%</i>	<i>20.4%</i>	<i>23.0%</i>	<i>-</i>		
Gender									
Total Students	7,907	7,754	7,857	7,655	7,578	7,692	-2.7%	8,048	8,292
Male	2,697	2,724	2,875	2,809	2,753	2,922	8.3%	2,978	3,068
Female	5,210	5,030	4,982	4,846	4,825	4,770	-8.4%	5,070	5,224
Campus % Male	34.1%	35.1%	36.6%	36.7%	36.3%	38.0%	-	37.0%	37.0%
<i>Sector % Male</i>	<i>41.2%</i>	<i>41.2%</i>	<i>41.2%</i>	<i>41.2%</i>	<i>41.2%</i>	<i>41.2%</i>	<i>-</i>	<i>-</i>	<i>-</i>
Campus % Female	65.9%	64.9%	63.4%	63.3%	63.7%	62.0%	-	63.0%	63.0%
<i>Sector % Female</i>	<i>58.8%</i>	<i>58.8%</i>	<i>58.8%</i>	<i>58.8%</i>	<i>58.8%</i>	<i>58.8%</i>	<i>-</i>	<i>-</i>	<i>-</i>
Pell Recipients									
Students Eligible to Apply for Pell	n/a	n/a	6,388	6,282	6,275	6,344	-	6,469	6,494
Students Receiving Pell	n/a	n/a	1,874	1,823	1,911	2,042	-	2,117	2,181
Campus % Students Receiving Pell	-	-	29.3%	29.0%	30.5%	32.2%	-	32.7%	33.6%
<i>Sector % Students Receiving Pell</i>	<i>n/a</i>	<i>n/a</i>	<i>35.9%</i>	<i>35.9%</i>	<i>36.2%</i>	<i>37.2%</i>	<i>-</i>	<i>-</i>	<i>-</i>
EOP Enrollment									
EOP Enrollment	495	502	505	496	496	529	-	590	629

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

Source: SUNY Data Warehouse

**Attachment 2: Data Summary and Detail Tables - New Paltz
Faculty Trends, with Diversity and Student Faculty Ratios**



TABLE 6	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	4-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Faculty Headcount									
Faculty Total	668	652	615	651	649	n/a	-2.8%	645	654
Full-Time	325	325	313	337	347	-	6.8%	367	376
Part-Time	343	327	302	314	302	-	-12.0%	278	278
Campus % Full-time	48.7%	49.8%	50.9%	51.8%	53.5%	-	-	56.9%	57.5%
<i>Sector % Full-time</i>	48.3%	48.5%	47.7%	47.6%	48.9%	-	-	-	-
Faculty and Student FTEs									
Estimated Faculty FTE (FT + .33PT)	439	434	414	442	448	-	1.9%	460	469
Student FTE (fall semester)	6,909	7,003	7,152	6,996	6,870	-	-0.6%	7,131	7,311
Campus Student/Faculty FTE Ratio	15.7	16.1	17.3	15.8	15.3	-	-2.4%	15.5134186	15.5995763
<i>Sector Student/Faculty FTE Ratio</i>	18.1	18.0	17.9	17.3	17.0	-	-6.2%	-	-
Race/Ethnicity									
Full-Time Faculty Total	325	-	313	-	347	-	6.8%	Data provided for reference only. No goals requested.	
White Non-Hispanic	265	-	250	-	276	-	4.2%		
All Minorities	53	-	51	-	56	-	5.7%		
Black Non-Hispanic	16	-	12	-	12	-	-25.0%		
Hispanic	14	-	15	-	17	-	21.4%		
Asian/Pacific Islander	22	-	22	-	26	-	18.2%		
Native American/Alaskan	0	-	0	-	0	-	-		
Two or More Races	1	-	2	-	1	-	0.0%		
Underrepresented Minorities¹	31	-	29	-	30	-	-3.2%		
Non-Resident Alien	7	-	12	-	15	-	114.3%		
Unknown	0	-	0	-	0	-	-		
Campus % All Minorities	16%	-	16%	-	16%	-	-1.0%		
<i>Sector % All Minorities</i>	14%	-	15%	-	15%	-	8.0%		
Campus % Underrepresented Minorities	10%	-	9%	-	9%	-	-9.4%		
<i>Sector % Underrepresented Minorities</i>	9%	-	8%	-	9%	-	-0.3%		
Gender									
Full-Time Faculty Total	325	-	313	-	347	-	6.8%	367	376
Male	159	-	153	-	173	-	8.8%	180	184
Female	166	-	160	-	174	-	4.8%	187	192
Campus % Male	49%	-	49%	-	50%	-	-	49.0%	48.9%
<i>Sector % Male</i>	54%	-	52%	-	51%	-	-	-	-
Campus % Female	51%	-	51%	-	50%	-	-	-	-
<i>Sector % Female</i>	46%	-	48%	-	49%	-	-	-	-

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

Source: IPEDS HR Survey

**Attachment 2: Data Summary and Detail Tables - New Paltz
(Non-instructional) Staff Trends, with Diversity**



TABLE 7	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	4-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Staff Headcount									
Staff Total	782	758	744	792	777	n/a	-0.6%	806	806
Full-Time	623	601	601	649	630	-	1.1%	646	646
Part-Time	159	157	143	143	147	-	-7.5%	160	160
Campus % Full-time	79.7%	79.3%	80.8%	81.9%	81.1%	-	-	80.1%	80.1%
<i>Sector % Full-time</i>	81.5%	80.8%	81.3%	83.4%	83.1%	-	-	-	-
Race/Ethnicity									
Full-Time Staff Total	623	-	601	-	630	-	1.1%	Data provided for reference only. No goals requested.	
White Non-Hispanic	534	-	507	-	523	-	-2.1%		
All Minorities	89	-	94	-	107	-	20.2%		
Black Non-Hispanic	33	-	30	-	37	-	12.1%		
Hispanic	42	-	46	-	48	-	14.3%		
Asian/Pacific Islander	10	-	12	-	13	-	30.0%		
Native American/Alaskan	3	-	4	-	4	-	33.3%		
Two or More Races	1	-	2	-	5	-	400.0%		
Underrepresented Minorities¹	79	-	82	-	94	-	19.0%		
Non-Resident Alien	0	-	0	-	0	-	-		
Unknown	0	-	0	-	0	-	-		
Campus % All Minorities	14%	-	16%	-	17%	-	18.9%		
<i>Sector % All Minorities</i>	12%	-	12%	-	12%	-	6.4%		
Campus % Underrepresented Minorities	13%	-	14%	-	15%	-	17.7%		
<i>Sector % Underrepresented Minorities</i>	10%	-	10%	-	11%	-	5.7%		
Gender									
Full-Time Staff Total	623	-	601	-	630	-	1.1%	646	646
Male	276	-	267	-	275	-	-0.4%	281	281
Female	347	-	334	-	355	-	2.3%	365	365
Campus % Male	44%	-	44%	-	44%	-	-	43.5%	43.5%
<i>Sector % Male</i>	49%	-	49%	-	49%	-	-	-	-
Campus % Female	56%	-	56%	-	56%	-	-	56.5%	56.5%
<i>Sector % Female</i>	51%	-	51%	-	51%	-	-	-	-

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

Source: IPEDS HR Survey

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in First Year Retention for First-Time (Full-Time and Part-Time) and Transfer Matriculated Students



TABLE 8	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	5-Year Percent Change	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
First-Time Full-Time Student Retention										
Entering Fall	2008	2009	2010	2011	2012	2013		2014	2017	2019
First-Time, Full-Time In a Program Cohort	1,287	1,056	1,100	1,162	1,119	1,104	-14.2%	1,077	1,150	1,200
Campus First Year Retention Rate	88.0%	86.6%	88.0%	87.3%	87.2%	89.4%	-	89.5%	91%	92%
<i>Sector First Year Retention Rate</i>	<i>80.8%</i>	<i>81.3%</i>	<i>81.3%</i>	<i>80.1%</i>	<i>81.0%</i>	<i>81.4%</i>	-	-	-	-
<i>National Public First Year Retention Rate</i>	<i>78.6%</i>	<i>79.5%</i>	<i>79.3%</i>	<i>79.2%</i>	<i>n/a</i>	<i>n/a</i>	-	-	-	-
First-Time Part-Time Student Retention										
Entering Fall	2008	2009	2010	2011	2012	2013		2014	2017	2019
First-Time, Part-Time In a Program Cohort	48	0	5	0	0	0	-100.0%	0	-	-
Campus First Year Retention Rate	72.9%	0.0%	40.0%	0.0%	0.0%	0.0%	-	0.0%	0%	0%
<i>Sector First Year Retention Rate</i>	<i>54.5%</i>	<i>65.6%</i>	<i>50.0%</i>	<i>69.4%</i>	<i>75.8%</i>	<i>71.6%</i>	-	-	-	-
<i>National Public First Year Retention Rate</i>	<i>49.9%</i>	<i>50.0%</i>	<i>51.3%</i>	<i>49.8%</i>	<i>n/a</i>	<i>n/a</i>	-	-	-	-
Transfer Full-Time Student Retention										
Entering Fall	2008	2009	2010	2011	2012	2013		2014	2017	2019
Transfer, Full-Time In a Program Cohort	430	595	581	602	605	615	43.0%	641	675	725
Campus First Year Retention Rate	83.3%	85.9%	84.3%	83.7%	86.3%	84.9%	-	86.0%	86.5%	86.5%
<i>Sector First Year Retention Rate</i>	<i>75.0%</i>	<i>75.2%</i>	<i>77.5%</i>	<i>76.4%</i>	<i>76.4%</i>	<i>78.1%</i>	-	-	-	-

Source: SUNY Data Warehouse. National public benchmarks based on most recent data available from the Integrated Post Secondary Education Data System (IPEDS).

**Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Graduation Rates of First-Time Full-Time Students**



TABLE 9	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	5-Year Percent Change	as of Fall 2015	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
Campus Graduation Rates											
Baccalaureate											
Entering Fall Cohort	2003	2004	2005	2006	2007	2008		2009	2009	2012	2014
Initial Cohort	928	815	1,046	989	942	1,287	38.7%	1,056	1,056	1,119	1,077
Four-Year	44.2%	42.6%	48.3%	52.2%	48.1%	54.9%	-	56.4%	56.4%	58.0%	62.0%
Five-Year	63.6%	62.9%	67.2%	69.7%	65.9%	71.6%	-	71.4%	73.0%	75.0%	77.0%
Six-Year Graduation Rate	68.2%	66.7%	69.3%	72.7%	68.0%	73.6%	-	-	74.0%	77%	79%
Sector Graduation Rates											
Four-Year	41.5%	41.8%	41.9%	44.1%	45.4%	47.3%	-	-	-	-	-
Five-Year	57.3%	57.7%	57.7%	59.9%	61.3%	0.0%	-	-	-	-	-
Six-Year	60.3%	60.3%	60.1%	62.2%	0.0%	0.0%	-	-	-	-	-
National 4-Yr Public Graduation Rates											
Four-Year	30.7%	31.4%	32.0%	32.8%	33.5%	-	-	-	-	-	-
Five-Year	50.3%	50.7%	51.1%	51.9%	52.3%	-	-	-	-	-	-
Six-Year	55.8%	56.1%	56.6%	57.2%	57.7%	-	-	-	-	-	-

Source: SUNY Data Warehouse. National public benchmarks based on most recent data available from the Integrated Post Secondary Education Data System (IPEDS).

**Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Graduation of Full-Time Undergraduate Transfer Students**



TABLE 10	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	5-Year Percent Change	as of Fall 2015	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
Campus											
Baccalaureate											
Entering Fall Cohort	2005	2006	2007	2008	2009	2010		2011	2011	2014	2016
Initial Cohort	639	593	756	430	595	581	-9.1%	602	602	641	680
Two Year	27.2%	32.5%	23.9%	33.0%	29.1%	31.7%	-	34.9%	36.0%	40.0%	45.0%
Three Year	59.6%	61.4%	50.8%	65.8%	63.2%	64.5%	-	67.9%	68.0%	72.0%	76.0%
Four Year	69.5%	69.6%	57.1%	75.6%	71.8%	73.5%	-	-	74.0%	76.0%	78.0%
Sector											
<i>Two Year</i>	22.1%	21.4%	21.5%	20.3%	22.3%	23.9%	-	-	-	-	-
<i>Three Year</i>	49.0%	47.9%	48.0%	47.7%	51.4%	52.5%	-	-	-	-	-
<i>Four Year</i>	60.0%	57.9%	58.7%	58.6%	61.5%	0.0%	-	-	-	-	-

Source: SUNY Data Warehouse

Attachment 2: Data Summary and Detail Tables - New Paltz
First-Time and Transfer Student Time to Degree (in years)
and Average Number of Credits at Graduation



TABLE 11	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Percent Change	Plan 2018-19	Plan 2020-21
Baccalaureate - Time to Degree Completion in Years¹									
Campus									
First-time (Native)	4.25	4.11	4.20	4.31	4.33	4.28	0.8%	4.1	4.0
Transfers In	2.73	2.71	2.73	2.79	2.83	2.75	0.8%	2.6	2.3
Sector									
<i>First-time (Native)</i>	<i>4.29</i>	<i>4.33</i>	<i>4.31</i>	<i>4.33</i>	<i>4.34</i>	<i>4.36</i>	<i>1.7%</i>	-	-
<i>Transfers In</i>	<i>2.85</i>	<i>2.92</i>	<i>2.98</i>	<i>3.02</i>	<i>3.09</i>	<i>3.09</i>	<i>8.4%</i>	-	-
Baccalaureate - Average Credits Earned at Graduation¹									
Campus									
First-time (Native)	128.9	128.7	129.7	129.6	130.0	128.5	-0.3%	128.0	127.0
Transfers In	132.8	133.3	135.5	134.6	135.8	134.6	1.4%	133.0	132.0
Sector									
<i>First-time (Native)</i>	<i>131.4</i>	<i>131.6</i>	<i>132.3</i>	<i>132.4</i>	<i>132.1</i>	<i>131.7</i>	<i>0.2%</i>	-	-
<i>Transfers In</i>	<i>133.9</i>	<i>133.6</i>	<i>134.0</i>	<i>134.1</i>	<i>133.8</i>	<i>133.0</i>	<i>-0.6%</i>	-	-

Source: SUNY Data Warehouse

¹ Based on graduates from July 1 of year one through June 30 of the following year.

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in SUNY Educational Outcomes



TABLE 12	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	Percent Change	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
First-Time, Full-Time Baccalaureate Degree Students <i>(tracked at 6 years out)</i>								
Cohort Entering Fall	2005	2006	2007	2008	-	2009	2012	2014
Cohort Size	1,046	989	942	1,287	23.0%	1,070	1,119	1,077
Total Completions and Continuations	919	869	827	1,076	17.1%	937	974	1012
Graduates (SUNY)	793	774	718	1,023	29.0%	845	872	900
Graduates (Non-SUNY)	74	63	69	53	-28.4%	60	70	80
Persisters (SUNY)	28	14	11	n/a	-	10	10	10
Persisters (Non-SUNY)	24	18	29	n/a	-	22	22	22
Campus Completion and Continuation Rate	87.9%	87.9%	87.8%	-	-	87.6%	87.0%	94.0%
<i>Sector Completion and Continuation Rate</i>	<i>80.6%</i>	<i>74.6%</i>	<i>n/a</i>	-	-	-	-	-

Source: SUNY Data Warehouse

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Degrees/Awards Granted by Academic Level



TABLE 13	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Percent Change	Plan 2015-16	Plan 2018-19	Plan 2020-21
Degrees/Awards Granted										
Total Degrees/Awards	2,138	2,208	2,059	2,266	2,212	2,108	-1.4%	2139	2245	2320
UG Certificates and Diplomas	0	0	0	0	0	0	-			
Baccalaureate Degrees	1,574	1,622	1,528	1,752	1,709	1,701	8.1%	1720	1790	1835
Masters Degrees	515	525	472	462	456	380	-26.2%	387	415	440
Graduate Certificates	49	61	59	52	47	27	-44.9%	32	40	45

Source: SUNY Data Warehouse

¹ Based on graduates from July 1 of year one through June 30 of the following year.

Attachment 2: Data Summary and Detail Tables - New Paltz
2012 Student Opinion Survey



TABLE 14	Campus Relative to Sector				Campus Relative to All		
	Campus Scale Score	Sector Scale Score	Z Score	Sector Score Rating	Overall State-Op Scale Score	Z Score	Institution Score Rating
The Academic Experience							
Overall Satisfaction	3.79	3.74	0.21	<i>Average</i>	3.66	0.54	<i>Average +</i>
Academic Skill Development	3.55	3.50	0.40	<i>Average</i>	3.42	0.75	<i>Average +</i>
Classroom Experience	3.42	3.39	0.29	<i>Average</i>	3.31	0.69	<i>Average +</i>
Life Skill Development	3.43	3.34	0.86	<i>Average +</i>	3.26	1.07	<i>High</i>
Academic Integrity	3.47	3.49	-0.08	<i>Average</i>	3.41	0.27	<i>Average</i>
Academic Assignments	4.17	4.12	0.38	<i>Average</i>	4.05	0.83	<i>Average +</i>
Academic Services and Facilities							
Academic Advising	3.71	3.80	-0.48	<i>Average</i>	3.76	-0.30	<i>Average</i>
Information Technology	3.89	3.78	0.66	<i>Average +</i>	3.73	0.63	<i>Average +</i>
Academic Facilities & Grounds	4.01	3.83	0.88	<i>Average +</i>	3.74	1.17	<i>High</i>
Course Availability & Quality	3.70	3.79	-0.54	<i>Average -</i>	3.74	-0.20	<i>Average</i>
Institutional Environment & Services							
Social Environment	3.91	3.77	0.63	<i>Average +</i>	3.67	0.85	<i>Average +</i>
Financing College and other Difficulties	2.76	2.92	-0.91	<i>Average -</i>	2.93	-1.07	<i>Low</i>
Personal Integration & Connection	4.09	4.02	0.38	<i>Average</i>	3.93	0.69	<i>Average +</i>
Health & Wellness Services	3.70	3.72	-0.12	<i>Average</i>	3.68	0.12	<i>Average</i>
Student Harmony/Campus Diversity	3.84	3.87	-0.18	<i>Average</i>	3.82	0.09	<i>Average</i>
Student Life	3.66	3.53	0.74	<i>Average +</i>	3.37	0.94	<i>Average +</i>
Post College Advising & Career Planning	3.30	3.34	-0.20	<i>Average</i>	3.29	0.05	<i>Average</i>
Ancillary Campus Services & Facilities	3.22	3.40	-0.68	<i>Average -</i>	3.32	-0.37	<i>Average</i>
Campus Security	4.08	3.99	0.30	<i>Average</i>	3.94	0.51	<i>Average +</i>

Note: Student Satisfaction is measured on a five-point Likert scale, where five represents the highest level of satisfaction. Derived Student Opinion Scales (top table) summarize factors important to student success. Campus score ratings (high or low) were based on Z score to overall average for state-

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Specific Student Opinion Survey Items



TABLE 15	2003	2006	2009	2012
Academic Experience				
Satisfaction with the College in General	3.75	3.87	3.98	4.00
Overall Impression of the Quality of Education	3.59	3.64	3.71	3.74
Would Choose to Attend the College Again	3.68	3.87	4.01	4.04
Academic Experiences (compared to expectations)	3.02	3.02	3.10	3.18
Helped Me Meet the Goals I Came Here to Achieve	3.56	3.62	3.61	3.73
Faculty Used Innovative Technology to Facilitate Learning	3.23	3.15	3.38	3.45
Engaged in Research or Other Creative Projects			3.01	2.96
Acquiring Knowledge and Skills for a Career	3.52	3.51	3.63	3.64
Understanding and Appreciating Diversity	3.19	3.38	3.45	3.56
Academic Services and Facilities				
Quality of Instruction	3.84	3.81	3.85	4.01
Academic Advising, General	3.18	3.09	3.27	3.44
Access to Computing / College Computer Network	3.77	3.83	3.85	3.68
Library Resources and Services	4.23	4.00	4.09	4.12
Class Size Relative to Course Type	4.03	3.98	4.09	4.16
Availability of Courses in Major	2.94	3.34	3.39	3.28
Availability of Gen Ed Courses	3.22	3.23	3.49	3.39
Availability of Internships	2.76	2.98	3.10	3.18
General Condition of Buildings and Grounds	3.51	3.45	3.53	3.83
Institutional Environment and Services				
Sense of Belonging	3.60	3.60	3.68	3.80
Faculty Respect for Students	3.84	3.90	3.94	4.14
Personal Security/Safety	3.73	3.67	3.90	4.08
Sexual Assault Prevention Programs/Activities	3.52	3.42	3.60	3.65
Degree of Difficulty Financing College Education	3.24	3.09	3.10	2.76
Financial Aid Services	3.43	3.41	3.44	3.67
Condition of Residence Halls	3.09	3.09	3.25	3.43

Note: Derived Student Opinion Scales summarize factors important to student success; scores are rated (high to low) relative to the overall average for state-operated campuses.

**Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Student Default Rates and Financial Literacy**



TABLE 16	2009	2010	2011	Plan 2015	Plan 2018	Plan 2020
Campus Student Default Rates¹						
Default Rate - 2YR	3.0%	4.7%	3.8%			
Default Rate - 3YR	5.0%	6.6%	4.6%	2.8%	2.5%	2.0%
Sector						
Default Rate - 3YR ²	7.4%	7.7%	-	-	-	-
State-Operated Campuses						
Default Rate - 3YR ²	7.4%	7.9%	7.0%	-	-	-
National Student Default Rates¹						
4-Year Public						
Default Rate - 2YR	7.9%	9.3%	-	-	-	-
Default Rate - 3YR	-	-	8.9%	-	-	-

	2012-13	2013-14	Plan 2014-15	Plan 2018-19	Plan 2020-21
Financial Literacy					
SUNY Smart Track					
Award Letter	X	X	X	X	X
Financial Literacy Website			X	X	X
Student Engagement (i.e. early alert)			4.0%	10%	20%

Source: SUNY Office of Financial Aid

¹ Cohort Default Rates are calculated on a 10/1 – 9/30 cohort year. The 2011 3YR rate for the 2011 cohort/repayment denominator of 10/1/2010 to 9/30/2011 and a default numerator of 10/1/2010 to 09/30/2013.

² The federal cohort default rate calculation beginning for the 2009 cohort year increases the numerator to include an additional year of students in default. Beginning in 2012, only the 3 year rate will be calculated.

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Research Expenditures, Disclosures, Patents and Licenses



TABLE 17	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	1-Year Percent Change	4 or 5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Research Expenditures: Sponsored Activity ¹										
Total Sponsored Activity - SUNYRF (\$mil.)	\$4.55	\$4.67	\$4.11	\$4.00	\$3.78	\$3.66	-3.1%	-19.5%	\$3.92	\$4.16
Federal	\$1.55	\$1.54	\$1.36	\$1.27	\$1.03	\$1.00	-3.5%	-35.8%	\$1.05	\$1.11
Federal Flow Through	\$1.27	\$1.52	\$1.37	\$1.44	\$1.33	\$1.29	-2.8%	2.0%	\$1.45	\$1.54
Nonfederal	\$1.73	\$1.61	\$1.39	\$1.29	\$1.42	\$1.38	-3.0%	-20.6%	\$1.42	\$1.51

Research Expenditures: National Science Foundation (NSF) ²										
Total R&D (\$mil.)	\$0.21	\$0.25	\$0.18	\$0.29	\$0.38	n/a	31.0%	79.9%	\$0.53	\$0.57
Federal R&D	\$0.18	\$0.18	\$0.12	\$0.22	\$0.23	-	6.4%	31.1%		
Industry R&D	\$0.00	\$0.02	\$0.01	\$0.03	\$0.08	-	130.3%	100.0%		
State/Local Govt. R&D	\$0.01	\$0.00	-	-	-	-	-	-100.0%		
Institution R&D	\$0.02	\$0.03	\$0.02	\$0.02	\$0.06	-	281.3%	306.7%		
Nonprofit R&D	n/a	\$0.02	\$0.02	\$0.02	\$0.01	-	-65.0%	100.0%		
All Other R&D	\$0.01	-	-	-	-	-	-	-100.0%		

Disclosures, Patents, and Licenses										
Invention Disclosures	0	0	0	0	2	0	-100.0%	-		
U.S. Patent Applications Filed	0	1	0	0	2	0	-100.0%	-		
U.S. Patents Issued	0	0	0	0	0	0	-	-		
License and Option Agreements Executed	0	0	0	0	0	0	-	-		

¹ SUNY Research Foundation Expenditure Profile

² National Science Foundation, Survey of Research and Development Expenditures at Universities and Colleges

Attachment 2: Data Summary and Detail Tables - New Paltz
Trends in Alumni and Philanthropy



TABLE 18	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Percent Change	Plan 2018-19	Plan 2020-21
Alumni									
Alumni on Record	55,677	57,298	59,425	61,614	63,852	63,655	14.3%	-	-
Number of Alumni Donors	3,291	3,739	4,079	3,721	2,039	2,325	-29.4%	-	-
Campus Alumni Giving Rate	5.9%	6.5%	6.9%	6.0%	3.2%	3.7%	-38.2%	4.0%	6.0%
<i>Sector Alumni Giving Rate</i>	8.1%	7.3%	7.0%	6.2%	5.6%	5.9%	-	-	-
Philanthropy									
Funds Raised (\$mil.)	\$2.5	\$1.9	\$1.4	\$1.6	\$1.4	\$1.5	-42.6%	\$3.4	\$5.0

Source: University Controller's Office, VSE Survey, and SUNY Office of Advancement



Campus Performance Improvement Plan

Peer Set



SUNY Excels 2015 Performance Improvement Plan

Attachment 3: Peer Sets from MRII, Revised Resource Allocation Approved (2012), and IPEDS 2014 Feedback Report

Provided is your institution's list of peer institutions from Mission Review II, the Resource Allocation Approved Peer Set 2012 (as applicable), and the IPEDS 2014 Feedback Report. Please indicate on the template, and if desired comment, on which of these peers you still consider part of your current and aspirational peer sets.

Peer Name	Peer State	FTE (Fall 2011)	FTE (Fall 2013)	Carnegie Classification Basic	Mission Review II		Resource Allocation Peer Set (2012)	IPEDS 2014 Feedback Report	Campus Confirmed	
					Current Peers	Aspirational Peers			Current	Aspirational
State University of New York at New Paltz	NY	6,906	6,936	Master/L						
SUNY at Albany	NY	15,484	15,493	Research/VH				X		
SUNY at Binghamton	NY	13,678	15,014	Research/H		X		X		X
SUNY at Fredonia	NY	5,546	5,243	Master/M	X			X	X	
SUNY College at Brockport	NY	7,556	7,263	Master/L	X			X	X	
SUNY College at Geneseo	NY	5,520	5,526	Master/S	X	X		X	X	X
SUNY College at Oswego	NY	7,695	7,615	Master/L	X				X	
SUNY Oneonta	NY	5,856	5,895	Master/S				X	X	
Central Connecticut State University	CT	9,852	9,621	Master/L			X			
CUNY Bernard M Baruch College	NY	13,054	13,649	Master/L				X		X
CUNY Hunter College	NY	15,738	16,886	Master/L				X	X	
East Stroudsburg University of Pennsylvania	PA	6,599	6,179	Master/L			X			
Eastern Illinois University	IL	10,309	8,693	Master/L			X		X	
Frostburg State University	MD	5,017	4,815	Master/L			X			
Hamilton College	NY	-	1,913	Bac/A&S				X	X	
Hobart William Smith Colleges	NY	-	2,345	Bac/A&S		X		X		X
Kean University	NJ	12,667	11,763	Master/L				X		
Keene State College	NH	5,067	4,715	Master/S			X			
Kutztown University of Pennsylvania	PA	9,704	8,919	Master/L			X			
Marist College	NY	-	5,603	Master's L				X	X	
Millersville University of Pennsylvania	PA	7,724	7,389	Master/L			X			
New York University	NY	-	38,740	RU/VH				X		
Northeastern Illinois University	IL	7,939	7,533	Master/L			X			
Rhode Island College	RI	7,078	6,930	Master/L			X			
Rowan University	NJ	9,645	11,597	Master/L			X		X	
Shippensburg University of Pennsylvania	PA	7,517	6,915	Master/L			X			
The College of New Jersey	NJ	6,706	6,910	Master/L	X	X	X	X	X	X
The College of Saint Rose	NY	-	3,779	Master's L				X		
The Richard Stockton College of New Jersey	NJ	6,947	7,725	Master/M			X			
University of Central Missouri	MO	9,142	10,471	Master/L			X		X	
University of Michigan-Dearborn	MI	6,277	6,597	Master/L			X			
University of Northern Iowa	IA	11,832	10,804	Master/L			X		X	
University of Southern Maine	ME	7,023	6,550	Master/L			X			
University of West Georgia	GA	9,529	10,169	Master/L			X			
William Paterson University of New Jersey	NJ	9,542	9,675	Master/L			X		X	
Winthrop University	SC	5,205	5,389	Master/L			X			