New Paltz
STATE UNIVERSITY OF NEW YORK

SELF-STUDY

Prepared for the

MIDDLE STATES
COMMISSION ON HIGHER EDUCATION

February 17, 2011

State University of New York College at New Paltz
1 Hawk Drive

New Paltz, NY 12561-2443

SELF-STUDY

MIDDLE STATES
COMMISSION ON HIGHER EDUCATION

Presented by:
State University of New York College at New Paltz

Chief Executive Officer:
Donald P. Christian, Interim President

February 17, 2011

Commission Action which preceded this report:
Periodic Review Report, 2005

Date of the Evaluation Team's Visit:
April 2011

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CHE **Middle States Commission on Higher Education**
MSA 3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

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(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE requirements of affiliation and "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

State University of New York at New Paltz
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE standards and requirements of affiliation.

_____
(Campus President)

January 13, 2011
(Date)

_____
(Chair, SUNY Board of Trustees)

1·24·11
(Date)

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Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
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Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

This signed statement should be attached to the executive summary of the institution's self-study. report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

_____State University of New York at New Paltz_____
(Name of Institution)

is seeking *(Check one):* ____ Initial Accreditation ✓ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

____Exceptions are noted in the attached memorandum *(Check if applicable)*

_Donald P. Christian_____   _January 24, 2011_____
(Campus President)   (Date)

Executive Summary

INTRODUCTION

SUNY New Paltz, a comprehensive, master's level college, is one of the 64 campuses of the State University of New York System. The College is located in scenic New Paltz, situated halfway between Albany and New York City and nestled in the shadows of the Shawangunk Mountains. In the proud tradition of SUNY, SUNY New Paltz's mission reflects a commitment 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.

Consistent with New Paltz's judgment that we cannot effectively accommodate more undergraduate students, our undergraduate full-time enrollment has been kept stable over the past several years and, in Fall 2010, was 6,149. Because our undergraduate full-time enrollment has been stable, we have grown increasingly selective in our admission standards. This increase in selectivity has required large investments of effort and resources to maintain a diverse student population. With approximately 23% of our undergraduate students coming from traditional under-represented groups in the last decade, we are proud that we have been able to maintain our defining characteristics as being selective and diverse. We are, however, committed to sustaining our diversity recruitment efforts because the percentage of our student body who are first-generation has declined from 51% to 35% in the past decade and we have not fully attained our geographic diversity.

SUNY New Paltz comprises six academic divisions: The College of Liberal Arts and Sciences, the School of Education, the School of Fine and Performing Arts, the School Business, the School of Science and Engineering, and the multidisciplinary Graduate School. Founded in 1828 as a classics school, New Paltz became a state normal school in 1885, and teacher preparation remains an important hallmark of our NCATE-accredited School of Education. Because a liberal arts education is a foundation of the SUNY New Paltz mission, all education students have long been required to complete a major in an academic discipline and a majority of students do so through the College of Liberal Arts and Sciences. The sixteen departments and programs in the College of Liberal Arts and Sciences support an extensive, rigorous general education program, and offer instruction in the humanities and social sciences.

Our School of Fine and Performing Arts is among the best in the nation and comprises accredited programs in Art Education, Art History, Art Studio, Music, and Theatre Arts. The school is committed to high level academic programs as is evidenced by the *U.S. News and World Report's* recognition, in 2008, of our Metal program as the number one in the nation. Fine and Performing Arts boasts one of the two Visual Arts Education programs in SUNY, the other being at Buffalo State. The School of Fine and Performing Arts houses the Samuel Dorsky Museum of Art, as well as the renowned Piano Summer Institute and Festival under the direction of Vladimir Feltsman. The School of Science and Engineering offers students opportunities for collaborative research with distinguished faculty in a range of physical sciences and engineering, as well as providing general education offerings in the natural sciences. Programs in Environmental Studies and Environmental Geochemical Science are enhanced by a rich and diverse natural environment. The School of Business, which is currently pursuing national

accreditation, has grown in reputation because of the strength of its academic programs and its extensive involvement in the business community. Finally, the Graduate School offers over 40 degree programs as well as post-master's certificates of advanced study for school administrators. Although the School of Education houses over 50% of our graduate programs, we offer graduate programs in each of our schools and the College of Liberal Arts and Sciences. There is capacity for growth in enrollment at the graduate level primarily because of the decline in part-time enrollment during 2009 and 2010. Fiscal challenges and budget cuts resulted in the suspension of some graduate programs, and our nursing program has been curtailed. However, over the last decade, we have revised a number of our graduate programs and installed new ones, including special education, literacy education, early childhood education, music therapy, mental health counseling and school counseling. In addition, temporarily suspended programs in math education, science education and foreign language education have now been revised and reinstated.

A residential campus, New Paltz provides housing to about half of its full-time undergraduates. We offer a variety of majors, student programming and extra-curricular activities to students. Viewed as a leader in SUNY in administering international programs, our campus enrolls more international students than any of the other SUNY universities. A hallmark of our college is its numerous articulation agreements with regional community colleges.

From its beginnings, New Paltz has been dedicated to providing students with an education rich in the liberal arts and sciences—an enduring theme in the College's traditions. The College has a long history of adapting its programs and offerings to the changing needs of students and of New York—first focused on teaching the classics, next as a teachers' college, and most recently as a comprehensive college within the SUNY system. Looking forward, our vision is to be, and be recognized as, a selective public institution offering rigorous, innovative academic programs, student-centered residential undergraduate experiences along with graduate programs that meet regional needs; collaborative, interdisciplinary learning opportunities in liberal arts and professional areas; and expanded presence and contributions to the Hudson Valley and New York.

STRUCTURES

At the state level, New Paltz is a member of the University of the State of New York, along with other public and private colleges, universities, elementary and secondary schools, museums, libraries, historical societies, and other entities. Within this system, our campus belongs to the State University of New York. Formed in 1948, SUNY is governed by a 16-member Board of Trustees and supported by System Administration in Albany. A local College Council comprises members appointed by the Governor along with the President of the Student Association and several ex-officio appointments. The Council has authority to conduct presidential searches and recommend finalists to the SUNY Chancellor and the Board of Trustees. The Council also approves regulations regarding student conduct, housing, and safety; reviews major plans for the campus and the College budget; and approves the naming of buildings and grounds consistent with SUNY guidelines and with New Paltz Foundation policies and practices. In general, the College Council is charged with fostering strong relationships between the institution and local communities and with promoting campus and university interests.

The college president has a Cabinet comprising the provost/vice president for academic affairs, the vice president for administration and finance, the vice president for student affairs, the vice president for enrollment management, and the chief of staff/associate vice president for communication. These key administrators make managerial decisions for the campus. The President and Cabinet consult with and are advised by the "Wonk" group, which includes associate and many assistant vice presidents, deans, and direct reports to the President. A newly-formed "administrative council" that includes the above members plus department chairs and directors extends consultation and communication about key issues and decisions more broadly throughout the organization.

The college has an active system of faculty, student, and shared-governance. At the executive level, governance includes the Board of Trustees, college president, College Council, president's Cabinet, Council of Deans, and the Student Association Board. Various campus faculty governance bodies address matters pertaining to the curriculum; faculty reappointment, tenure and promotion; research, awards and leaves; and salary increases.

Student government on campus is the responsibility of the Student Association. Funded by the mandatory activity fee, the Student Association operates an annual budget of about $1.5 million, which supports student-run programming as well as the activities of about 150 registered clubs and organizations. Students have a voice in governance through their participation in the Residence Hall Student Association (RHSA). Through RHSA, students collaborate in program activities, have a voice in the college administration, and recommend changes in residence hall policies. Students are full voting participants on many faculty governance committees, including the Academic Senate, Academic Affairs Committee, Curriculum Committee, Educational Technology Committee, and the Budget, Goals, and Plans Committee, and its standing committee, the Sustainability Committee.

The University Police, Department of Athletics, food service, Campus Bookstore, and Student Health Services all have student advisory committees.

The SUNY New Paltz Foundation, founded in 1976, and the Campus Auxiliary Services (CAS) are two private non-profit organizations affiliated with and supporting the College. The SUNY Foundation raises private contributions from alumni, friends of the college, and corporations. CAS provides major services on campus including dining services, the campus bookstore, ID cards, vending, laundry, cable, rentals and conference services. All CAS profits are returned to the students through capital improvements, programming and scholarships.

PREPARATION FOR THE SELF-STUDY

This self-study has been a collaborative, intensive, multi-year effort involving the campus community through various committees, academic and administrative department meetings, public comment and updates, web updates, and a series of newsletters distributed to the campus community both electronically and in print format. Draft copies of this Self-Study were placed in the Sojourner Truth Library and posted on the campus web portal, my.newpaltz.edu, for comment from faculty, staff, students and administrators. The self-study steering committee members were:

Co-Chairs
Laurel M. Garrick Duhaney, Interim Provost and Vice President for Academic Affairs
Linda Greenow, Chair and Associate Professor, Department of Geography

Members
Jacqueline Andrews, Assistant Vice President, Institutional Research and Planning
Kristin Backhaus, Co-chair, College Wide Assessment Advisory Committee and
        Associate Professor, School of Business
Anne Balant, Associate Professor, Department of Communication Disorders
Donald P. Christian, Interim President, Ex Officio
Robin Cohen-LaValle, Associate Dean of Students, Center for Development
Mary Beth Collier, Dean for Academic Advising and Executive Assistant to the Provost
Jacqueline DiStefano, Vice President for Administration and Finance
L. David Eaton, Vice President for Enrollment
Julio Gonzalez, Associate Dean and Associate Professor, School of Science and Engineering
Elaine Hofstetter, Assistant Dean for Accreditation and
        Associate Professor of Mathematics Education, School of Education

Richard Kelder, Co-Director, Teaching and Learning Center
Susan Kraat, Coordinator for Instruction, Sojourner Truth Library
Julie Majak, Director for Administrative Services
Myra Mimlitsch-Gray, Chair and Professor, Department of Art
Maureen Morrow, Associate Professor, Department of Biology
Simin Mozayeni, Presiding Officer for the Faculty and Assistant Professor, Department of Economics
Rachel Rigolino, Instructor, Department of English
David Rooney, Vice President for Student Affairs
Raymond Schwarz, Associate Vice President, Office of Student Affairs
Lynn Spangler, Associate Dean and Professor, College of Liberal Arts and Sciences
Shelly Wright, Chief of Staff, Office of the President

Lead Editor: Sue Books, Professor, Department of Secondary Education
Technical Assistant: Lucy Walker, Senior Research Analyst

Operationally, our approach to the self-study was to use a set of guiding questions, aligned to the fourteen Middles States Characteristics of Excellence, to gather data to verify our accomplishments since our last decennial review. These questions, the membership of the working groups, and the timeline that the self-study team has followed throughout this process are available in our Design for Self-Study. In practice, the research conducted by each of the fourteen working groups—one for each Middle States standard—is the basis of this Self-Study report. At the end of each chapter are our findings and proposed recommendations. Supporting materials and more comprehensive documentation are available in the appendices and the documents room.

HIGHLIGHTS OF THE SELF-STUDY

Since our decennial accreditation, New Paltz has continued to increase its selectivity while its enrollment has remained stable. We continue to raise the quality and intellectual depth of the faculty, in part through appropriate and transparent standards for reappointment, promotion and tenure, to increase the number of full-time faculty, and to reduce our reliance on part-time faculty. A dynamic academic community, New Paltz's evolution into a strong comprehensive, public institution grounded in the liberal arts has not gone unnoticed by the national media and our stakeholders. We are proud of our accomplishments and believe the changes that we have made have enhanced our ability to meet the accreditation standards of the Middle States Commission on Higher Education. Details of the strengths, changes, challenges and opportunities ahead for New Paltz are discussed in this Self-Study.

Since our last decennial accreditation, there have been several changes in top administration. President Roger Bowen resigned in September 2001 and Steven G. Poskanzer, initially serving as interim president, was named to the presidency in May of 2003. National searches resulted in the appointment of a new vice president for finance and administration in 2008 (Jacqueline DiStefano) and a new provost and vice president for academic affairs in 2009 (Donald Christian). The College was extraordinarily well served by its outgoing provost, David Lavallee, who is credited with leading many of the initiatives addressed throughout this Self-Study, especially those related to faculty hiring and renewal and to academic-policy changes resulting in New Paltz's increased academic excellence. In Spring 2010 President Steven Poskanzer, after almost 10 years of service to the College, accepted the presidency at Carleton College and Provost Christian was named by the SUNY Board of Trustees as interim president of New Paltz. In conjunction with his appointment, Laurel M. Garrick Duhaney, previously associate provost and dean of the Graduate School, assumed the position of interim provost and vice president for academic affairs. This interim leadership team is focused on maintaining New Paltz's upward path and addressing our budgetary difficulties with transparency, in line with our mission and Vision Plan. A presidential search is currently (winter 2010-2011) underway.

Our report responds to recommendations from our previous decennial self-study and Middle States evaluation team visit. The primary concern identified by the visiting team was that the college's assessment efforts were limited and uncoordinated. A new associate provost position was created in the Office of Academic Affairs to coordinate and strengthen assessment across academic departments, in the general education program, and in academic support units. The associate provost is responsible for helping to define, plan, develop, support, and direct assessment efforts and she works closely with a broad range of academic administrators, faculty, committees, and support staff. She also works closely with the General Education Assessment Review (GEAR) group, whose work was crucial in developing a culture of assessment across SUNY. GEAR's members reviewed and provided suggestions for improvement for General Education assessment plans for each of SUNY's 64 campuses. Our campus received GEAR's assistance in using assessment data to design and develop curriculum and in collecting data from that curriculum and its instruction to improve the curriculum on the next round, thus "closing the loop." The associate provost also maintains an active relationship with SUNY System Administration since that office has significant expectations for programmatic and general education assessment.

After extensive and collaborative efforts, New Paltz has succeeded in developing a comprehensive assessment system appropriate to its complex organizational structure (see chapter 6 for a detailed discussion of progress and the trajectory of institutional and academic assessment at New Paltz). Institutional assessment practices are becoming systematic. A growing number of individuals in the administrative and student affairs divisions are engaged in evidence-based decision making. Assessment of the GE program is ongoing and will inform the next revision of the program, scheduled to take place in the coming year. Assessment in the majors is gaining momentum and improving in quality. Assessment at all these levels has led to a multitude of program improvements and has contributed to a culture of assessment. However, as is the case with any campus that has embarked on the implementation of a comprehensive approach to assessment, there are areas where additional progress must be made. We are aware that our efforts to fully achieve our assessment goals need to be continued and we are committed to maintaining and sustaining the momentum that has been built in advancing assessment on our campus.

The Middle States evaluation team recommended that New Paltz develop strategies for recruiting faculty from culturally and linguistically diverse backgrounds to increase their representation of in the faculty. In the ten years following our Middle States visit, New Paltz has implemented several initiatives to enhance faculty diversity. These actions have included increased training for search committees, targeted faculty lines to encourage departmental diversity, and funding and support for females and for faculty from culturally and linguistically diverse backgrounds. New faculty hired between the academic years 2000-2001 and 2009-2010 were slightly over 50% female and an average of about 19% of non-European origin. See Chapter 2 for additional information on the characteristics of New Paltz faculty and professional development opportunities for female and non-European faculty.

In response to accreditation recommendations, New Paltz has developed a strategic plan for information technology; made the College catalog more comprehensive and more user-friendly; developed new program offerings and revised several existing ones; revised the general education program to conform to the mandates of the SUNY Board of Trustees; and expanded opportunities for student research, co-curricular experiences, honors experience, and financial support.

Chapter 1:
Mission, Vision, Planning & Resources
ADDRESSES STANDARDS 1, 2, 3, AND 6

The State University of New York at New Paltz aspires to be an outstanding public college with a strong liberal-arts curriculum that anchors all programs, including professional preparation in business, engineering, education, and the fine and performing arts. We have set our sights high and have made considerable progress in the last decade. As stated in the 2006 Memorandum of Understanding, a system-wide strategic planning initiative between New Paltz and SUNY System Administration, we aim "to offer the finest and most intellectually engaging undergraduate education in SUNY and to compete successfully for strong students with excellent public and private colleges and universities across the Northeast."

As more fully discussed in Chapter 3, our academic profile (increasing number of applications, increasing SAT scores and high school averages of accepted students, and significantly improved student retention and graduation rates) has grown statewide and nationally. This stature has enabled us to attract academically stronger students while maintaining our hallmark racial, ethnic, socioeconomic, geographic, and intellectual diversity. After *Kaplan/Newsweek* designated New Paltz as the "Hottest Small State School" in the U.S. in 2008 and *The New York Times* published a front-page story in 2009 highlighting New Paltz and describing it as one of the nation's most well-regarded public institutions, our popularity grew. Most recently, *U.S. News & World Report* ranked New Paltz seventh among the best public regional universities in the North in its *2011 America's Best Colleges* guidebook, and *Kiplinger's* increased New Paltz's rank to 36th among the top 100 best values in the nation for public four-year institutions in its February 2011 issue of *Personal Financ*e.

We continue to raise the quality and intellectual depth of the faculty, in part through appropriate and transparent standards for promotion and tenure, to increase the number of full-time faculty, and to reduce our reliance on part-time faculty. A decade ago, almost half of all our courses were taught by adjuncts. Today, just over 30% are taught by part-time faculty. In 2007 the Center for Research, Regional Education and Outreach (CRREO) was created to conduct and publicize research on regional topics and to encourage faculty to build regionally based service activity into their scholarship and teaching.

Under the leadership of Steven Poskanzer, former campus president, we forged partnerships with business and political leaders that helped garner $94 million in state capital funding beyond what the campus was slated to receive as well as almost $750,000 in our first-ever federal congressionally directed grants. This windfall has led to the largest investment in physical improvements to the New Paltz campus in decades (see Appendix 1-6: *Summary of Capital Investments*). We have engaged in technological planning and are modernizing the technology infrastructure of the campus, upgrading the instructional technology in almost all of our classrooms, and planning for further improvements. Finally and perhaps most importantly, we are holding our values front and center. We are an open, questioning, and consultative community where education flourishes in a context of mutual respect and shared inquiry.

This is one side of the New Paltz story. We also have and will continue to face formidable budget challenges, including an initial $3.2 million budget shortfall in 2010-2011, which we expect to grow. This shortfall is in addition to a $6 million base-budget reduction plan for our core instructional budget that was initiated July 1, 2009. This 2009 plan included reductions to the size of the College workforce and the phasing out of our nursing program. These economic challenges persist and we continue to

deal with ways to adjust our economy accordingly. In short, despite these economic realities, we are considerably stronger than we were a decade ago. Challenges remain, of course:

- Our graduation rates far surpass the goals set in the 2006 *Memorandum of Understanding (MOU II)* between New Paltz and SUNY System Administration, but still are lower than the rates of our aspirational peer institutions.

- Although we are retaining and graduating first-generation college students at much higher rates than in the past, the decline in the overall percentage of these students at New Paltz concerns us. Because we are unable to offer endowed scholarships, we are at a substantial disadvantage relative to competing institutions that can make more economically attractive offers to strong applicants with financial need.

- Our full-time faculty is still neither as diverse nor as large as we would like.

- Although we have all but reached our goal of having no more than 30% of our courses taught by part-time faculty, we would like to reduce our reliance on part-time faculty even further. We also recognize that this will be challenging in the current fiscal climate.

Subsequent chapters in this report describe our accomplishments and challenges in more detail.

THE NEW PALTZ MISSION & VISION

At this 10-year juncture, as we celebrate our accomplishments and reflect critically on new and continuing challenges, we look to our mission and vision.

> In the proud tradition of SUNY, 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 which 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.

As the introductory paragraph of our Mission Statement above makes clear, New Paltz is committed to providing high-quality public education in a student-centered learning environment that promotes intellectual and civic engagement as well as scholarly and artistic vibrancy. (See Appendix 1-1: *Mission Statement of the State University of New York at New Paltz* for the full statement.) The core values expressed in our mission -- academic excellence, accessibility, diversity, and regional engagement -- define a New Paltz education and affirm our dedication to excellence in teaching, in academic programming, in attracting and retaining a selective and diverse student body, and in fostering rich inquiry on campus and in the community. Our Mission Statement outlines goals for faculty, students, and the campus community, and identifies educational, personal, and civic outcomes for students.

In line with our mission, a distinctive faculty, student body, and curriculum together create a vibrant teaching and research environment. In 2009, Division of Enrollment Management data show 29%

of first-year students reported a race/ethnicity of African American, Latino, Asian American, or "other" (see Chapter 3). Much of the diversity of the student body can be attributed to the success of programs to recruit and support traditionally underrepresented students, such as the Educational Opportunity Program (EOP), the Scholar's Mentorship Program (SMP), and the Minority Recruitment Program (MRP). New Paltz has long been a leader in SUNY in administering international programs. We enroll more international students than any of the SUNY university colleges, and were one of only 16 institutions throughout the world selected by the Forum on Education Abroad to participate in a pilot project to establish standards for study abroad. In 2007, the Forum, a standards-development organization, recognized New Paltz's Center for International Programs for its commitment and dedication to offering high-quality programs in education abroad.

Our General Education (GE) program goes beyond minimum state requirements with an additional required category of coursework. Almost all our students are required to take a "diversity" course focused on a culture or cultures not studied in depth elsewhere in the curriculum. A number of programs offer interdisciplinary majors and minors, including Women's Studies, Black Studies, Latin American Studies, Asian Studies, Italian Studies, and a new Deaf Studies minor program. The School of Education recognizes that teachers must be prepared to work with diverse learners. Undergraduate elementary education students complete coursework in creating inclusive classrooms and in educating diverse populations, secondary education students take courses in literacy for diverse learners and in differentiating instruction, and all programs, graduate and undergraduate, require a diversity course.

Our Vision Plan (see Appendix 1-2: *Vision Plan of the State University of New York at New Paltz*), consonant with our mission, guides academic, budgetary, and operational decision making, and serves as a strategic-planning document for the institution. Central elements (our eight vision points) are these:

- continuing to raise the academic quality and selectivity of our students;
- hiring and retaining faculty committed both to their scholarship and to their teaching;
- offering a curriculum that prepares students for careers and lives;
- linking student intellectual growth with faculty scholarship;
- ensuring that the residential character of the campus reinforces its educational goals;
- meeting student needs;
- addressing regional economic and schooling needs; and
- serving as a cultural and intellectual hub for the Mid-Hudson Valley.

GENESIS OF THE MISSION & VISION

The campus adopted its Mission Statement in Spring 1997 after broad-based consultation among the administration, faculty, and staff. The statement subsequently served as the basis for a strategic plan developed in 1999. At that time SUNY System Administration was conducting a system-wide mission review that asked each campus to revisit its mission and to clarify its role in SUNY. The process concluded in 2000 with a *Memorandum of Understanding* (MOU I) between New Paltz and System Administration. A second SUNY-wide mission review transpired in 2006 and led to MOU II. Both documents reaffirm the goals articulated in our mission: excellence in comprehensive academic programming and in teaching, connection to the culture and economy of the Mid-Hudson Valley, and diversity in the racial, ethnic, and socioeconomic makeup of the student body. MOU II is a major planning document for New Paltz that summarizes institutional goals, milestones of progress, and planned changes, including budgeting priorities.

When Poskanzer became campus president in 2003, he started a planning initiative that began with conversations across the campus. Between mid-2003 and early 2005, he met with all academic and administrative units on campus to learn about their work, to discuss the future of the College, and

to begin to formulate a vision plan. He also met regularly with elected faculty governance, United University Professionals, and Civil Service Employees Association leadership. In 2003 a think-tank known as the Wonk Group undertook more intensive discussion of the essential characteristics of New Paltz and of where we should concentrate our efforts. (The Wonk Group, created to enhance managerial consultation and collaboration, consists of the president, the vice presidents, some associate and assistant vice presidents, the provost, the deans, the associate vice president for regional engagement, and the executive director of development.)

As discussed in more detail in Chapter 6, the Wonk Group developed an action plan to track and assess progress in fulfilling the vision (see Appendix 1-3: *Vision-Mission-Metrics Map*). By 2010, a wide variety of metrics was being used to support decision making, investment, and institutional and unit assessments. Future discussions will focus on how the data can best be displayed and shared with the broader campus community. The journey from the creation of the eight vision points to data-collection metrics has involved ongoing conversation, healthy debate, and shared investment in some intellectual infrastructure. The result has been increasing certainty that the eight vision points genuinely represent who we are as a college.

As noted above, former President Poskanzer (between 2003 and 2005) consulted widely with departments, governance groups, and other bodies and individuals in formulating a vision plan. He drew broadly from those conversations and from previous planning and initiatives across multiple campus presidencies. There is little question that the vision plan reflects well and accurately the "lived" mission and values of the College. Similarly, most members of the College agree that the vision plan, along with a commitment to using it to prioritize and make decisions, has been a key factor in the notable progress the College has made in recent years.

Nonetheless, many faculty and staff wish that the 2003-2005 process had been more structured, with more opportunity for their involvement.   In contrast, others at the College believe that the previous (1999) planning process, which was heavily consultative and consensus-seeking, produced a plan that was decidedly non-strategic, and lacking in the focus needed to advance the College.

There is a sense that there is little awareness below the level of the deans of the vision plan and of mechanisms for reviewing it. This is despite the history, described elsewhere, of the president using the Vision Plan as a framework for highlighting institutional directions and accomplishments in annual "State of the College" addresses and in monthly reports to the faculty. Also, the Vision Plan provided clear guidance for budget-reduction decisions in 2008-2009, as it is during the current year.

Because the Vision Plan has served the College well and is generally viewed as capturing our values and key directions, future leadership should be reluctant to abandon this plan without clear and significant changes in internal or external context. However, more effort is needed to communicate frequently about the Vision Plan and to clarify its role in decision making. A process also should be established to more explicitly translate the Vision Plan into departmental, unit, and school actions, directions, and priorities. Faculty and staff in each unit need to lead this process, with appropriate coordination by deans, directors, and vice presidents to insure consistency with institutional priorities and directions.

Next-stage planning should focus on elaboration and explication of the current Vision Plan, along with consideration of the impact of changes in the external environment. Such changes include, of course, the continuing fiscal challenges faced by the College and all of SUNY. Expectations that campus goals and plans align with and support the strategic plan for the SUNY system (*The Power of SUNY*, developed in 2010) will need to be addressed in such planning. The intention of SUNY leadership to institute "performance-based" funding mechanisms is an additional dynamic that must be incorporated into our planning.

The next president should exercise his/her executive responsibility for a strategic plan and planning, determining (with appropriate consultation) the process and approach to be used in such planning. Any approach certainly should include engagement and consultation with faculty, staff, students, and external constituencies.

COMMUNICATION OF THE MISSION & VISION

In 2005 we began the practice of having the president deliver an annual *State of the College* address at the first fall faculty meeting. From the start, this speech has been structured around the vision plan -- summarizing achievements, identifying challenges, and identifying targets for institutional action within this rubric. In the 2009 State of the College address the president reported great success in exceeding expectations for the academic quality of the incoming class while preserving its diversity – and urged us consequently to elevate our goals. (The annual addresses and the president's monthly reports to the faculty, which also routinely draw on data generated by the vision metrics, are published on the Web site of the Office of the President.)

Strong connections between the mission of the College and the missions of the five schools suggest a very effective "lived" mission and vision. The conceptual framework of the Professional Education Unit, which includes the School of Education and related departments and programs, is linked to the College vision, and the school's overarching goal, preparing educated citizens, parallels the College mission. The School of Business mission affirms the school's role in supporting the business community in the Mid-Hudson Valley by producing talented prospective employees. Working closely with the business community and the Business Advisory Council, the School of Business has developed internships for students, identified jobs for graduates, and developed faculty research projects. The mission of the School of Fine & Performing Arts aligns most closely with the campus mission in the areas of knowledge of and participation in the aesthetic and creative process; serving as a cultural hub for the Mid-Hudson Valley; faculty-student collaboration; greater understanding and appreciation for the histories, races and cultures, religions, languages, and customs of our country and those of other nations; and provision of capstone experiences.

Program-level missions in the College of Liberal Arts & Sciences and in the School of Science & Engineering align with the institutional mission as well. Most program-level missions in both schools include enabling students to gain the knowledge, skills, and confidence (1) to contribute to their communities and professions and as active citizens in a democratic nation and a global society; (2) to succeed in graduate studies or a professional career; and (3) to better understand and appreciate the histories, cultures, religions, languages, and customs of the U.S. and other nations. Some programs in the School of Science & Engineering also emphasize their role as an integral part of a liberal-arts institution. A survey by members of the self-study team found that 78% of the campus units provide a statement on their Web sites that links the unit mission and activities with the College mission and vision, implicitly if not explicitly.

To help communicate the New Paltz mission and goals to the campus community and the public, we have linked the mission statement to the "About New Paltz" Web page and the vision plan to the Web site of the Office of the President. The Faculty Handbook, Student Handbook, and online Undergraduate Catalog all reference the campus mission. The *Undergraduate Catalog* is distributed electronically in PDF and Web-based formats, and links to the institutional mission statement and other important academic policies, including advising procedures. The Web site of the Graduate School includes the school-specific mission statement and a link to the institutional mission. Public programming, including "On-Campus," a television show that airs in 87 communities, highlights a wide array of College departments, programs, and events. *News Pulse*, the online College newsletter, and feature articles in local and national newspapers also convey our educational mission indirectly.

INTEGRITY

New Paltz adheres to moral and ethical principles that shape its internal and external relationships and assure that behavior falls within a circle of integrity.

Administrative and operational procedures.

Bound by the *Public Officer's Law Code of Ethics*, the Office of Internal Controls ensures integrity in administrative and operational procedures in five areas: control environment, risk assessment, control activities, information and communication, and monitoring. By the end of March each year, New Paltz is required to certify compliance in all areas with a report to the State of New York. Compliance comes about via feedback from the various auditing agencies. The College submits a review to the auditing agency, which comments on issues large and small. The agency makes recommendations to the College, which takes corrective action where needed in a feedback loop. The Internal Controls Office is required to review (not audit) up to three areas of risk each year. The office sends a report to the Division of Budget (DOB) via SUNY System Administration. SUNY collects reports from each campus and forms a comprehensive report for the DOB. The College performs reviews of its choosing. Careful attention to the state and local procedures is designed to prevent non-compliance. New Paltz is also audited by the SUNY System Office, and routinely responds to recommendations with corrective actions. All senior-level faculty and staff earning salaries above a certain level are required to file annual financial disclosures with the Commission on Public Integrity.

Intellectual property rights.

New Paltz protects intellectual property rights through training programs, written policies and procedures, and authenticated access to copyrighted documents. Intellectual property compliance, education, and enforcement efforts are distributed among several College units and staff members, including the Office of Student Activities and Union Services (SAUS); the director of the Campus Media Center, working in conjunction with journalism faculty; the Office of Academic Computing; Sojourner Truth Library (STL); and the "On Campus" television shows.

SUNY Board of Trustees (pp. 20-22) and SUNY Research Foundation polices define the ownership of intellectual property created at SUNY facilities. The Office of Sponsored Programs links faculty who have a potentially patentable idea with the Research Foundation's Technology Transfer Office and counsel. The assistant vice president for sponsored programs acts as the contact person between these entities, and frequently discusses policies with faculty and their deans.

The Institutional Review Board at New Paltz reviews all faculty and student proposals involving human subjects research to ensure compliance with federal regulations.

PLANNING AT NEW PALTZ

Some of our planning is ongoing (e.g., the vision, enrollment, and technology plans). Other plans are created for a single or defined purpose, implemented, assessed, and then assimilated into our routine resource-allocation and assessment processes (e.g., Banner implementation and the Site and Landscape Master Plan, which are discussed more fully below). Planning at New Paltz proceeds on parallel paths within units and divisions, with overall consideration and balancing of needs and resources addressed in the institution's resource-allocation processes. We encourage use of "best practices" associated with a unit or academic discipline rather than a one-size-fits-all approach. While guided by our vision, planning and assessment practices generally arise from the ground up and are tailored to meet the needs of particular units or disciplines.

Both ongoing assessment and external stimuli often prompt us to reconsider our performance. In such instances, all campus resources (human, financial, technical, and facilities) are brought to bear to meet challenges and to take advantage of opportunities.

- After data on retention and graduation rates from national student surveys turned our attention to academic advising in 2004, we created a plan to improve our graduation rates. Over the next six years we increased funding to the Office of Academic Advising by 47%; hired three academic counselors focused on GE and graduation requirements; moved the office to a more visible, accessible location; expanded programming and services; and invested in technology. These changes undoubtedly have contributed to higher student satisfaction with advising, higher graduation rates, and a significant increase in on-time graduation (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, Student Opinion Survey, and the Office of Institutional Research & Planning* as well as Chapter 3 for a fuller discussion of graduation trends).

- Resources again were marshaled after the 2006 Student Opinion Survey (SOS) showed a general lack of satisfaction with the services provided by the Career Resource Center (CRC). To better understand the dissatisfaction, we conducted a series of in-depth focus groups with students, which showed that the CRC needed to be more accessible and visible. We subsequently increased funding for the CRC by 50% (between 2004-2005 and 2009-2010), added 1.5 positions focused on discipline-specific career counseling, placed CRC staff in some of the schools, and invested an additional $350,000 to move the CRC to a newly renovated and more convenient location. CRC priorities shifted to focus more on internships and post-graduate employment.

- As another example of externally prompted change, our last Middle States self study provided a welcome push to develop performance assessments on the academic and administrative sides of the institution (see Chapter 6 for a more detailed discussion of this work).

SUNY system requirements also bear upon our planning. Every academic department in the College undergoes a review every five years. These reviews include self studies and a campus visit by at least two external evaluators. When effectively executed, the reviews engage departments in consideration of their strengths, weaknesses, and programmatic aspirations. A self-study team reviewed reports of departments and programs evaluated in the last five years, and found that the evaluations led to financial, facility, and technology investments consonant with the campus mission.

SUNY Chancellor Nancy Zimpher initiated a system-wide strategic-planning process in 2009 focused on SUNY as a resource for improving New York's economy and quality of life. This initiative commenced with Chancellor Zimpher's "listening tour" to the 64 SUNY campuses. Themes include finding strength in New York's artistic and cultural leadership, embracing the state's diversity as a strength, improving the state's pre-K through 20 educational system, leading in a globalizing world, advancing energy conservation and sustainability, contributing to quality of place, and attaining pre-eminence in health-related research and education. The system strategic plan will have a direct effect on New Paltz's future focus. We are heartened by the substantial convergence between the chancellor's plans and our vision points and by New Paltz's strong engagement with this state-wide initiative. The report, The Power of SUNY: Strategic Plan 2010 and Beyond, was released in April 2010.

RENEWING THE FACULTY

SUNY benchmarks showing that New Paltz had one of the highest usage rates of part-time faculty supported the investment in full-time faculty. Our former provost, David Lavallee, embarked on a plan that changed the long-standing practice of reinvesting in the same academic department or program when a vacancy occurred. Instead, each vacancy (whether created through retirement, resignation, or non-renewal) is now held centrally, and positions are reallocated through a competitive process. Academic departments initiate requests for new and replacement lines, and must justify requests in relation to programs and to GE, an area to which they had been less attentive. Requests for new lines also must include information about program changes, scholarly gaps, the prospective new hire's teaching responsibilities, the number of majors/faculty in the program, the percentage of courses taught by adjuncts, and the impact on the part-time faculty budget. In the process, we reduced our reliance on part-time teachers and maintained demographic diversity in our faculty (see Chapter 2, Table 2-1: Characteristics of New Paltz Faculty).

Unlike many SUNY campuses, New Paltz has continued to hire faculty during these fiscally challenging times. The campus authorized 14 faculty searches for 2009-2010, which resulted in 12 tenure-track hires in Fall 2010. Through judicious assessment, personnel lines necessary to the fulfillment of our mission have been filled and even created.

ENROLLMENT PLANNING

As discussed in more detail in Chapter 3, an essential element of our planning is a no-growth enrollment objective for our undergraduate programs. Increasing demand for a New Paltz education enables us to enroll strong undergraduate classes each year within a broad mix of programs and within the limits of our physical infrastructure.

Multiple factors affect our enrollment planning. First, we rely heavily on high school graduation-rate projections. At present, these rates are very healthy through 2013 for the two regions that provide most of our students: the Mid-Hudson Valley and Long Island. Second, the College plan calls for improved market share in applications in the higher selectivity groups and in terms of yield from our accepted pool. Our application count has been increasing much faster than statewide high school graduation rates (almost four times as fast over the last decade), and we consequently have continued to improve the quality of the entering class. As our reputation continues to improve, we will be less susceptible to the eventual decline in the traditional first-year population. We now compete with higher quality schools, and economic pressures should make us increasingly attractive for the medium term relative to private colleges. In addition to a growing first-year applicant pool we have a ready and good-quality source of transfer applicants from our local community colleges.

New Paltz is interested in developing new graduate programs, especially certificate and degree-extension programs. Graduate enrollment is driven by local needs, such as the demand for high school math and science teachers. However, even in these areas of relative strength, we have struggled to attract enough students to maintain viable programs. Graduate programs in math education, science education, and foreign language education, which were suspended in 2009, have now been revised and reinstated, along with other graduate programs in Adolescence Education. Because most of our graduate programs draw from the local area, they are subject to regional economic pressures and to competition from other schools, many of which offer lower-credit or on-line degree programs that appeal to students. At present, we have taken few opportunities to attract students by reducing the number of credits in degree programs, offering convenience in the form of on-line degrees, or by scheduling significant numbers of classes on weekends and during summers. (For a recommendation related to graduate enrollment, please see the recommendations at the end of Chapter 3.)

FACILITIES PLANNING

Major renovation and construction of new facilities is financed by New York State bonds. Repayment, in the case of our educational facilities, is from state taxes or, in the case of residence halls, from student rental fees. The State University Construction Fund (SUCF) and the Dormitory Authority of the State of New York campuses administer the construction and renovation programs.

Prioritization of College facility needs has been informed by campus-wide planning and facilitated by outside consultants. In 2008 the College completed a Site and Landscape Master Plan. This plan was refined in 2010 and resulted in a Space Utilization Master Plan. In conjunction with a campus committee drawn from all constituencies, outside consultants addressed programmatic needs, updated deferred-maintenance schedules for all buildings, and assessed the sufficiency of classrooms, faculty offices, and instructional-support space. This effort has generated critical data to support the College and SUNY's efforts to secure capital-construction funding in 2013 and beyond.

New Paltz has benefited from the long-range focus introduced by the SUCF in 1998, and repeated in 2004 and 2008, for multi-year funding programs for capital improvements. Funding for SUNY's current five-year (2008-2013) capital program has increased sharply as the state continues (despite its economic problems) to support the long-range goal of investing $2.75 billion over the next 15 years. As of July 2010, New Paltz had received $110 million in funding in conjunction with the 2008-2013 plan. These funds have made a substantial contribution to the active projects shown in Appendix 1-6: *Summary of Capital Investments*.

Processes for planning, developing, implementing, and assessing individual capital projects offer a good snapshot of how the New Paltz Vision Plan yields action. As with our master-planning efforts, each project design is led by an external consultant with input from a campus committee, including representatives of programs to be housed in the building. This input is a critical element in the planning and the execution of projects. The campus committees solicit input from appropriate constituents. For example, suggestions regarding the library renovation were sought broadly from faculty and students via surveys and open forums.

TECHNOLOGY PLANNING

The College developed a *Strategic Plan for Instructional Technology (IT) and Information Systems* in 2002. The plan includes a broad set of goals and, within them, a series of tasks and objectives: (1) to support and foster innovation, improve communication, and enhance instruction; (2) to support the unique requirements of academic disciplines; (3) to provide effective, efficient, and accessible administrative systems; and (4) to build the necessary infrastructure. Dozens of projects have been undertaken to address these goals, including these:

- We have made a significant investment in Blackboard, an electronic learning system, to enhance course-content delivery and communication and to provide portfolio capabilities. Blackboard support has been integrated into the mission of our Teaching and Learning Center.

- A portion of the student technology fees was earmarked to build and maintain smart classrooms, and staff was added to support this work. More than 75% of our classrooms now are technologically equipped. This equipment is replaced on a regular cycle and capabilities are updated as the technology is refreshed.

- To address department-specific technology requirements, the Central Committee on Educational Technology was asked to determine how to spend the funds allocated from

SUNY Central for the Student Computer Access Program. The committee established an annual internal grant process that has resulted in many improvements across disciplines. The Department of Communication and Media, for example, has established, maintained, and refreshed a high-end video and image-editing classroom and a set of sophisticated high-end workstations. Through carefully planned, year-by-year enhancements, the Department of Music has developed a state-of-the-art sound composition and editing lab. Arts foundations courses now introduce students to digital technology from the beginning, and this carries through to high-end graphic labs in Graphic Design and Photography.

- We created a strong Web site (three-time recipient of the SUNY Council for University Advancement Award for Excellence: Best Web Site) and a carefully crafted portal, *my.newpaltz.edu*, through which students, faculty, and staff can access a broad range of information and services, including financial, course, registration, and advising information, and links to administrative departments.

- A longstanding campus goal to provide "one-stop student services" has been met in cyber space.

- We have implemented a rolling, multi-year plan to increase the speed and reliability of the College's network and server infrastructure. To support the rapidly expanding student computing requirements, we have added staff and expanded services at our student help desk. Twelve of our 14 residence halls now have wireless coverage as do many of the academic buildings and gathering areas on campus.

Future plans call for:

- upgrading the technology "backbone" of the campus as part of facilities master planning and improving the reliability, resiliency, stability, and security of our increasingly complex technology environment;

- responding fully to the mandates from SUNY Central Administration, the State of New York, and the federal government to greatly expand reporting, data exchange, and possibly university-wide articulation;

- leveraging information we already have about major requirements and student course completion to enable Academic Advising to better monitor students' progress toward degree;

- migrating to a fully integrated wireless campus for laptops and newer devices; improving our power infrastructure to enable students to recharge portable appliances (a need identified by a student survey administered by Academic Computing); and

- providing extended hours to support the "around-the-clock" learning environment.

COMPREHENSIVE FUNDRAISING CAMPAIGN

In the face of diminishing state taxpayer support (as shown in Table 1-1), the administration recognized the need to diversify the funding base to ensure adequate resources to fulfill certain elements of the vision plan. Accordingly, planning was initiated in 2009 to determine the feasibility of a comprehensive fundraising campaign. We hired an external consultant, Barnes & Roche, Inc., who confirmed our ability to succeed in such a campaign and provided us with a plan and an 18-month timeline for implementation. The College Vision Plan has guided the Wonk Group's efforts to draft a campaign case statement and to prioritize campus needs and then rank priorities.

INSTITUTIONAL RESOURCES & RESOURCE ALLOCATION

As described above, New Paltz has implemented a deliberative, mission-driven process to allocate its human, financial, technological, and facilities resources. Our resource-allocation processes are inclusive at departmental levels within each vice presidential area and are carried out in accord with procedures set by campus governance through the Budget, Goals, and Plans Committee. In years when excess funds exist (beyond those necessary for collective bargaining and inflationary adjustments), departments submit requests to their vice presidents. The vice presidents, with input from the Wonk Group, prioritize the requests in line with the vision plan. The College Cabinet makes final funding decisions. In austere years, as has been the case since 2008, the College uses established criteria and ground rules to guide budget reduction and to preserve the core institutional strengths affirmed in the vision plan. For example, as noted, we have continued to invest modestly in increasing the number of full-time faculty.

In addition to the president's repeated references during faculty meetings to budgeting and finance goals pertinent to campus core values, special efforts have been made during the last two years to include all campus faculty and staff in budget and resource-allocation discussions. These efforts are perhaps best illustrated by the process initiated in Fall 2008 and re-established in the Fall of 2010 (using criteria, ground rules, and constraints) to respond to substantial cuts in state funding and to the possibility of additional future cuts. The 2008 process resulted in implementation of a multi-year plan to reduce the College's core instructional budget. The plan, which took effect July 1, 2009, addressed the 2008-2009 and 2009-2010 cuts in state support, and has provided a critical framework for the campus to address further cuts in 2010-2011.

The *SUNY New Paltz 2009-2010 Budget Plan* was created with considerable input. The College Budget Update is a chronology of campus communications, including details of the budget-reduction processes, criteria, timelines, and decisions that commenced in 2008. Although not everyone agreed with the decisions ultimately made, the campus community overall regarded the process as largely transparent and fair.

HUMAN RESOURCES

In conjunction with its vision plan, mission, and resource availability, the College regularly evaluates its staffing (faculty and academic-support personnel) and makes changes accordingly. Our shift away from the use of part-time faculty, described above, is an excellent example of such assessment-driven planning in our human resources. More recently, as the College has met the realities of a reduced economy, management has reviewed each vacancy that occurs to determine whether to reinvest in, reallocate, or eliminate the position. Such reviews take into consideration legal, contractual, and health-and-safety needs or requirements, budgetary constraints, departmental restructurings and reorganizations, and the skills the College will need to pursue its mission.

FINANCIAL RESOURCES

New Paltz has an all-funds operating budget of $118.4 million for FY 2010-2011. Appendix 1-5: *All Funds Operating Revenues, FY 2010-2011 Projected and FY 2009-2010 and 2008-2009 Actual* provides further details of the revenue sources. Core instructional costs are the most significant portion of this budget (about 50%). Supported by taxpayer and tuition revenue, balancing this portion of our budget has been the focus of the reduction and reallocation plans described above. As have other publicly funded institutions, New Paltz has seen significant reductions in state taxpayer support: $8.5 million (32%) since July 1, 2008. Further, tuition increases are controlled by the New York State

legislative process and personnel expenditures (approximately 87% of this budget) have increased annually in recent years as a result of state-wide collective bargaining agreements. Table 1-1 shows our budget sources and uses.

Table 1-1. Core Instructional Costs, Four-Year Summary of Revenue & Expense

REVENUE (in millions)	07-08 Actual	% To Total	08-09 Actual	% To Total	09-10 Actual	% To Total	10-11 Plan	% to Total
Tuition & Fees	$33.3	57%	$33.3	56%	$38.8	66%	$39.1	68%
Taxpayer Support	$25.3	43%	$26.6	44%	$19.8	34%	$18.1	32%
Total Revenue	*$58.6*	*100%*	*$59.9*	*100%*	*$58.6*	*100%*	*$57.2*	*100%*
EXPENDITURES								
Personnel	$48.0	84%	$52.1	86%	$50.9	89%	$52.6	87%
Utilities	$2.7	5%	$2.6	4%	$2.2	4%	$3.3	6%
Other Than Personal & Utilities	$6.4	11%	$6.1	10%	$4.2	7%	$4.5	7%
Total Expenditures	*$57.1*	*100%*	*$60.8*	*100%*	*$57.3*	*100%*	*$60.4*	*100%*
EXCESS REVENUE (Expenditures)	*$1.5*		*($.9)*		*$1.3*		*($3.2)*	

Source: Office of the Vice President for Administration & Finance

Revenue derived from student fees for room, board, and other services represents 37.1% of the total operating budget. Unlike tuition revenue, the campus has more local control in fee increases that support these activities. This control has been important in developing and managing the resources to support the services. The remaining 14.6% of the budget is primarily from external funding from research, development, and philanthropy.

TECHNOLOGICAL RESOURCES

Major improvements, as previously noted, include replacing our in-house student-record system with the Banner system, installing a campus-wide wireless system, and upgrading and expanding use of the Blackboard learning system. Additionally, the College continues to increase technology in classrooms and now has approximately 90 fully functional smart classrooms. The technology fee, which now generates more than $2 million per year, supports academic, instructional, and library technology. Examples of recent investments include these:

- Banner implementation required an investment of almost $2 million in hardware, software, and training. Additional staffing in the Registrar's, Admissions, Computer Services, Financial Aid, Student Accounts, Development and Graduate School Offices at an ongoing cost of $270,000 has become a part of the ongoing operating budget.

- The College invested $497,706 in Touch Net Online Financial Transactions Software in 2007. Students can now make payments on-line and receive e-refunds, which has greatly reduced foot traffic in the Office of Student Accounts at the beginning of the semester and has improved reconciliation processes. On-line transactions have increased from 13,635 transactions totaling $8.7 million in 2007-2008 to 30,330 transactions totaling $34.3 million in 2009-2010.

- The library continues to transition to on-line databases and expand its wireless capabilities. Most recently, the staff completed the installation and training of IILLiad version 8 client for interlibrary loan staff, upgraded ADA software and equipment, and expanded the laptop loan program by adding 10 netbooks, bringing the number of laptops to 39 (see New Paltz STL Annual Report 2009-2010).

FACILITIES RESOURCES

The New Paltz campus consists of 214 acres including a wetland, a three-acre pond, and 60 buildings totalling more than 2 million square feet of space. The campus strives to create and maintain an attractive, comfortable, safe, and sustainable environment that is conducive to learning, working, and living. In addition to the facility operating activities, the campus has benefited from a recent increase in SUNY capital funding to remedy the significant deferred-maintenance backlog.

The campus planning that took place pursuant to our Site & Landscape Master Plan (2008-2013 funding) prioritized campus needs and led to investment in these projects (planned, completed, or nearing completion): construction of a new science building, renovations to the Sojourner Truth Library, comprehensive renovation of the Wooster Science Building, landscape improvements and campus greening, renovation of Old Main, and construction of the 57,000 square-foot Athletic & Wellness Center (AWC) and of an addition to the Student Union Building (SUB). Appendix 1-6: *Summary of Capital Improvements* displays these and other major capital projects that have been completed or are in progress.

We are particularly proud of the 57,000 square-foot, $26.1 million Athletic & Wellness Center (AWC), which opened in 2006. The AWC was designed to meet the needs of student-athletes, coaches, and the campus community, and to put the College on par with many of its competitors. The equivalent of almost three positions were added to coordinate the scheduling of the athletic and recreational fields and buildings; wellness, fitness and outdoor activities; and intramurals. Additional resources were allocated to staff the AWC during all hours of operation. These efforts undoubtedly have helped to increase student satisfaction with and participation in athletic, recreational, and intramural activities and programs (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, the Student Opinion Survey, and the Office of Institutional Research & Planning*).

In sum, the current economic straits of New York State have not negated our hard work and strategic planning across all areas of the campus: academic programming, enrollment management, human-resource management, technological support for academic and administrative functions, facilities management, and funding diversification. In concert with our mission, we extend a welcoming hand and ongoing support to our diverse student body. We offer an array of programs and services for first-year students of color, financially disadvantaged students, international students, students with disabilities, students for whom English is a second language, and academically gifted students seeking extra challenges. We make concerted efforts to recruit, hire, and retain high-quality faculty who excel in both teaching and scholarship or creative activity, and maintain a high-quality educational program that prepares students for further study, professional careers, and democratic citizenship. Through internships and other experiential learning opportunities, many New Paltz students gain practical experience through work with community organizations, regional businesses, and alumni.

Although harsh budget realities have circumscribed planning in recent years, we have endeavored to ensure that the eight vision points inform day-to-day decision making as well as middle and longer-range planning and investment. Successful outcomes to date, as noted above, include higher graduation rates, more classes taught by full-time faculty, and a dramatic increase in the number of students involved in student-faculty research and other capstone experiences.

Chapter findings

- New Paltz has a clearly articulated Mission Statement and Vision Plan. We have established metrics and are well on our way to ensuring that campus goals and aspirations shape all planning and resource allocation. Senior management and the president, in regular consultation with the Wonk group, have used the Vision Plan consistently in recent years to set priorities, allocate resources, measure progress, and evaluate options.

- We have made considerable progress in institutionalizing a sense of shared purpose and goals. Work remains in translating and explicating our Vision Plan into actions and priorities at all levels of the College, in communicating effectively about the Vision Plan and what it means in the daily activities of the College, and in developing a common understanding of principles and approaches used in institutional planning and review of plans. New directives and priorities at SUNY system as well as changes in the external environment need to be incorporated into our planning.

- We recognize both that continued investment in key areas is essential to the fulfillment of our mission and vision and that adequate support from New York State will not be forthcoming. Our plans for a comprehensive capital campaign begin the process of diversifying College resources, which is vital to our continued institutional renewal and aspirations.

- The largest capital investment in physical improvements in the history of the campus is making New Paltz a better place to learn and live.

- The continuing decline in state support will require the campus to sharpen its focus in regard to its priorities and related budgets, to maximize the use and investment of its all-funds operating budget, and to continue its efforts to diversify its funding base.

- Budget cuts from the state undoubtedly will be the most significant personnel-related challenge New Paltz will face over the next five years.

Chapter recommendation

- The next campus planning initiative, under the guidance of the new president, should include a strategic plan that builds on, translates, and extends the Vision Plan that has served the College so well. Such a strategic plan should take into account significant recent changes in the external environment, including response to The Power of SUNY system-wide strategic plan, and should be developed in broad consultation with faculty and staff.

Chapter 2:
Leadership, Faculty & Governance
ADDRESSES STANDARDS 4, 5, AND 10

New Paltz is a well-managed institution that has grown in selectivity and in recognition from external accreditation bodies, national media sources, and professional associations. The institution's administrative structure and services, shaped by the Vision Plan, facilitate learning, research, and creative activity; foster ongoing improvement; and support campus governance. Small classes and faculty interaction with students are hallmarks of New Paltz's academic life. Developing students' ability to think critically and to master disciplinary knowledge are top priorities for most members of the faculty (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, the Student Opinion Survey, and the Office of Institutional Research and Planning*).

We value the long tradition of shared governance at New Paltz, which is at the heart of academic freedom in the pursuit of knowledge. Our governance system supports the New Paltz mission of maintaining a vibrant intellectual and creative forum in which faculty can pursue creative research and pedagogy and in which students can meet their educational goals. We pay special attention to transparency and clear communication, which are improved at many levels on an ongoing basis. Governance procedures and policies are in place and are regularly consulted for guidance.

ADMINISTRATIVE LEADERSHIP

The College president and Cabinet (the provost and vice president for academic affairs; the vice presidents for finance and administration, student affairs, and enrollment management; and the chief of staff/associate vice president for communication) comprise the executive leadership team. These six individuals bring a wealth of academic and administrative experience gained both at New Paltz and at other institutions of higher education. Their academic credentials have prepared them well for carrying out their responsibilities.

National searches resulted in the appointment of a new provost and vice president for academic affairs in 2009 (Donald Christian) and of a new vice president for finance and administration in 2008 (Jacqueline DiStefano). These new senior leaders not only have meshed well with the other members of the leadership team, but also have brought a fresh outlook to the opportunities and challenges facing New Paltz. The College was extraordinarily well served by its outgoing provost, David Lavallee, who can be credited with leading many of the initiatives addressed throughout this self-study, especially those related to faculty hiring and renewal and to academic-policy changes resulting in New Paltz's increased academic excellence.

In Spring 2010 President Steven Poskanzer, after almost 10 years of service to the College accepted the presidency at Carleton College and Provost Christian was named by the SUNY Board of Trustees as interim president of New Paltz. In conjunction with his appointment, Laurel M. Garrick Duhaney, previously associate provost and dean of the Graduate School, assumed the position of interim provost and vice president for academic affairs. This interim leadership team is focused on maintaining New Paltz's upward trajectory and addressing our budgetary difficulties with transparency, in line with our mission and Vision Plan. The breadth of the leadership team experience is demonstrated in their biographies.

The College's organizational structure is traditional. Relatively few changes in administrative structure and reporting lines have occurred at New Paltz in the past five years. Where change has occurred, it was driven by assessment, budgetary constraints, or programmatic needs. Changes made to ensure enhanced programs and/or services in direct support of the College's mission and Vision Plan include these:

- Creation of the Center for Research, Regional Education and Outreach (CRREO), an important nexus between faculty scholarship and regional engagement. CRREO conducts and publicizes research on regional topics; creates and directs select institutes on topics of regional interest; conducts outreach to local governments, non-profits, and for-profit organizations to initiate reforms and enhance service to constituents; and works to foster community collaboration.

- Creation of two director-level positions in the Facilities Department to facilitate improved customer service and to allow focus on sustainability initiatives.

- Consolidation of the mailroom with Design and Printing Services to streamline service.

- Reassignment of the Office of Student Accounts from the Division of Administration and Finance to the Division of Enrollment Management to capitalize on the interactions with the Registrar's and Financial Aid Offices.

- Reassignment of the University Police from the Division of Finance and Administration to the Student Affairs to facilitate increased and relevant student programming.

ADMINISTRATIVE STRUCTURE

The vice presidents meet regularly with their reporting staffs to review goals, concerns, and the smooth administration of departments. An effective network of collaboration across reporting lines enhances the formal lines of authority and responsibility. Functions related to student services, technology, marketing, emergency response, and class scheduling cross administrative divisions, and much of the work that supports these services takes place through informal and semi-formal communication. Interdepartmental groups (for example, the emergency-response team, the Banner users group, and the associate deans' group) meet regularly and keep minutes. Not surprisingly, New Paltz's administrative structure and organization is clearer to faculty and staff than to students. Students have more direct contact with some administrative divisions than with others, and their familiarity with "who does what" varies accordingly. However, the structures and resources that support students, discussed in detail in Chapter 5, are well defined and communicated through a variety of electronic media, broadly considered the most accessible format for students.

ROLE OF THE VISION PLAN IN ADMINISTRATIVE DECISION MAKING

As noted in Chapter 1, the former president unveiled a Vision Plan for New Paltz in 2005 as part of his annual *State of the College* and clarified that its central elements "must drive our budget and operational goals, including new investments and reallocations of effort and/or resources." Since then, the annual address regularly has been used to apprise the faculty of achievements and continuing challenges related to the Vision Plan. The plan now guides all administrative decision making.

RECRUITMENT & HIRING PRACTICES

Recruitment and hiring practices at New Paltz are well defined and structured to encourage a diverse and appropriately qualified faculty and staff and to meet the requirements of our collective bargaining agreements. The campus encourages "promotion from within" with its policy of first posting professional positions internally. In these instances, an employee may move from one position to another over a defined period of time, and receive all necessary training and support during the transition. External searches also are conducted locally and nationally, where necessary and appropriate, through advertisements in local and national newspapers, relevant media Web sites, and through other communication mechanisms in the mid-Hudson Valley, SUNY System Administration, and professional associations.

At the discretion of the president, executive searches can be conducted in collaboration with professional search and recruitment firms. SUNY policies mandate use of the services of a search firm for presidential searches. The presidential search process is guided by policies of the SUNY Board of Trustees. The College Council recommends candidates to the chancellor, who in turn makes a recommendation to the trustees. (See "Governance System" subheading for a description of this body's roles and responsibilities.) Academic faculty have broad representation on presidential search committees. Each of the six academic divisions, including the library, elects a representative. A dedicated, full-time staff member at SUNY System Administration oversees the presidential-search process and presidential evaluations.

We have not been as successful as we would like in recruiting a diverse chief administration. Mid- and entry-level administrators and professional faculty are a somewhat more diverse group. However, as is the case for most institutions, further diversity remains a goal.

THE NEW PALTZ FACULTY

In line with the Vision Plan, New Paltz consistently has pursued "hiring and retaining faculty who are committed to both their scholarship and teaching." In the past 10 years, as noted in Chapter 1, New Paltz has met its goals of attracting and retaining more full-time faculty and more women and minority faculty. Although there is room for further improvement in this area, the decision-making processes in place provide a foundation for continued progress. These processes also ensure that full-time faculty are hired to teach both their specialties and General Education (GE) courses. Careful monitoring of class schedules and enrollments in GE courses keeps the number of part-time faculty to a minimum. We have increased support for professional development, which in turn has supported retention of young, accomplished faculty.

In 2009-2010 New Paltz employed 688 faculty members, of whom nearly one-half were full time, more than half were women, and 13.8% were members of minority groups (see Table 2-1). In 2008-2009, 47% of the faculty was tenured, 34% was on tenure-track lines, and 19% was untenured and not on tenure-track lines (Middle States Commission on Higher Education, *Institutional Profile for SUNY New Paltz, 2008-2009*).

New Paltz faculty are increasingly well qualified as measured by their professional degrees (see Table 2-1). Tenure-track positions require a terminal degree (usually a PhD or an MFA) and part-time faculty must hold at least a master's degree. Faculty scholarship and research have increased. One measure of success in this arena is the number of new applications submitted for funding (180% increase since 2007). Another measure is the number of awards received (63% increase since 2001) (see Table 6-1: *Applications, Awards, and Expenditures, FY 2000-2001 to 2009-2010*).

Table 2-1. Characteristics of New Paltz Faculty

	2005-06	2006-07	2007-08	2008-09	2009-10
TOTAL FACULTY	706	703	712	722	668
Full-time faculty (tenured, tenure-track, and lecturers) (% of all faculty)	294 (41.6%)	305 (43.4%)	323 (45.4%)	335 (46.4%)	325 (48.7%)
Part-time faculty (% of all faculty)	412 (58.4%)	398 (56.6%	389 (54.6%)	387 (53.6%)	343 (51.3%)
Female faculty (% of all faculty)	367 (52.0%)	385 (54.8%)	388 (54.5%)	397 (55.0%)	369 (55.2%)
Faculty who are members of minority groups (% of all faculty)	NA	92 (13.1%)	98 (13.8%)	90 (12.5%)	92 (13.8%)
Full-time faculty holding terminal degree		213	192	276	270
% Full-time faculty holding terminal degree	NA	69.8%	59.4%	82.4%	83.1%
Part-time faculty holding terminal degree		67	91	100	86
% Part-time faculty holding terminal degree	NA	16.8%	23.4%	25.8%	25.1%

Source: Common Data Set, Office of Institutional Research and Planning, SUNY New Paltz

During the 1990s, the campus became increasingly dependent on part-time faculty. About a decade ago, almost half of all courses were taught by adjuncts. As noted, by 2008, that figure had declined to 30.5% (State of the College 2009), within a half-percentage point of the SUNY-wide goal of no more than 30% of all courses taught by part-time faculty. This shift resulted from a plan to prioritize "increasing the number of full-time faculty over the next five years," as outlined in the Memorandum of Understanding II. Every year since 2005, New Paltz has added new full-time faculty and, in many of those years, has increased the number of full-time lines. At present, we are hiring full-time lecturers in a few limited areas instead of staffing those courses entirely or almost entirely with part-time faculty as was the case in the past.

Recruitment and retention of women and minority faculty have been priorities for new faculty hires, and we have had modest success since 2005-2006 in increasing the percentage of faculty from these groups (see Table 2-1 above). Written guidelines for search committees and department chairs emphasize the importance of reaching a broad, diverse pool of candidates through, for example, outreach to recent and prospective minority and women doctoral recipients. Initiatives like these, developed in response to recommendations in the last decennial review, have resulted in a growing level of diversity among finalist candidates and new hires.

Professional development for faculty, particularly pre-tenure instructors, is a priority. New Paltz collaborates with United University Professions (UUP) to facilitate and support the Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program. This program provides semester leaves for candidates preparing for tenure reviews, with preference given to minorities, women, employees with disabilities, and U.S. military veterans. New Paltz faculty received 32 Drescher leaves between Fall 2000 and the end of the Fall 2010 semester. Faculty may also apply for a pre-tenure fellowship in lieu of the traditional sabbatical leave after continuing appointment. Both programs provide opportunities to prepare scholarly or creative work in preparation for a tenure review.

PART-TIME FACULTY

Part-time faculty and teaching assistants generally are integrated into departments and valued as teachers. In 2009-2010 we had 45 teaching assistant (TA) positions on campus, with the majority in English (17), art studio (8), and psychology (6). All TAs are required to attend College-wide orientations before the start of the fall and spring semesters. In addition, departments offer various practica, classroom observations, seminars, workshops, norming sessions, and other support practices.

Within our financial and practical limits, part-time faculty are given opportunities for professional development and made eligible for rewards, such as

- discretionary salary increases based on evidence of innovative and successful teaching;

- divisional awards, such as the part-time "Teacher of the Year" award in the College of Liberal Arts & Sciences, with a $1,000 stipend for professional development;

- programs and workshops about pedagogy, many of which are offered by the Teaching and Learning Center and the GE Board;

- modest stipends in most cases for participation in GE forums and assessments;

- peer-teaching observations, offered by some departments and required by others, which allow part-time faculty to discuss methods and approaches (and address any shortcomings) with a full-time colleague or supervisor; and

- supervision by chairs and program directors, to address any areas of concern and to offer guidance, suggestions, and general help with questions, issues, and problems as they arise.

FACULTY COMMITMENT TO TEACHING & CURRICULUM DEVELOPMENT

Most New Paltz faculty regard themselves as dedicated teachers. In a 2007 survey of academic faculty, 90% said they feel their teaching is valued by their departmental colleagues (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, the Student Opinion Survey, and the Office of Institutional Research and Planning*). Most candidates for full-time faculty positions teach a model class as part of the interview process, and provide a statement of their teaching philosophy and experience. Expectations for excellence in teaching are discussed with candidates during interviews and are reinforced by the documentation required for reappointment, promotion, tenure, and discretionary salary increases. Each dossier prepared by a pre-tenure faculty member seeking reappointment includes a personal statement about his or her view of teaching and its connection to their scholarship or creative activity. Sabbatical leave reports are expected to include statements about how the results of the leave will benefit the recipients' students and classes. The rapid growth of faculty-student research on campus provides many opportunities and support for faculty to share the research or creative experience with students. As a result, New Paltz faculty are practicing a teacher-scholar model.

New Paltz promotes and evaluates excellence in teaching through professional development, peer mentoring and evaluation, student evaluation of instruction, and assessment of student learning. Effectiveness in teaching is the second of five criteria specified by the SUNY Board of Trustees for re-appointment, promotion, and tenure of full-time faculty. At New Paltz, exemplary teaching is also considered an essential part of the faculty's most basic responsibilities. In their annual reports, faculty members discuss any changes, revisions, or innovations they implemented in their teaching or course curricula during the previous year as well as plans for improvements. In the School of Business, faculty

are expected to contribute to and report on their research on learning, pedagogy, and teaching practices in compliance with accreditation by the Association to Advance Collegiate Schools of Business.

PROFESSIONAL DEVELOPMENT & MENTORING

Although practices vary across academic departments, department chairs are expected to support and mentor new tenure-track faculty through the processes of reappointment and tenure. Chairs are appointed by the provost, in consultation with the appropriate dean and department faculty, initially for three years. At present, new chairs receive little, if any, orientation.

Outside the departmental structure, excellence in teaching is fostered through a number of programs, including those offered by the Teaching and Learning Center (TLC). The mission of the TLC is to "promote excellence in teaching and research by facilitating teaching and learning initiatives across the campus." In addition to the assessment-related programs described in Chapter 6, the TLC facilitates conferences, instructional workshops, and initiatives that cultivate interdisciplinary collaboration and improve pedagogical knowledge.

The University Writing Board, individual departments, and the Sojourner Truth Library also provide professional development opportunities and mentoring. The University Writing Board regularly sponsors retreats and symposia that encourage and support writing-intensive courses in all academic disciplines. Many departments assign mentors to new faculty to help them navigate academic procedures and cultivate high academic standards – e.g., the Mentoring Program for the Communications Disorders Department. The Sojourner Truth Library offers workshops for faculty and students, including workshops on preparing student assignments and helping students navigate digital resources. Library faculty are actively involved in developing and assessing the information-literacy component of the GE program and recently began offering faculty workshops on creating LibGuide sites to facilitate students' research, reading, and writing.

EVALUATION OF TEACHING

As stated in the *Faculty Handbook* (p. 58), evaluation of instruction is "encouraged by the institution and is considered to be an important aspect of the general evaluation of faculty for reappointment and promotion." Teaching effectiveness is evaluated in several ways. In accord with the *Guidelines for the Preparation of Dossiers*, peer evaluations of teaching are based on "direct observation of teaching by more than one colleague on more than one occasion and during more than one semester when possible." The program-assessment plans of many academic departments recommend peer evaluation. For example, in the Department of Political Science tenured faculty conduct peer observations of untenured faculty and adjuncts each semester as part of their program assessment. In the Department of Anthropology faculty solicit Student Evaluation of Instruction (SEI) data and peer reviews as part of their regular program assessment.

Student reaction to faculty teaching is systematically documented through the SEI questionnaire, which is administered each semester by the Office of Institutional Research and Planning. In addition to providing quantitative scaled assessments on 22 criteria, students are encouraged to use the Student Comments section to provide qualitative feedback to instructors. Part-time instructors seeking reappointment must submit SEIs from at least one semester.

The Student Opinion Survey (SOS), a SUNY systemwide initiative administered once every three years, showed improved scores at New Paltz between 1997 and 2009 in areas directly related to faculty and teaching: "quality of instruction," "availability of instructors outside of class," "being intellectually

stimulated by material covered in class," and acquiring knowledge and skills of different kinds. In the 2009 SOS, these areas were rated above 4.0 on a five-point scale: "frequency of being required to think critically in completing assignments," "frequency of receiving feedback from instructors," and "frequency of going to class with readings/assignments completed."

These varied evaluations provide a multifaceted view of the teaching effectiveness of the faculty as a whole and of individual faculty members. Most faculty are considered competent as teachers if the quantitative results from their SEI questionnaires are consistently 2.0 or less on a scale of 1(high) to 4 (low). In some departments, peer evaluations include consideration of the textbook or other course readings, types of assignments, currency of topics covered relative to the state of the discipline, and grading policies, in addition to classroom procedures and the instructor's mastery of the subject matter. The teaching effectiveness of each individual contributes to the quality of the entire academic program and therefore is an integral part of the annual program assessment and five-year program review. Student-learning-outcomes assessment also provides instructive feedback for faculty on how to adjust course content or pedagogy to improve student learning.

New Paltz values and recognizes high-quality teaching through annual award programs, such as the School of Business Distinguished Faculty Teaching Award and the College of Liberal Arts & Science Excellence in Teaching Award. Discretionary Salary Increases (DSI) are awarded annually to faculty recommended on the basis of meritorious service or performance. As a baseline requirement for DSI, candidates must demonstrate effective teaching through the SEI "and/or endorsement by chair or colleagues for strong teaching after observation of teaching and review of outlines and other course materials."

New Paltz actively participates in SUNY system-level opportunities to acknowledge and reward superior performance in teaching (i.e., Chancellor's Award for Outstanding Teaching and Distinguished Teaching Professor) and scholarship. These include the Chancellor's Awards for Excellence, which recognize expertise, dedication, and commitment in the areas of service, librarianship, teaching, and scholarship and creative activities; and SUNY's distinguished ranks program. Since 2000, the Chancellor has recognized seven New Paltz faculty for excellence in teaching and five for excellence in scholarship and creative activities. Four more faculty are currently candidates for such recognition. Another eight New Paltz faculty have been promoted to the rank of distinguished faculty, the State University's highest academic rank, in recognition of ongoing commitment to excellence, groundbreaking scholarship, and exceptional instruction.

EXPECTATIONS, POLICIES & PROCEDURES FOR TEACHING, SCHOLARSHIP & SERVICE

New Paltz has made substantial improvements in clarifying the expectations for faculty performance in research and teaching. The Mission Statement and the Vision Plan underscore the general expectation of high-quality teaching and scholarship. More specific expectations for reappointment, tenure, promotion, and salary increases are based on the SUNY Board of Trustees' five criteria, noted above and outlined in the *Guidelines for the Preparation of Dossiers*. Additional expectations for discretionary salary increase are specified in the *Baseline Expectations for Consideration for Salary Increase* document.

Standards and expectations are discussed with candidates during the search and hiring processes at all levels up through the Office of the Provost. Among other meetings, the provost's orientation for new faculty and annual fall semester meeting with pre-tenure faculty provide information and a venue for addressing concerns about standards and expectations. A guide prepared by library staff, *Where Should I Publish My Work? Tips for Faculty*, helps faculty develop strategies for publishing

their scholarship. The Office of Academic Affairs provides a wealth of information about personnel processes and expectations, including *Guidelines for the Preparation of Personal Narratives*, information about preparing curriculum vitae, and discussion of the role of external evaluation and the process of selecting external evaluators. Recommendation letters at all levels comment on candidates' strengths and weaknesses, and provide guidance for future development.

Applications for reappointment, tenure, promotion, and discretionary salary increase are reviewed by faculty committees and administrators. Department personnel sub-committees and central committees with representation from each of the schools review the applications. Personnel decisions begin with annual reports, which all faculty members submit to their chairs and deans. The reports, which include descriptions of achievements and plans for the coming year in each of the Board of Trustees' five categories, enable chairs and deans to evaluate faculty members informally and to identify any weaknesses that might need discussion.

In addition to annual reports and supporting documentation, applications for reappointment, tenure, or promotion include personal narratives, as noted earlier, in which candidates explain how they view their teaching, service, and scholarly and creative activity as an integrated whole. Applications for discretionary salary increases include all these materials except the personal narrative. Departmental committees, department chairs, and deans review applicants' dossiers; provide a written evaluation and recommendation; then forward all materials to the appropriate central committee, either the Committee on Reappointment, Tenure and Promotion or the Committee on Salary Increase. In accord with the *Faculty By-laws* (p. 5), the central committee makes a recommendation to the administration based on a review and consideration of the Board of Trustees' five criteria. The committees submit their recommendations to the provost, who, in consultation with the president, makes the final decisions.

For 2008-2009, agreement rates between the faculty committees and the administration in re-appointment, promotion, and tenure decisions were 92% for tenure decisions, 93% for re-appointment decisions, and 88% for promotion decisions. For discretionary salary increases, the rate of agreement was 88% in 2008 and 82% in 2009. This convergence reflects the value the administration places on the peer-review process, and the importance of formal and informal consultation conducted in accord with established procedures (see Section V of the *Faculty By-Laws*). In her Report of the Reappointment, Tenure, and Promotion Committee for AY 2008-09, the chair of this committee interpreted the rate of agreement between the administration and faculty committees as evidence that "the faculty we are hiring are of good quality, and . . . the faculty and administration [do] not have major differences over how to evaluate faculty performance" (Minutes of the Faculty and Professional Staff Meeting, October 23, 2009).

Significant progress has been made since 2000 in clarifying the institution's expectations and procedures for reappointment, tenure, and salary increases. The provost also recently reaffirmed the need for sharing evaluation letters with candidates for their review and response during each step in the process, both as good practice and to comply with Article 31.1a of the UUP Collective Bargaining Agreement. A Faculty Task Force on Personnel Procedures made a number of recommendations in 2007 to clarify standards and procedures in personnel decisions for professional and academic faculty, and several of the recommendations have been implemented. The Office of the Provost is now working to establish more concrete standards for promotion to full professor, which has been a concern among faculty. The self-study team preparing this report recommends completing this task as well as clarifying two other aspects of the personnel-evaluation process: (1) selection of external reviewers, in terms of how many should be chosen, who should choose them, and how distant their professional relationships with candidates should be (a recommendation congruent with those of the 2007 Personnel Task Force); and (2) appropriate use of written student comments in the SEI (whether they should be included in personnel dossiers signed or unsigned, and how heavily the quantitative results of the SEI should weigh in personnel decisions).

INSTITUTIONAL SUPPORT FOR SCHOLARSHIP & INNOVATIVE PEDAGOGY

In addition to the resources noted above to support teaching excellence, leaves and funding help faculty advance their scholarship and explore new pedagogies. Sabbaticals and pre-tenure fellowship leaves are particularly helpful. Leave proposals are reviewed and approved by department chairs, deans, the Committee on Research, Awards and Leaves, and approved by the provost.

As summarized on the Web site of the Dean of the College of Liberal Arts & Sciences, funding for scholarly and creative work is available from many sources, including departmental or division travel funds, support for student research assistants, Research and Creative Projects Awards through the Office of the Provost, and UUP Professional Development Awards. The Office of Sponsored Programs provides guidance in applying for external funding and abundant information about funding opportunities and procedures. This office also encourages faculty to establish a GENIUS/SMARTS profile to receive email alerts about funding opportunities.

An active Institutional Review Board (IRB) reviews research proposals across all disciplines for compliance with federal policies. The IRB, housed in the Office of Sponsored Programs, provides assistance to grant applicants and assures compliance with regulations governing applications and awards. This office also assures compliance with regulations governing the American Recovery and Reinvestment Act of 2009. The Office of Sponsored Programs hosts an on-line training program, the Collaborative Institutional Training Initiative, on human-subjects research. Faculty learn about the Office of Sponsored Programs and opportunities for research at the orientation for new faculty and in letters from the provost and from the chair of the IRB.

THE GOVERNANCE SYSTEM

Some elements of the governance structure are dictated by the campus' relationship to the New York State University system, and others are determined locally. At the state level, New Paltz is a member of the University of the State of New York, along with other public and private colleges, universities, elementary and secondary schools, museums, libraries, historical societies, and other entities. Within this system, New Paltz belongs to the State University of New York (SUNY). SUNY was formed in 1948 and is governed by a 16-member Board of Trustees (BoT), which appoints the College president and oversees all system-wide educational policy.

New York State Education Law, the Regulations of the Commissioner of Education, and the Regents Rules provide the principal framework for the operation of colleges and universities in New York. Documents such as the *Policies of the Board of Trustees, By-Laws of the Board of Trustees*, and an on-line library of *University-Wide Policies and Procedures* govern policy and procedures within SUNY. According to The Policies of the Board of Trustees (Article VII. Title A §1, 2), the system-wide University Faculty Senate is the "official agency through which the University Faculty engages in the governance of the University." New Paltz has maintained continuous representation on the SUNY Senate since 1953. The University Faculty Senate is a representative structure that reflects the common governance structure on every campus and is governed by the University *Faculty Senate By-laws and Procedures* as well as its Handbook. Since our last self-study, New Paltz has had representatives on the SUNY Senate Governance, Undergraduate, Graduate, Student Life, and Operations committees.

At the campus level, many details of the faculty governance structure are articulated in the *Faculty By-laws*, which are linked to the faculty governance Web page. Governance at the executive level includes the College president, the College Council, the Board of Trustees, senior administration, the President's Cabinet, the Council of Deans, the president's Wonk Group, and the Student Association Board.

College Council

While the full governance authority for SUNY rests with the SUNY Board of Trustees, each statutory college has a college council. These councils, which are appointed by the governor, 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* 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 Board action in January 2011. The College Council recommends presidential candidates for appointment by the Board of Trustees; reviews major plans for the campus and the College budget; approves regulations regarding student conduct, housing, and safety; and approves names of buildings and grounds consistent with SUNY guidelines and with New Paltz Foundation policies and practices. Overall, the Council is charged with fostering strong relationships between the institution and local communities and with promoting campus and university interests.

Campus governance bodies

Campus governance bodies include these faculty committees: (1) the Executive Committee of the College faculty, which is composed of the presiding officer of the faculty, the SUNY Senators, the chairs of the major campus governance committees, and the vice president of the Academic Senate; (2) the Academic Senate and its standing committees (Academic Affairs; Budget, Goals and Plans; and the Curriculum Committee); (3) the Organization Committee; (4) the Committee on Reappointment, Tenure and Promotion; (5) the Committee on Research, Awards and Leaves; (6) the Committee on Salary Increase; and (7) the Committee on Educational Technology. The composition and responsibilities of these committees are outlined in the *Faculty By-laws* and in *Structures and Procedures for Reappointment, Tenure and Promotion and Salary Increase*.

The presiding officer of the academic and professional faculty serves at the center of the complex web of faculty constituencies and responsibilities. This person ensures implementation of shared governance that includes wide-ranging consultation and provides a direct link to the College president. As per the New Paltz *Faculty By-laws*, the presiding officer develops faculty meeting agendas in consultation with the president.

Student representation

Students are full voting participants on many governance committees, including the Academic Senate, the Academic Affairs Committee, the Academic Standing Committee, the Curriculum Committee, the Educational Technology Committee, and the Budget, Goals, and Plans Committee and its standing committee, the Sustainability Committee. In consultation with faculty governance leaders, the elected Student Association (SA) leadership recruits student participants from each of the academic divisions of the College, proportionate to the size of the unit. The SA vice president of academic affairs nominates candidates for committee membership, and the SA Senate approves the nominees.

Students also have a voice in governance through their participation in the Residence Hall Student Association (RHSA), a member of the National Association of College and University Residence Halls. The RHSA annually elects officers who plan social/cultural programs and make recommendations on campus policies and procedures. The executive board of the RHSA, along with SA officers, meets regularly with the president's Cabinet. Both the SA and the RHSA can bring issues to these meetings and encourage dialogue among students, faculty, and administrators.

The University Police, Department of Athletics, food service, Campus Bookstore, and Student Health Services all have student advisory committees. The quality of student services on campus is always a topic, and action items and follow-up reports are ongoing.

COMMUNICATION IN THE GOVERNANCE SYSTEM

The campus community greatly values transparency and communication through consultation and dissemination of information. The faculty governance Web site is a repository of agendas and minutes of all governance meetings on campus as well as meeting dates and times, listings of committee memberships, and some special reports and guidelines. These procedures structure the interaction between the administration and faculty governance:

- The presiding officer of the faculty meets with the College president monthly and with the provost as needed.

- The College president reports to the faculty at monthly faculty meetings. Before each meeting, the president sends a written report to the faculty and staff to state what has been done to address the campus vision points and the objectives of the SUNY Board of Trustees. (These reports are available on the Web site of the Office of the President and summaries are included in faculty meeting minutes on the Web site of faculty governance.) The president also stands before the faculty assembly to highlight the main points of the report and to answer questions pertaining to the report or to anything else faculty wish to discuss.

- The provost has prime placement on the agenda of the monthly Academic Senate meetings where she reports on matters pertaining to academic affairs and responds to questions. Senate minutes include these reports, which also are available on the governance Web site.

- The presiding officer invites the College president and provost to Executive Committee meetings at least once a year. Other committees invite the president and provost to their meetings as needed.

- Vice presidents, deans, and directors regularly attend all faculty meetings.

For transparency, written documents, reports, and guidelines are widely disseminated in a number of places. In addition to the *Faculty By-laws*, governance policies are outlined in the *Structures and Procedures for Reappointment, Tenure and Promotion and Salary Increase*, the *Faculty Handbook*, and other documents available on-line, including guidelines for Research and Creative Projects Awards, for promotion, for discretionary salary increase, for personnel procedures, for annual reports, for baseline expectations for salary increase, for SUNY curriculum vitae, and for the preparation of dossiers. The presiding officer of the faculty (who also serves as president of the Academic Senate and chairs the Executive Committee of the faculty) often brings these documents to the attention of the faculty at open meetings and provides links in reports. Faculty are involved in revisions of these documents through the appropriate committees and through presentation of reports at open meetings. Actions are recorded in the minutes distributed to all faculty and staff 48 hours prior to meetings.

All areas of faculty responsibilities, code of conduct, and polices are outlined in the *Faculty Handbook*. Guidelines pertaining to personnel decisions are outlined in *Structures and Procedures for Reappointment, Tenure, Promotion and Salary Increase*, which is available on the governance and on the Academic Affairs Web sites. The *Student Handbook* includes policies pertaining to students' rights and responsibilities. The policies and procedures of the bargaining units of the College – UUP, the Civil Service Employees Association, Public Employees Federation, and the Governor's Office of Employee Relations for management confidential employees – are listed on the Web Site of the Office of Human Resources. The Web site of the New Paltz chapter of UUP provides links to the *Agreement Between the State of New York and United University Professions UUP* contract and other resources for faculty.

EFFECTIVENESS OF THE GOVERNANCE SYSTEM

The integrity and good will of the administrative and faculty governance leadership support a constructive working relationship. The diversity of tasks involved in shared governance embodies a remarkable interdependence among the administration, faculty, staff, and students.

To gauge the effectiveness of our governance system, a survey was administered to faculty governance leaders in Fall 2009, with questions from the American Association of University Professors (AAUP) document *Traits of Effective Governance*. The survey was conducted with all members of the Academic Senate, as suggested by AAUP. Although the response rate initially was too low for analysis, a larger response was garnered in Spring 2010. Survey results are shown in Appendix 2-1: *Traits of Effective Senates: Survey of Faculty Governance Leaders.* For every trait except one, at least 88% of New Paltz respondents "strongly agreed" or "agreed" that our governance system possesses that quality. The Executive Committee has provided factual data for this survey to be considered in conjunction with the Senate survey (see Appendix 2-2: *Traits of Effective Senates: Information from Faculty Governance Leaders*).

The Senate survey results point to one aspect of governance that may require further attention: the extent to which faculty leaders and their constituents are consulted and involved in institutional decisions. Among survey respondents, 82% either "agreed" or "strongly agreed" that governance "is seen as an agent for necessary institutional change." We also need to better understand faculty perception of shared governance. Participating regularly in the HERI survey every three years, as some of our SUNY peers do, would increase our understanding, as would collecting data on faculty perceptions of governance and faculty work through the AAUP *Evaluation of Shared Governance*. This survey provides a framework for assessing our system of governance in these areas: climate for governance, institutional communication, role of the SUNY BoT and the College Council, president's role, the faculty's role, joint decision making, and structural arrangements.

EVALUATION WITHIN THE GOVERNANCE SYSTEM

The president is evaluated in accord with guidelines established by the Board of Trustees. In this process, the College Council evaluates the president every five years. During these cycles, a representative from the SUNY system meets on campus with faculty and staff. In the most recent review at New Paltz, the Executive Committee of the College faculty also gave input into the evaluation of the president. We are not aware of any changes made as a result. The president evaluates the provost and vice presidents.

Among the SUNY campuses, New Paltz was one of the first to evaluate deans. New Paltz deans are evaluated every five years in accord with the *Faculty By-laws* (p.12). Any campus employee who has interacted with the dean under review is invited to complete a questionnaire about performance. More recently, external evaluations also have been solicited. Results of these evaluations are compiled in a written report given to the dean under review and to the provost for the purposes of formal evaluation and performance feedback. At this point, most faculty members have confidence in this process. The Organization Committee has not yet taken on responsibility for providing input into the evaluation of vice presidents.

Department chairs are evaluated by departmental faculty, although the processes and frequency of these evaluations vary by department. Written reports typically are given to the chair under review and to the dean of the school.

The presiding officer of the faculty is elected by vote of the academic and professional faculty every two years, subject to a two-consecutive-term limit. Although there are no formal processes for evaluating the presiding officer, any complaints can be referred to the ombudsperson, who mediates all conflicts not covered by the union contract, as outlined in the *Faculty By-laws* (p. 9).

Members of the Executive Committee of the faculty and of the Academic Senate are elected by their constituents. Evaluation of governance committees occurs when committees report annually to the Academic Senate and to the faculty assembly and at other times when special reports and changes affect a committee's mission and goals. To facilitate communication and collaboration, chairs of school councils, the chair of the library faculty, and the presiding officer of the Liberal Arts Senate, all of whom are elected by their constituents, are invited to Executive Committee sessions.

ACCOMPLISHMENTS & CHALLENGES

New Paltz has a long history of improving governance through established processes in response to problems or changing needs. The governance system has evolved in some remarkable ways over the past five years, due primarily to activism on the part of faculty leaders, both inside and outside the governance structure. Faculty leaders have worked consistently to address persistent workplace issues, to increase understanding between faculty and administration, and to suggest improvements on a host of issues related to governance. In large measure these endeavors have proceeded in a context of mutual respect and good will.

For example, in 2007, after an extensive study, an ad hoc faculty committee (the Personnel Task Force mentioned earlier) issued an extensive list of recommendations for improving the quality of workplace activities and procedures, including communication and procedures in faculty personnel decision making. Some of the recommendations have been implemented, and others are being considered by various governance committees. The credibility of the members of the Task Force, the care with which they framed their recommendations, and their continued stewardship of suggestions for change are highly respected by the faculty.

Congruent with the personnel recommendations, a significant change in governance was made in 2008, when the central faculty committees dealing with reappointment, tenure, and promotion and with discretionary salary increase (merit pay) were reorganized to provide for greater continuity in decision making and more equity in committee workloads. Successful reorganization of other committees produced a new GE Board; the Sustainability Committee; the Standing Committee on Appeals, Academic Standing, and Scholarship; and an ad hoc Task Force on Part-Time Concerns. These changes have resulted in more operating efficiency, wider faculty involvement in governance, and more transparency within and among governance committees.

According to the survey discussed above and the report in Appendix 2-2: *Traits of Effective Senates: Information from Faculty Governance Leaders*, the New Paltz system of governance shows strong traits of shared governance corresponding to characteristics established by the AAUP. However, a healthy system of shared governance requires consultation, and that requires participation. Although service at many levels constitutes part of the baseline expectation for faculty workload, campus service clearly is neither sufficiently rewarded nor equitably distributed. More information about who does service and about what kinds of service the institution rewards would help to improve campus governance. Given the teaching responsibilities of faculty and the increasing institutional emphasis on scholarly publication, service frequently is relegated to a position of tertiary importance. If service responsibilities earned greater rewards, faculty likely would embrace these activities more enthusiastically.

In sum, New Paltz has a talented administration and a strong faculty who work together constructively. This work is facilitated by a transparent system of governance that has served the campus well during periods of austerity as well as relative prosperity. The administration relies heavily on the Vision Plan in all facets of its work.

Chapter findings

- The campus supports the Vision Plan, which has been used to guide decision making and resource allocation.

- Over a period of years, New Paltz has increased the proportion of full-time faculty through clearly-defined strategies. Faculty diversity has remained stable.

- Clear, efficient communication and shared responsibility has strengthened the relationships among the New Paltz governance units.

- New Paltz continuously assesses the structures, responsibilities, procedures, and transparency of governance, and has a record of making ongoing improvements.

Chapter recommendations

- Efforts to recruit and retain a more diverse faculty and administration should be redoubled, and efforts to increase the proportion of full-time faculty should be continued.

- Policies governing faculty reappointment, tenure, promotion, and salary increase should be clearly articulated at all levels of decision making.

- Academic departments without by-laws should develop them. By-laws should specify departmental procedures and expectations in personnel and other matters, including terms and responsibilities of chairs.

- We need to study faculty perceptions of the effectiveness of governance as an agent of institutional change. This could help strengthen faculty commitment to service and identify ways to improve the role of governance in campus decision making.

- We also need to study the distribution of the governance service workload among faculty groups, including by rank, by tenured/non-tenured status, by gender, and by division, and to determine whether this service is appropriately rewarded.

Chapter 3:

Student Enrollment, Admissions, Retention & Graduation Rates

ADDRESSES STANDARDS 6 AND 8

Continuing to raise "the academic quality and selectivity of our students . . . while remaining a very diverse institution in terms of student ethnicity, socioeconomic status, geography, and intellectual interests" is a central element of the New Paltz Vision Plan. The increasing popularity of the campus in the context of a no-growth undergraduate enrollment objective has enabled us to become markedly more selective, and concerted efforts to recruit and retain under-represented students has enabled us to maintain our racial and ethnic diversity.

ENROLLMENT

The first rule of enrollment management is to pay the bills. Institutions of higher education, public or private, are revenue-driven entities and institutional health is dependent on stable enrollments and, subsequently, stable revenue streams. Unplanned declines in enrollment create fiscal hardships and, if sustained, will result in forced reductions in the economy of the campus. Conversely, planned or unplanned increases in enrollment, beyond optimal capacity, will result in overcrowding, which diminishes the quality of the academic and student-service environment for everyone -- faculty, staff, and students alike.

For the past decade, New Paltz has experienced a sustained period of enrollment stability. The College has been operating at capacity in terms of key resources: the number of faculty, classrooms, library facilities, residence halls, and dining facilities. This is an ideal position for the College as the income generated from enrollment is congruent with our economy. Excess demand for admission has allowed New Paltz to increase selectivity and the academic quality of the students. Figure 3-1 shows the steady-state nature of New Paltz enrollments.

Figure 3-1. New Paltz Headcount Enrollment
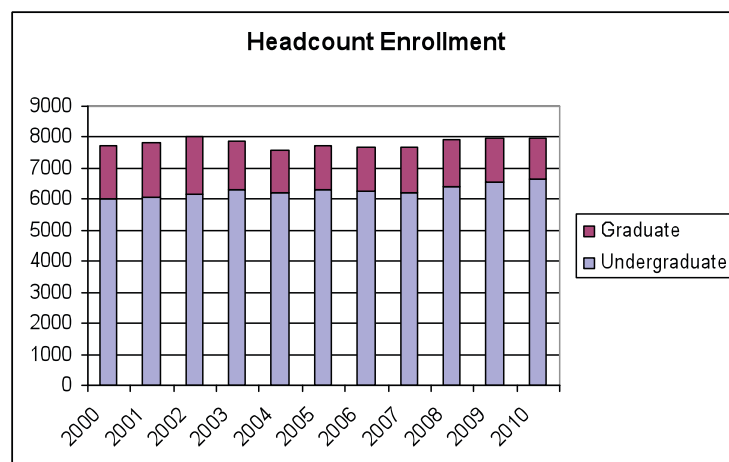
Source: Division of Enrollment Management, SUNY New Paltz

A no-growth enrollment objective was formally adopted in the Strategic Plan of 1999, reinforced in the *Memorandum of Understanding* of 2000 *(MOU I)* and again in *MOU II* in 2006, which states, "For the future, SUNY New Paltz is committed to maintaining current enrollments while continuing to enhance student quality."

Consistent with the College's no-growth objective, our enrollment was 7,723 in Fall 2000, peaked at 8,019 in 2003, and for Fall 2010 was 7,978. A fluctuation of 200 to 300 students is as close to steady state as can reasonably be expected in an enrollment environment of this scale. Headcount does not tell the whole story, however, as enrollment characteristics have shifted significantly. As shown in Figure 3-2, undergraduate enrollment increased over the past decade to record-breaking numbers, particularly in full-time students. Full-time undergraduate enrollment reached an historic high of 6,149 in Fall 2010. Conversely, the number of part-time undergraduates fell to a record low of 521 in Fall 2010, compared to 933 in 2000 and the record high of 1,756 in 1991.

Figure 3-2. New Paltz Undergraduate Enrollment
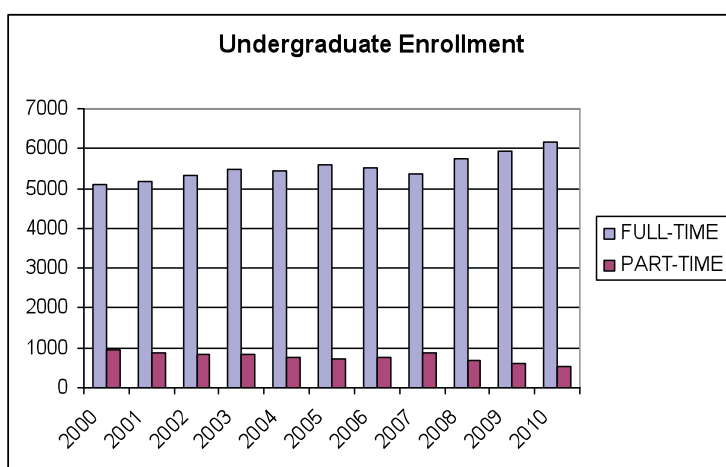
Source: Division of Enrollment Management, SUNY New Paltz

The growing number of credit hours New Paltz students are completing each semester puts the institution at near-optimal-capacity. Not only is full-time undergraduate enrollment higher than ever, but the average number of credit hours completed each semester has risen from 13 in 2000 to more than 15 in 2009. This is congruent with the significant increases in New Paltz's four- and six-year graduation rates (see discussion below).

Despite the increase in undergraduate students, headcount enrollment has remained stable because, as shown below in Figure 3-3, graduate headcount has declined. The growth in graduate enrollments in 2000, 2001, and 2002 was affected by a change in New York State Education Department regulations concerning teacher certification. Many current and aspiring educators accelerated their graduate school credentialing to meet a 2002 deadline before certification requirements changed. Declining from those highs, Graduate School enrollments have been reasonably steady-state. However, in 2009 and 2010, the Graduate School experienced two consecutive declines in the number of part-time students.

Figure 3-3. New Paltz Graduate Enrollment

Graduate School Enrollment
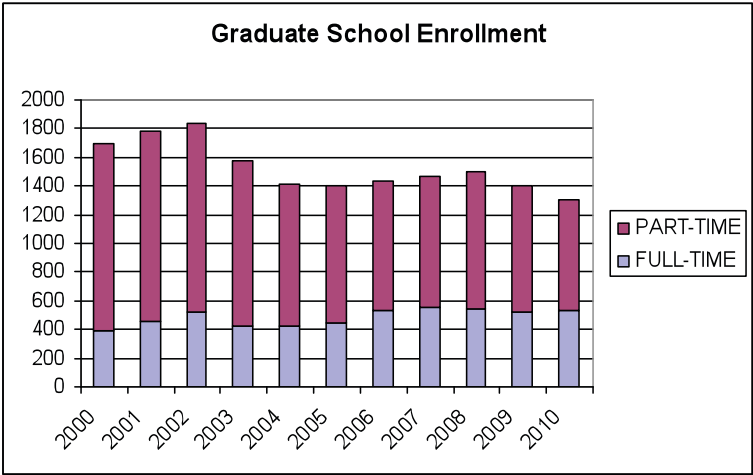
Source: Division of Enrollment Management, SUNY New Paltz

Enrollment distribution across the academic divisions has not changed significantly in the past decade, at the undergraduate or graduate level. We have maintained a healthy balance between robust liberal-arts and professional-school enrollments. Figures 3-4 and 3-5 show the distribution for 2009.

Figure 3-4. Declared Undergraduate Majors at New Paltz by School

Declared Undergraduate Majors by School

- Science & Engineering 10%
- Business 9%
- Education 17%
- Fine & Performing Arts 18%
- Liberal Arts & Sciences 46%
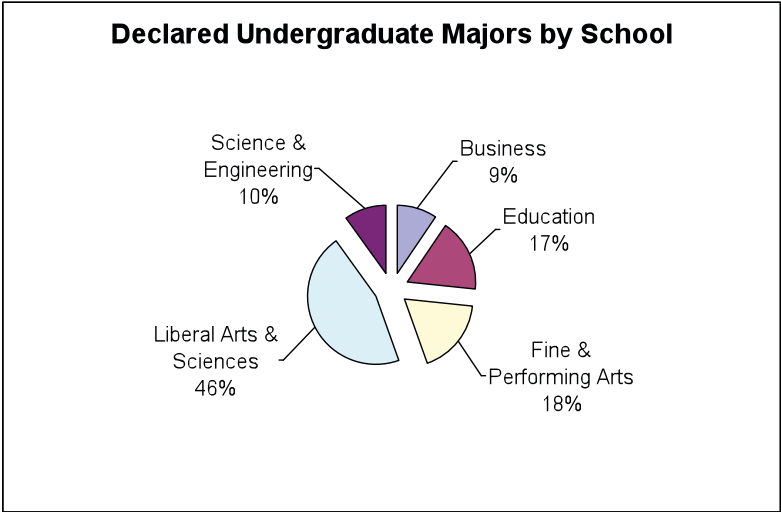
Source: Division of Enrollment Management, SUNY New Paltz

Not shown in Figure 3-4 are undeclared lower-division students, who comprise approximately 18% of the undergraduate population.

Figure 3-5. Graduate Enrollments at New Paltz by School
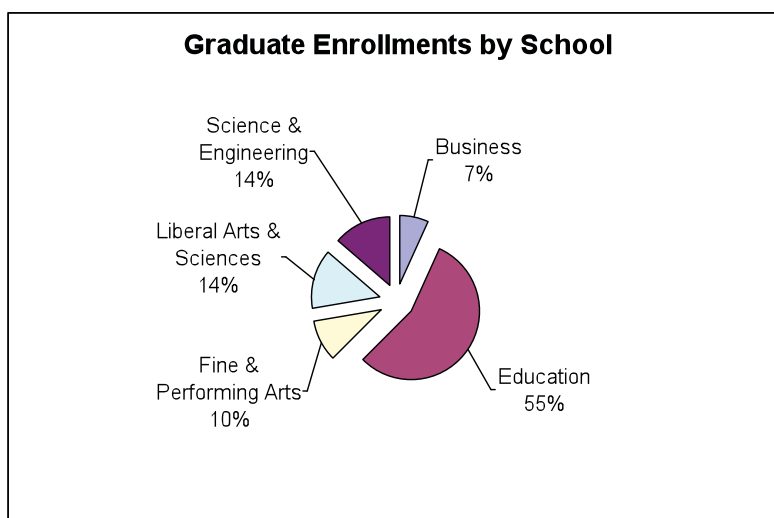
Source: Division of Enrollment Management, SUNY New Paltz

The diversity of New Paltz students' intellectual interests is well evidenced by the distribution of undergraduate majors across the professional schools and throughout the broad array of disciplines within the liberal arts. This diversity of academic interest, driven by the breadth and depth of available majors, is central to the intellectually stimulating and rich character of the New Paltz experience.

Some shifts in the socioeconomic characteristics of the undergraduate population have occurred in the past decade. The family income of New Paltz students has risen steadily. According to current data submitted to the Financial Aid Office, using Expected Family Contribution (EFC) computations, more than 50% of our undergraduate students are from families considered upper-income, 40% are from middle- to upper-middle-income families, and 10% are from families with incomes in the low-income range. This has changed as the College has become more selective. It is axiomatic in American education that those most capable of competing for access to higher education are those with more family resources. This is supported by the National Education Longitudinal Study of 1988 (U.S. Department of Education, National Center for Educational Statistics) which reports that high school graduates from high-income families are almost twice as likely (77%) to enroll in college as those from low-income families (39%). The shift in socioeconomic status during a period of escalating admission standards is also evidenced by a drop in the number of first-generation college students (from families in which neither parent graduated from college) from 51% to 35% between 2000 and 2009. One of New Paltz's most effective vehicles for ensuring access to students from economically and educationally disadvantaged backgrounds is its Educational Opportunity Program (EOP) (described more fully below). EOP students comprise 9% of the full-time undergraduate population.

The College's consistent and longstanding goal relative to geographic balance is "to enroll among its full-time students, 90% . . . from New York State, 5% . . . from states other than New York, and 5% . . . from outside the United States" (MOU II, p. 8). New Paltz has come close to meeting this goal, consistently achieving a 92% level of New York residents, 4% out-of-state students, and 4% international students. The graduate student population, as stated earlier, is primarily from the region surrounding New Paltz. However, the in-state undergraduate population, which comes from urban, suburban, and rural areas of New York, remains geographically diverse, as shown in Table 3-1.

Table 3-1. Geographic Distribution of In-State New Paltz Undergraduates

NY REGION	FRESHMEN	ALL UNDERGRAD	GRADUATE
Capital-Saratoga	6.7%	4.7%	1.4%
Central-Leatherstocking	1.4%	1.5%	2.2%
Finger Lakes	3.8%	3.0%	1.1%
Hudson Valley	28.8%	48.9%	87.9%
New York City	32.6%	23.4%	2.9%
Long Island	24.6%	16.4%	2.9%
Elsewhere in New York State	2.2%	2.2%	1.7%

Source: Division of Enrollment Management, SUNY New Paltz

The freshman class is more racially and ethnically diverse because many first-year students come from very diverse communities, including those in New York City and Nassau County on Long Island. Conversely, most of the transfer students come from the five community colleges in the Mid-Hudson Valley, which is less demographically diverse.

ADMISSION STANDARDS, RETENTION, & GRADUATION RATES

As noted, student recruitment and admission are directly linked to the New Paltz Vision Plan, which calls for continuing to raise "the academic quality and selectivity of our students." The metrics most frequently cited when discussing the performance of degree-granting institutions of higher education are admissions standards and retention and graduation rates. These metrics are directly connected to the core function of the institution and, together, provide great insight into the overall quality of the academic enterprise. Indeed, these quality measures are at the heart of computations used to rank colleges and universities on lists such as the *U.S. News and World Report's* annual "America's Best Colleges" issue and speak volumes about how well an institution is performing its primary objective.

ADMISSION STANDARDS

The principal tools available to colleges and universities to influence selectivity are those that impact popularity and capacity. Increased popularity is driven by effectively marketing an institution to college-bound students. As shown in Table 3-2, freshmen applications increased by 68% from 2000 to 2010. During this time, the number of high school graduates in New York State increased by 17.5% (New York State Education Department), meaning that New Paltz's market share grew *almost four times faster* than the general applicant pool. When an institution is at capacity, which New Paltz has been for more than a decade, and the applicant pool grows, as it has, increasing selectivity becomes a byproduct of the economics of supply and demand. If applications greatly exceed the number of spaces available for new students, institutions are compelled to use more rigorous academic criteria to limit access in order to stay within institutional capacity. The only method an institution can employ to mitigate the impact of increasing demand is to correspondingly increase capacity – a very long-term and capital-intensive proposition. New Paltz made a strategic decision not to increase capacity a decade ago, as both applications and admission standards began to rise. Table 3-2 shows the supply-and-demand effect on New Paltz's admission selectivity, as represented by the acceptance rate.

Table 3-2. New Paltz Acceptance Rates, 2000-2009

YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Applications	8954	9625	10,459	10,986	11,463	11,470	11,941	12,403	13,792	15,244	
Year-to-Year Change		7.5%	8.7%	5.0%	4.3%	0.1%	4.1%	3.9%	11.2%	10.5%	-1.3%
% change '00-'09	68%										
Accepted	4124	3987	4215	4307	4395	4948	4697	4491	5453	5141	5615
Acceptance Rate	46.1%	41.4%	40.3%	39.2%	38.3%	43.1%	39.3%	36.2%	39.5%	33.7%	37.3%

Source: Division of Enrollment Management, SUNY New Paltz

Table 3-3 shows the impact of increased selectivity on two objective measures used to make admission decisions: average SAT scores and grade-point averages for entering freshmen.

Table 3-3. SAT Scores and High School GPAs of New Paltz Accepted Students

YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Combined V&M SAT	1103	1127	1127	1140	1138	1151	1153	1151	1158	1162	1170
High School GPA	87.3	87.9	88.5	89.2	89.5	89.3	90.3	90.4	90	91.3	91.3

Source: Division of Enrollment Management, SUNY New Paltz

Increased admission selectivity at New Paltz has limited access to less-prepared students, to the point that even well-prepared students are denied because there is no room to accommodate them. However, enrolling more competitive students through selective admission brings real benefit to the institution. First and foremost, faculty are able to present course material in a more rigorous manner and are able to hold better-prepared students to progressively higher academic standards. Furthermore, students who enroll at selective institutions such as New Paltz will interact with other students who are achievement oriented, increasing the quality of the campus environment both in and outside of the classroom.

SELECTIVITY & DIVERSITY

During this period of rapidly escalating competition for admission to New Paltz, one of the greatest concerns has been the impact selective admission standards would have on diversity. It is well known that in the U.S. under-represented groups are disproportionately distributed within the low-income levels of society. Among high school graduates, those most prepared to compete academically in the college admissions process are those from well-financed schools with the family and community resources to support their academic development, which describes the conditions in white, middle-class suburbs.

The diversity of New Paltz's student community has been a defining characteristic of the college. For the past three decades, more than 20% of the undergraduate students have been members of traditionally under-represented racial minority groups. Throughout the last decade, approximately 23% of the undergraduate population came from traditionally under-represented groups. In Fall 2008 the percentage rose to 24% and for 2010 it was 25.5%. Because 90% of the graduate students are from the Mid-Hudson region, which is less diverse than the urban and suburban areas of New York where many undergraduate students reside, only 13% are from traditionally under-represented groups. International students comprise an additional 3% to 4% of the student community. Having a diverse student body is central to the educational mission of the institution and has been embraced by the university community as one of its core values. This is aptly reflected in the following excerpt from the New Paltz mission statement: *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.*

The Office of Undergraduate Admissions concentrates its efforts to recruit students from traditionally under-represented groups through its Multicultural Recruitment Program. This program includes a full-time coordinator who specializes in recruiting students from diverse neighborhoods and school districts within New Paltz's primary market, principally the five boroughs of New York City and Nassau and Westchester counties. As Table 3-4 shows, although there has been some volatility, the diversity of New Paltz's entering freshman during the past four years has ranged from 24% to 29% of the class coming from traditionally under-represented groups.

Table 3-4. Self-Reported Race/Ethnicity of New Paltz Entering Freshmen

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
% White	69%	71%	72%	66%	71%	77%	73%	72%	75%	71%	71%
% African American	12%	10%	8%	11%	9%	7%	9%	7%	6%	7%	6%
% Latino	11%	13%	14%	15%	15%	12%	12%	15%	14%	12%	15%
% Asian American	6%	5%	4%	6%	5%	4%	5%	6%	5%	7%	6%
% Other	2%	1%	1%	1%	1%	1%	1%	0%	0%	3%	1%

Source: Division of Enrollment Management, SUNY New Paltz

As the data indicate, Asian and Latino populations have been relatively steady-state, while African-American students have become the most difficult to attract and yield. Recruitment of academically well-prepared students from traditionally under-represented groups is very competitive. The yield for general-admission white students is 20%, while the yield for generally-admitted students from racial minority groups is 15%. New Paltz is unable to discount tuition or leverage yield with endowment-income-supported scholarships, as many of its competitors do, but is extraordinarily successful in maintaining a diverse student body in a progressively more selective admissions environment. One of the most powerful recruiting tools New Paltz has is its already open and diverse environment.

RETENTION & GRADUATION RATES

One of New Paltz's proudest accomplishments, cited in the 2000 *Middle States Self Study*, was improved first-year retention for entering freshmen. The College's first-year retention rate improved from a fairly consistent 78% to a rate of 83% for the class entering in 2000 and returning in 2001. New Paltz remains committed to further improving first-year retention and established institutional goals for doing so in the *MOU II* of September 2006. Specifically, we projected first-year retention rates for the freshman classes of 2007 and 2009 at 85% and 86%, respectively. New Paltz more than surpassed these goals by posting a first-year retention rate for the class entering in 2008 of 88% and an 87% rate for the class entering in 2009. According to comparative first-year retention data for the nation's colleges and universities, New Paltz surpasses the mean for all four-year institutions, public and private, as well as for those in New York State (see Figure 3-6).

Figure 3-6. New Paltz First-Year Retention 2008

First-Year Retention Rate 2008 Freshman Cohort

All Four-Year: 74.7%
NYS Four-Year: 80.8%
New Paltz: 87.0%
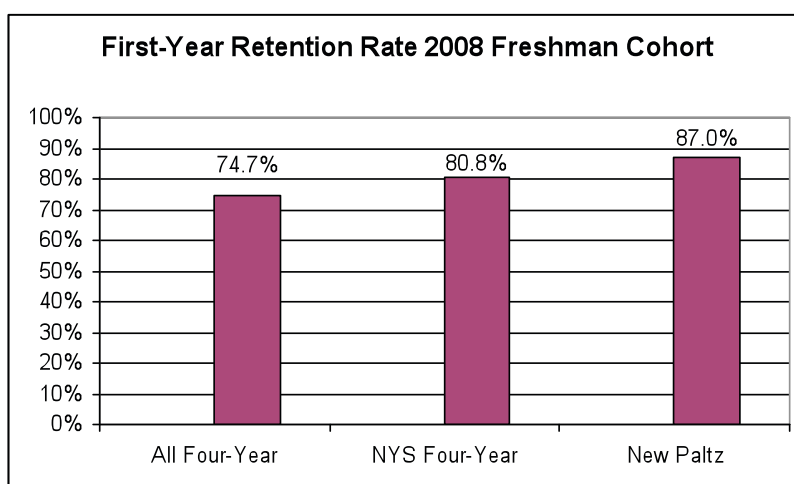
Source: National Center for Higher Education Management Systems, 2009

Increasing first-year retention rates is the first step in incremental increases in graduation rates. New Paltz set a goal of a six-year graduation rate of 56% for students graduating in 2008 (2002 cohort) and of 60% for students graduating in 2010 (2004 cohort). Given the benchmark for public four-year colleges and universities with a mean six-year graduation rate of 53.3% (2002 cohort), the 56% and 60% goals are respectable; the rate at the time the goals were established in 2006 was 54.3%. The results are quite impressive: As shown in Figure 3-7 below, the six-year graduation rate for the 2004 cohort was 67%.

Figure 3-7. Comparative Six-Year Graduation Rates, 2004 Cohort

Six-Year Graduation Rates 2004 Cohort

Public Four-Year: 53.3%
Private Four-Year: 64.4%
New Paltz: 67.0%
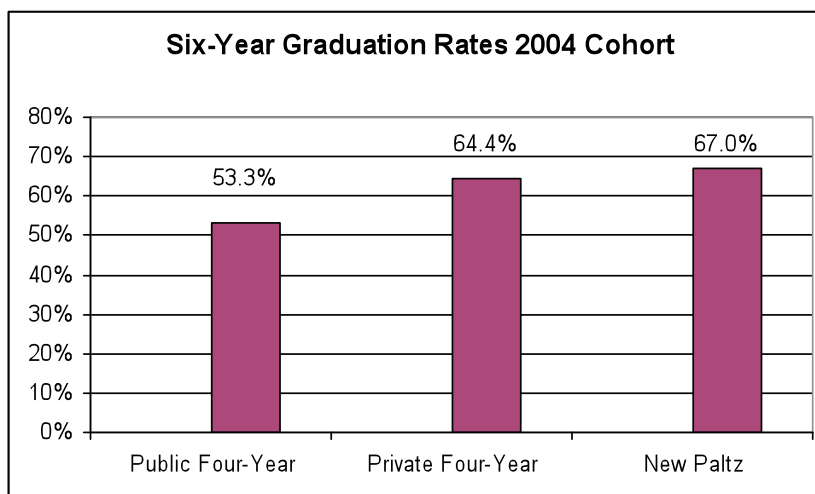
Source: National Center for Educational Statistics, U.S. Department of Education,

Although the six-year graduation rate has become the benchmark for measuring degree completion performance at U.S. colleges and universities, New Paltz's four-year graduation rate also has increased significantly in the past decade as illustrated below.

Figure 3-8. Comparative Four-Year Graduation Rates

Four Year Graduation Rates

New Paltz bars: 2000: 32%, 2001: 35%, 2002: 42%, 2003: 45%, 2004: 43%, 2005: 49%, 2006: 52%

Freshman Entrance Year
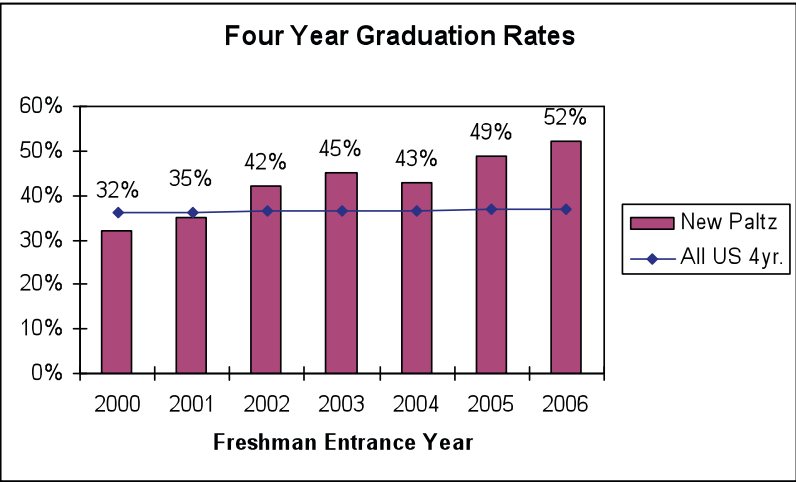
Note: All US 4-year data is available only for 2000, 2001, and 2002 entering cohorts;
2003 – 2006 rates are predictions extrapolated from prior year trends.

Source: National Center for Educational Statistics, U.S. Department of Education (national data) and New Paltz Division of Enrollment Management

One of New Paltz's most significant accomplishments relative to degree completion is the stellar six-year graduation rates posted by students from traditionally under-represented groups (see Figure 3-9).

Figure 3-9. Comparative Six-Year Graduation Rates by Ethnicity for 2003 Cohort
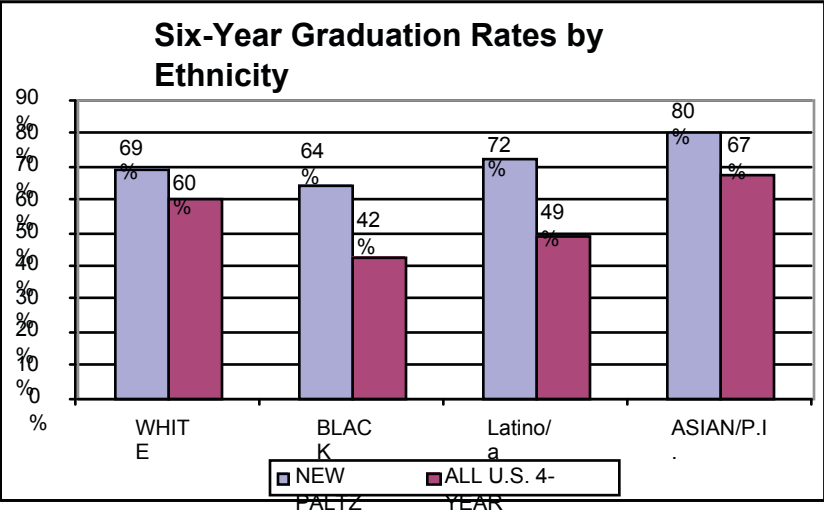
Six-Year Graduation Rates by Ethnicity

WHITE: NEW PALTZ 69%, ALL U.S. 4-YEAR 60%
BLACK: NEW PALTZ 64%, ALL U.S. 4-YEAR 42%
Latino/a: NEW PALTZ 72%, ALL U.S. 4-YEAR 49%
ASIAN/P.I.: NEW PALTZ 80%, ALL U.S. 4-YEAR 67%

Source: National Center for Educational Statistics, U.S. Department of Education (national data) and New Paltz Division of Enrollment Management

Compared to all public and private four-year institutions, New Paltz substantially exceeds the performance of graduating students within six years of beginning a bachelor's degree program, within all ethnic categories. Remarkably, the graduation rate of Latino/a students, who are considered at risk for not completing college, are graduating at a higher rate than white students.

Thus far, the discussion of retention and degree completion has focused on entering first-time, full-time freshmen. This is the benchmark used to measure performance of institutions of higher education and for colleges and universities to measure their performance against national standards. However, these data exclude a large number of students who transfer into a college or university from a two- or four-year institution. At New Paltz, 35% of the current undergraduates started as transfer students. Because transfer students come to campus with varying numbers of academic credits and completed major degree requirements, they cannot be analyzed as a single cohort. The best group to analyze is those who transferred to New Paltz with an associate's degree, a considerable number because of the strong articulation agreements New Paltz has with regional community colleges. As Table 3-5 shows, New Paltz's four-year graduation rates for transfer students compare favorably with the six-year graduation rates for freshmen.

Table 3.5. Graduation Rates of Transfer Students Entering New Paltz with an Associate's Degree

FIRST SEMESTER	NUMBER OF STUDENTS	2-YEAR	3-YEAR	4-YEAR	5-YEAR
Fall 2002	398	34%	64%	72%	73%
Fall 2003	383	31%	60%	66%	68%
Fall 2004	383	36%	61%	67%	69%
Fall 2005	382	33%	62%	68%	
Fall 2006	369	37%	62%		
Fall 2007	345	41%			

Source: Division of Enrollment Management, SUNY New Paltz

The document *SUNY New Paltz Graduation Rates of Transfers with a Degree versus Freshmen by First Fall Semester* provides a full analysis of the transfer student population.

PROVIDING ACCESS TO ECONOMICALLY & EDUCATIONALLY DISADVANTAGED STUDENTS

New York State established The Educational Opportunity Program (EOP) in 1969. The program provides academic and financial support to state residents with a high school diploma (or its equivalent) who come from economically and educationally disadvantaged backgrounds and who otherwise may not have access to a four-year college education. The program serves students from a variety of circumstances that may present barriers to academic success. Most EOP students are first-generation college students. To be eligible for admission through EOP, applicants must be ineligible for admission to New Paltz pursuant to academic criteria for general admission and must demonstrate that they are from economically-disadvantaged circumstances.

Although each campus program varies, all campuses participating in EOP offer financial aid for room, board, books, and expenses. Beyond financial support, the strength of the program lies in its staff and the services they provide exclusively for EOP students. At any time, there are approximately 500 students in the New Paltz's EOP, representing approximately 8% of the full-time undergraduates. This population is served by a director, an assistant director, and seven professional EOP advisors. Program services include diagnostic testing for prospective and admitted students to determine their academic needs; academic tutoring; personal, academic, and career counseling to ease the adjustment to college life; and support and encouragement to capitalize on resources available for academic and personal development, such as involvement in student groups, leadership development, community service, and study-abroad experiences. The EOP population is, by definition, at-risk. These students lack the level

of preparation deemed necessary to navigate the academic rigor of the undergraduate curriculum at a selective institution. At New Paltz, which offers one of the most successful EOP programs in New York State, the level of student success in the program is phenomenal. EOP first-, second- and third-year retention rates exceed those of generally-admitted New Paltz students, as does the six-year graduation rate (see Table 3-6), and, as discussed earlier, New Paltz's retention and graduation rates exceed national averages for all four-year institutions. (Chapter 5 provides more information about this program.)

Table 3-6. Retention and Graduation Rates of General-Admission and EOP Students at New Paltz

COHORT CATEGORY ENTERING IN 2004	TOTAL #	RETENTION 1ST YEAR	RETENTION 2ND YEAR	RETENTION 3RD YEAR	GRADUATION 4 YEARS	GRADUATION 5 YEARS	GRADUATION 6 YEARS
General Admissions	688	83.1%	72.4%	68.9%	45.2%	63.4%	66.6%
EOP Admissions	127	90.6%	80.3%	78.0%	29.9%	62.2%	66.9%

Source: Division of Enrollment Management, SUNY New Paltz

Based on its outstanding performance, the New Paltz EOP in 2004 received a Noel-Levitz Retention Excellence Award, given to the top 10 retention programs in the nation. Because of its long-established record of success, the New Paltz EOP is held in high regard by peer institutions within SUNY, and its excellence is recognized and appreciated by the campus community.

PROGRAMS TO IMPROVE PERSISTENCE TO DEGREE

First-Year Interest Groups (FYIs) provide an opportunity to live in a residence hall with classmates who take two courses in common during each semester of their first year. Retention rates for FYI compare very positively to national and campus averages. For the years 2005-2008, retention rates for FYI members was on average 6.7% higher than the general student body across four years. For the same four-year period, average freshman retention within FYI was 90.3% compared to 85.8% for the student body at large.

The New Paltz Honors Program includes small seminar-style courses, community service and thesis requirements, and advising to its participants. Data collected by the director of the Honors Program show retention rates for students admitted into the program are very high. (See Chapter 4 for more discussion of the Honors Program.)

COMMUNICATION WITH PROSPECTIVE STUDENTS & PARENTS

Prospective students and parents inquire most often about these programs and services: athletics, EOP, financial aid, the Graduate School, the Honors Program, orientation and registration, campus housing, the Scholar's Mentorship Program (SMP), tuition and fees, undergraduate admission, and university police. The related Web sites are easy to navigate and include all applicable forms, links, and contact information. Prospective students also may garner information through various publications. Students receive College publications at recruitment events and by mail throughout the yield mailing cycle. Prospective students receive information about academic programs, admissions requirements, and campus centers, services, and special programs. Accepted students receive the *Viewbook*; letters from the provost, academic deans, and vice president for student affairs; a letter (or email or phone call) from the academic department; and information about programs for first-year students and about financial aid.

The Office of Admissions seeks and receives feedback on its practices. Surveys of satisfaction with campus tours, conducted since 2008, have led to a continuous round of improvements. Surveys of admitted students who chose another institution have been conducted periodically since the last self-study and have led to changes in strategy. Surveys of admitted students have been conducted continuously over the last 10 years, as have focus groups. Since the summer of 2009, all first-year students have been asked about admissions practices, their intentions for their first year, and their opinions about the orientation session. Orientation leaders receive results within an hour of the departure of each orientation group, so that adjustments can be made before the next session.

TRUTH IN ADVERTISING

The New Paltz Office of Undergraduate Admissions follows the guidelines and regulations set forth by state and national professional organizations that oversee higher education. As a member of the National Association of College Admissions Counseling, for example, the Office agrees to uphold the professional standards outlined in the *Statement of Principles of Good Practice*. The American Association of Collegiate Registrars and Admissions Offices, another organization in which New Paltz holds membership, provides guidance related to publication ethics. As a member of the New York State Transfer and Articulation Association, New Paltz agrees to abide by a code of ethics related to recruitment and marketing strategies. New Paltz abides by New York State Education Department (NYSED) guidelines for ensuring the integrity and truthfulness of materials sent to the public from institutions of higher education. Finally, the College provides editorial and publishing guidelines developed by and for the campus to ensure accuracy, tastefulness, and document quality in public relations announcements, advertisements, and recruiting and admission materials, both print and electronic.

In conclusion, although many internal and external factors have contributed to New Paltz's success in increasing the quality of its undergraduates, raising first-year retention rates, and improving graduation rates, the most powerful contributor is the academic credentials of the students. As William Bowen and his colleagues report in Crossing the Finish Line (2009):

> One of the most relentlessly consistent findings in [our] study is the powerful association between graduation rates and institutional selectivity as measured by a combination of the test scores and high school grades of entering undergraduates. To be sure, more selective universities, by definition, enroll students with stronger entering credentials who are more likely to graduate regardless of where they go to college.

Increasing selectivity cannot occur without increasing both the quality and volume of the applicant pool, selecting only the best applicants in numbers necessary to achieve enrollment goals, and encouraging those who are offered admission to enroll. The recruitment process is complex and comprehensive, and we must continue to work hard to maintain campus diversity, a cherished aspect of New Paltz life. How the College conveys information to prospective students is important. We provide information about programs, institutional mission and goals, program learning outcomes, assessment, financial aid, and other pertinent information to prospective applicants and their families via the Web, written publications, and interactions with the campus community.

The institution's robust and stable enrollments and outstanding level of student success, as measured by its retention and graduation rates, depict a healthy and thriving comprehensive college. The College's continuing popularity as a destination for well-prepared college-bound students, including those from traditionally under-represented groups, supports the belief that New Paltz can and will sustain its upward trajectory toward its goal of being the best public liberal arts college in the Northeast. In light of this position of relative institutional strength, we offer the following findings and recommendations to support dynamic and sustained campus-wide strategic planning.

Chapter findings

- Undergraduate enrollments are near or at institutional capacity and, aside from some shifting of capacity within and across majors, there will be little change. However, there is capacity in the Graduate School, particularly as part-time enrollments continue to decline.

- The College has made remarkable progress in improving its retention and graduation rates – surpassing its goals and the benchmarks of national norms for public and private four-year colleges and universities.

- New Paltz has experienced an extended period where each incoming class has been more academically prepared than the last. This has contributed to the College's ability to achieve greater rates of student success.

- New Paltz has long maintained its character as a community comprising people with different racial and ethnic backgrounds, religions, cultures, places of origin, and academic aspirations. The College's greatest attributes in attracting a diverse population of students are the diversity of the community itself, the diversity of its primary market, and the broad array of liberal arts and professional programs offered. Two areas of concern are the decline in first-generation college students and the increasing difficulty in yielding African American students.

Chapter recommendations

- The Graduate School should undertake a comprehensive market analysis, using both qualitative and quantitative research, to determine (1) what variables are affecting enrollments; (2) what our competitive position is among other regional graduate programs; (3) what programs are most desirable to prospective students, both in terms of curriculum and mode of delivery; and (4) what current students and alumni say about their experience as graduate students at New Paltz. As the findings from this research come in and over the next few years, the Graduate School will be poised to make well-informed decisions about programmatic development and change, decisions that will establish good institutional practices, benefit students, and serve the region as a whole.

- The College should set a new first-year retention goal of 90%, to be achieved by 2015, a four-year graduation rate goal of 54%, and a six-year rate of 74%, to be achieved in the same time period. This goal should be accompanied by ongoing assessment of the College's academic advising, of course scheduling, and of the overall quality of the academic experience of students to improve these services and increase student success.

- Although acquiring a significant endowment is an enormous and complex challenge, the ability to offer recruitment scholarships would enable the campus to maintain and improve its edge in a highly competitive market. This is particularly important in light of anticipated future declines in the number of students graduating from high school in New York State and the escalating cost of higher education, which will create a more cost-competitive admissions environment.

- The combination of escalating college costs and increased family economic hardships caused by the recession has increased the importance of scholarship leveraging. Because it lacks scholarship funds for recruitment, New Paltz has had to rely on its personality

and "good looks" to yield competitive students – and the results have been favorable thus far. However, for families of modest or limited economic means, scholarship offers are a determining factor in choosing a school. To maintain and increase the diversity of the community New Paltz needs to increase dramatically its ability to offer financial incentives to applicants.

Chapter 4:
Educational Offerings, Including General Education & Related Activities

ADDRESSES STANDARDS 6, 11, 12, AND 13

New Paltz offers a wide array of undergraduate and graduate degree programs, including nationally accredited programs in teacher education, engineering, communication disorders, art, music, and theatre. All our programs provide a strong grounding in the liberal arts, including the professional programs in education, fine and performing arts, business, and engineering. In addition to coherent major requirements, all undergraduates must fulfill College-wide degree requirements. The General Education (GE) portion of these requirements provides a solid liberal-arts core. Our educational offerings are examined at multiple levels for rigorous academic content through clear identification of learning goals and objectives. Multiple mechanisms ensure communication of graduation requirements. In conjunction with degree requirements, students can participate in a variety of capstone activities, in experiential learning opportunities, and in intellectually stimulating public events on campus.

UNDERGRADUATE PROGRAMS

The College offers 55 undergraduate majors (five of which are interdisciplinary) and 44 minors (16 of which are interdisciplinary). Required course credits in the major vary from 30 to 48 for Latin American Studies to 111 to 112 for an Electrical and Computer Engineering. Our interdisciplinary offerings, such as the Evolutionary Studies Minor, reflect increasing student and faculty interest in exploring the intersections and possibilities of new fields of academic inquiry. Concentrations and course cognates within majors assure depth as well as breadth in the courses of study. The interdisciplinary studies programs and course cognates allow students to link intellectual ideas across a broad spectrum of knowledge. Exceptional students who wish to pursue a non-traditional course of study can design contract majors that explore fields of knowledge outside disciplinary boundaries. To fulfill College-wide degree requirements, undergraduates must complete the major and the New Paltz GE requirements (discussed below) as well as a course designated as writing-intensive. Students must acquire a minimum number of credits, including a minimum number of liberal-arts-designated and upper-division credits, and must maintain a GPA of at least 2.0 (C).

Full-time faculty added in the past 10 years have infused energy for revising the curriculum. As new faculty join our ranks and as new directions of research and theory take hold in the academy, educational offerings are revised to keep the curriculum current. Development and revision of academic programs and courses are almost entirely the responsibility of the faculty who shepherd proposals through a multi-step peer review designed to ensure that all courses are rigorous, at the appropriate level, and of high quality. Recommendations from assessment, including accreditation and five-year academic program reviews, also have led to curricular change. (See Chapter 6 for further discussion of assessment-related change.) We do have some concern, particularly in the current fiscal environment, about the incremental addition of new courses and programs and about the growing number of credits required by some majors and minors. This growth affects faculty workload, advising, time to graduation, curricular complexity, and course enrollment.

We take a special pride in our study-abroad programs, which are submitted to SUNY System Administration for approval. 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 is working with the Offices of Academic Advising and Records and Registration to create an international course-equivalency database. This database is one of the first steps in a project to integrate study abroad more deeply into the curriculum.

COLLEGE-WIDE REQUIREMENTS: THE GE PROGRAM

The GE program at New Paltz is intimately connected to the College's Mission and Vision Plan. Our mission calls 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," and lists educational outcomes that are key elements of our current GE III curriculum. Our Vision Plan affirms "a solid and substantive liberal arts/GE core" as the foundation for all academic majors and for students' preparation for graduate study or a career. With few exceptions, all New Paltz undergraduates complete the full GE program, which has been a part of New Paltz for almost 30 years.

Our GE III requirements include 14 courses in 11 content areas and four integrated competencies, which are designed to engage students in exploration of the diversity and complexity of the world. With the exception of Communication Disorders and English, every major in the College of Liberal Arts & Sciences (LA&S) includes at least one required GE course housed in the home department, and all LA&S majors have at least one GE elective (see *GE Courses Sorted by Department or Program*).

Our GE requirements exceed SUNY mandates. We require two composition courses, two natural sciences courses rather than one, two foreign language courses rather than one (or one at the intermediate level), and a diversity course, which ensures that every student has at least one opportunity to consider concepts of cultural and intellectual diversity. Our diversity requirement is unique within the SUNY system, but consistent with our mission, which encourages faculty to develop courses that address issues of social, cultural, and economic diversity.

In recognition of the challenges transfer students face, students who transfer to New Paltz with an AA or an AS degree are required to meet only the SUNY-mandated GE requirements. Students who transfer without a degree must complete the full New Paltz GE program.

REVISION OF GE

Our campus traditionally reviews and revises the GE program every 10 years. Consequently, in 1998 a GE task force was formed through faculty governance with the goal of proposing a revision to the program and requirements for GE III. A GE III proposal was then approved by the faculty in 2002. To begin the next revision, a team of faculty and the provost participated in the American Association of Colleges and Universities General Education and Assessment Institute in June 2010. The Faculty Senate recently approved the action plan resulting from that work as the framework for revising GE. Consistent with the plan, in Fall 2010 a Liberal Education Ad Hoc Committee was formed with the aim of engaging faculty and other campus community members in a conversation, review, and analysis of philosophies and standards about educational aims, including GE. We anticipate that the committee's work will lead to faculty adoption in Fall 2011 of a resolution (with broad faculty support) that defines the key principles, values, and assumptions on which a revised GE program should be based. The actual revision of our current GE program will begin subsequently, led by a new and separate task force.

This next revision will be shaped by a resolution from SUNY Chancellor Zimpher that was adopted by the SUNY BoT in Spring 2010. The resolution requires all students to continue to take courses in mathematics and basic communication, but allows them to choose courses from among five of the eight remaining content categories (natural science, social science, American history, western civilization, other world civilizations, the humanities, the arts, and foreign languages). Students must continue to demonstrate competency in critical thinking and in information management, and all GE programs must include at least 30 credits (see Memorandum to Presidents from the SUNY Office of the Provost and Senior Vice Chancellor for Academic Affairs, May 28, 2010).

GE CONTRIBUTIONS TO ADVANCED STUDY IN THE MAJOR

The role of skills in basic communication and effective expression in supporting advanced study in the majors is evident in students' progression through sequential coursework (including courses with prerequisites) and achievements in capstone courses and activities. Sequential coursework (e.g., in foreign language and composition) helps students acquire GE skills and competencies. Some departments assess students' skills and competencies internally before allowing them to advance in the major. For example, at the completion of Composition 1, students must submit a portfolio of academic writing to faculty assessors before enrolling in Composition 2. Students must successfully complete the Composition 1 and 2 GE courses (thereby demonstrating competency in writing, information management, and speaking) before enrolling in a writing-intensive course, which is required for graduation.

Advanced work that builds on skills and competencies acquired in GE courses include senior seminars and projects, student teaching and internships in the major, the Business Plan Competition, and participation in juried research initiatives, publications, presentations, exhibits, and workshops conducted by visiting scholars. Examples include participation in New Paltz's annual juried Research, Scholarship, and Creative Activities (the Summer Undergraduate Research Experience and the Academic Year Undergraduate Research Experience programs and grants), research presentations, and poster day; in Celebration of Writing Day (juried student presentations of writing-across-the-disciplines); in the BFA exhibit in the School of Fine & Performing Arts; and in the Senior Design Project 1 and 2 in engineering. Skills developed through capstone experiences may lead to publication (e.g., in *The Legislative Gazette*, a newspaper linked with our public-affairs-reporting internship program), community service, and public performance (e.g., the 2009 Celebration of the Arts). Student achievements in research, internships, and other capstone initiatives suggest the extent to which GE III requirements, together with program objectives, provide the necessary foundations of content, knowledge, and competencies in communication, systematic inquiry, information literacy, and ethical reflection.

Several New Paltz programs are accredited by national associations that value GE, including the National Council for Accreditation of Teacher Education (NCATE), the Accreditation Board for Engineering and Technology (ABET), and various organizations for each department in the School of Fine & Performing Arts. The expectations of accrediting bodies such as The National Association of Schools of Art and Design (NASAD), National Association of Schools of Theatre (NAST), and the National Association of Schools of Music (NASM) mesh well with our GE program. NASAD, for example, notes that important competencies often are "developed through studies in English composition and literature; foreign languages; history, social studies, and philosophy; visual and performing arts; natural science and mathematics" (NASAD *2009-10 Handbook*, p. 80).

THE GE COMPETENCIES

The four competencies in GE III are (1) systematic inquiry; (2) effective expression-written, oral, or aesthetic; (3) information literacy; (4) and ethical reflection. Each content-area course must include at least one of the competencies. Students interested in developing these particular skills are encouraged to take courses with these emphases.

How likely is it that a New Paltz graduate will have taken at least one GE III course incorporating each of the competencies? There is a good balance across the GE III content areas of courses that incorporate most of these competencies. This is not true of information literacy, however, as only a few GE III courses besides English composition are designated with this competency. The next version of GE should address this issue and ensure that more courses incorporate the information literacy competency.

GE FACULTY & RESOURCE ALLOCATIONS

GE courses are taught within the departments in which they are housed (with little or no collaboration across content areas) by full-time and part-time faculty and by some teaching assistants who receive thorough training for the responsibility. As noted in Chapter 1, a New Paltz goal in recent years has been to increase the number of full-time faculty and to decrease reliance on part-time faculty. Our success in this endeavor has strengthened the GE program. The number of full-time faculty teaching GE courses has increased as the percentage of part-time faculty teaching these courses has dropped steadily from 47% in 2006 to 41% in 2009 (Office of Institutional Research and Planning, 2010). Ensuring consistency across all sections of GE courses remains a challenge, given the number of part-time faculty who still teach these courses as well as the autonomy some full-time faculty take for granted. However, our assessment practices and related professional development are helping in this regard.

Support for GE is a significant factor in overall hiring decisions (administrative and faculty), in programmatic and departmental resource allocations, and in class-size requirements. As noted in Chapter 6 an associate provost was appointed in 2004 to coordinate academic assessment activities and the GE program. The academic associate deans oversee the scheduling of sufficient GE courses and help with the assessment of these courses. The Office of Academic Advising apprises the provost and academic deans of the number of course sections and seats in GE categories that first-year and transfer students will need. The provost has readily approved the swift addition of sections, and of hiring full-time and part-time instructors to teach them, to ensure that students can graduate on time.

The Office of the Associate Provost supports training, best practices, and assessment workshops offered by the Office of the Provost, by the Teaching and Learning Center (TLC), and by some departments. (These workshops are discussed in more detail below.) In Fall 2009, the provost provided resources to prepare faculty to teach Basic Communication-Oral and Effective Expression-Oral and to assess course objectives and learning outcomes in Spring 2010. The Office of the Provost provides stipends (typically $100) for part-time faculty who participate in assessment-related data gathering and reporting. The administration funded faculty, staff, and administrators to attend national GE and assessment conferences in 2008, 2009, and 2010.

COMMUNICATION WITH STUDENTS

Students have access to full course-registration information through the on-line schedule of classes. *The Undergraduate Catalog*, updated regularly, contains course descriptions and shows whether a course fulfills a GE competency, a knowledge area, or both. Students also learn about requirements and timelines through regular advisement, beginning with the enhanced first-year and mentorship programs discussed in Chapter 5 and continuing each semester through the matriculation period. All departments create an academic file for each student in the major. These files, which include current progress reports and plans of study, are available to the academic advisors. Students receive advisors as pre-majors and majors, and typically consult with the same person for two to four years. Students who study abroad work closely with advisors to determine course equivalencies.

All departments and programs maintain Web sites that list program requirements and expected outcomes. Although this is often students' first source of information, the official record of requirements is the *College Catalog*. Program requirements also are outlined in students' plans of study. Students can track their progress towards graduation through *my.newpaltz.edu*. This serves as the portal for reports from the Degree Audit Reporting System (DARS), which interfaces with the Banner system (described in more detail in Chapter 1) as its information source. Students apply to graduate the semester before they expect to complete their requirements.

Originally, the progress report listed only college-wide and GE requirements, and the percentage of students with graduation deficiencies was undesirably high. In 2007, a concerted effort by staff from Records and Registration, the Division of Enrollment Management, Computer Services, and Admissions led to the inclusion of major and minor program requirements on the progress report. These changes seem to have improved communication of graduation requirements, shortened the degree-clearance process, and reduced graduation deficiencies.

Multiple mechanisms encourage clear communication of course information. Faculty are required to inform students about course outcomes in syllabi. As part of an annual welcome memo, the provost describes the minimal components of course syllabi, including course objectives. The Curriculum Committee considers clarity of course objectives in its review of course proposals. The five-year departmental reviews include examination of syllabi, which are filed in departmental offices so that chairs can confirm adherence to the required format and provide feedback as needed. Student Evaluation of Instruction (SEI) results show that from Fall 2005 to the most recent semester, 94% to 96% of students "agreed" or "strongly agreed" that the professor made the objectives of the course clear. (Because SEIs are not administered in every class, not all classes are included in these averages.)

Communication with students is bound by the ethical principles of honesty and openness. Of special concern is students' ability to graduate on time (within four years), which means they must have good advising, complete information about all requirements, and access to the courses they need. Although New Paltz has invested significant human, facilities, and technological resources to meet this core obligation, we need to do more to predict students' needs, especially transfer students' needs. We now track graduation deficiencies, but have not yet analyzed patterns and linked them with course availability. We need to establish a stronger culture of "through the door in four" and to resist "credit creep," wherein students are required to earn more and more credits to acquire a degree. Better communication among all offices involved is key to meeting these ethical responsibilities.

ASSESSMENT

In accord with the College vision of "teaching a curriculum that prepares students for their lives and careers" and to ensure the rigor and effectiveness of our educational offerings, all courses and programs are regularly assessed in multiple ways using direct and indirect measures. These assessments are conducted in the context of external accreditation and the requirements of SUNY System Administration. As discussed more fully in Chapter 6, all departments are required to have a current program-assessment plan that specifies curricular goals, areas of student performance, and strategies for assessing performance. A number of our programs have undergone successful national or regional accreditation reviews, which require evidence that all program activities meet program goals. The five-year self-studies, which all academic departments undertake, involve internal and external reviews of undergraduate and graduate programs, including program history, curriculum (including opportunities for research and writing), trends (in enrollment, number of majors, full-time vs. part-time faculty, etc.), improvements, and evidence of quality.

The details of GE assessment and the results of these assessments also are discussed in Chapter 6. Some of the challenges in GE assessment are inherent in the program's structure. The link between the GE curriculum and student-learning outcomes needs to be strengthened and clarified. SUNY BoT assessment requirements add another layer of complexity, especially given the mismatch between these objectives and the New Paltz objectives. Until last year, the BoT mandated a detailed framework for GE assessment and reporting. However, in recognition of the progress that SUNY campuses have made in GE assessment, each campus has been given more latitude in how it approaches GE assessment. Aligning the SUNY BoT and the New Paltz objectives, as we will have an opportunity to do in the new GE program, would simplify assessment processes and resolve many of the current issues in GE assessment.

The current New Paltz GE provides limited opportunities for students to build competencies across multiple courses, especially in critical thinking and information literacy. To be mastered by students, information literacy should be applied integrally in the classroom as well as in the library. Information literacy practices should be encountered progressively across the curriculum and not just in composition classes. Finally, the current GE requirements treat the four competencies as separate skills rather than as integrated parts of critical inquiry conceptualized as a process of systematically seeking information to answer questions and express well-grounded conclusions in effective, aesthetic, legal, and ethical ways. Our analysis of these issues will be crucial in the revision of GE.

EXAMINATION OF NEEDS

The Office of the Provost regularly examines course enrollment trends, including summer and on-line trends. These data are used to determine which courses must be offered to enable timely graduation in each major. The 2009 Graduating Senior Survey (GSS) shows 81% of the students were satisfied or very satisfied with the availability of courses in their majors (Question 31), up from 70% in the 2008 GSS (Question 32). A similar level of satisfaction was reported for the availability of GE courses: 78%, up from 69% in 2008 (Question 43). Student survey results suggest the vast majority of summer classes are taken to fulfill GE and major requirements.

Departmental reviews (informal as well as the formal five-year reviews) include consideration of faculty-line needs, which are addressed through the competitive process described in Chapter 1. Like requests for new faculty positions, departmental budgets are initiated at the departmental level, where chairs are required to consult with their departments to set priorities. However, in a 2008 survey conducted by the Office of Institutional Research and Planning for the Budget, Goals and Plans Committee, only

two-thirds of academic and professional faculty said they discussed their department budget matters in meetings, and there was also some dissatisfaction with the process, particularly the availability of information about general budget processes and about their department's annual budget requests. Department chairs need to be reminded in a timely manner about the need for such discussions.

Outside regular departmental budgets, departments can seek funds for departmental and school equipment purchases from the New York State Academic Equipment Replacement (AER) fund and from the Student Computer Access Program (SCAP). AER funds replacement of obsolete or broken equipment and purchase of new equipment. SCAP funds directly support student learning (see Chapter 1 for a broader discussion of the program). For AER monies, departments submit proposals to the appropriate dean, the dean selects proposals to forward to the provost, and the provost makes the final decisions. For SCAP grants, faculty members submit proposals to the SCAP committee, which decides how to allocate the funds. Because AER and SCAP resources are allocated on a competitive basis, not all needs are necessarily met.

CAPSTONE EXPERIENCES & STUDENT RESEARCH

"Linking student intellectual growth with faculty scholarship" is one of the central elements of our Vision Plan, and our mission statement includes "faculty-student collaboration in research, performance, scholarship, exhibitions and presentations, internships and fieldwork, community service, and international studies and practica" and "capstone activities through which students can demonstrate expertise in a specialized area" as two major goals. New Paltz supports a high level of student achievement through these activities and offers students many opportunities to share their research and other culminating projects with others. In addition to the Student Research Symposium mentioned above, all performance departments feature the work of graduating seniors in performances and exhibitions. Honors theses and many capstone courses include required public presentations.

Our rigorous academic programs, enhanced by these and other capstone experiences, prepare interested students to seek admission to graduate and professional schools. GSS data (included in Appendix 1-4: *Survey Research Data from the Graduating Senior Survey*, *the Student Opinion Survey, and the Office of Institutional Research and Planning* show that in 2009, 51% of the graduating seniors planned to attend graduate school immediately or soon after graduating. In 2009, 75% of the students said New Paltz had made a large or very large contribution to their ability to think critically and analytically and to their ability to learn effectively on their own. Other skills necessary for success in graduate school (writing and speaking clearly, analyzing quantitative problems, and solving complex real-world problems) had lower positive response rates of 50% to 62%. No data are available on actual success rates.

Specific "high impact" experiences at New Paltz include these:

Capstone Experiences
The five schools attempt to synthesize learning opportunities for students through discipline-appropriate means. A compilation of requirements in all undergraduate majors shows most require a capstone course. The School of Education requires a student-teaching semester for all teacher-education students as well as fulfillment of the New York State Education Department requirement of 100 hours of fieldwork prior to student teaching. Programs that rely heavily on internship experiences (e.g., Business and Communication & Media) maintain their own internship Web sites. Some majors require students to complete senior seminars with an intensive research paper and oral presentation. Departments that incorporate disciplinary use of technology provide relevant training for their students. Communication & Media students, for example, use high-tech video recorders to shoot their own films

(and show these productions on and off campus) and Fine & Performing Arts students use new media labs for costume design. Field- and laboratory-based disciplines offer research opportunities to interested students through independent-study or research courses. Oversight of independent studies and student research in recent years was counted toward the faculty teaching load. However, this practice has now been discontinued for budgetary reasons.

The number of capstone experiences (e.g., research projects, student teaching, study abroad, or internships) reported on the GSS has risen dramatically in the past few years: 892 experiences for 888 students in 2005 compared to 1,370 experiences for 942 students in 2009. Although these experiences have not been specifically targeted for assessment, when asked on the GSS (2008 and 2009) whether their experiences were meaningful, at least 87% of the respondents said these experiences made a moderate or significant contribution to their overall learning (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, the Student Opinion Survey, and the Office of Institutional Research and Planning*). At this point, we do not know whether all students have a capstone experience. The College is developing a mechanism to improve assessment of student participation in these experiences.

Study Abroad
Opportunities exist for off-campus as well as on-campus capstone experiences. The Center for International Programs (CIP), for example, coordinates more than 40 study-abroad programs in more than 20 countries. New Paltz students also can participate in more than 450 programs administered by other SUNY campuses. Each year, 340 to 400 students study abroad through The SUNY New Paltz Center for International Programs. CIP offers a range of programs and services for domestic and international students, including bi-national study-abroad and exchange programs, ESL programs, international student services, and an institute for international business.

CIP provides advising and support for students applying for study-abroad scholarships and fellowships. The idea for the federally-funded Gilman International Scholarship, which provides grants for undergraduates with limited financial means to study abroad, originated at New Paltz. The program encourages students to choose non-traditional study-abroad destinations. In 2009-2010, six New Paltz students won Gilman Scholarships. Additionally, one New Paltz student received a Fulbright Scholarship for 2009-2010 and three were finalists for 2010-2011.

Faculty-student Research
An increase in faculty-student scholarship has enriched the learning environment for our students. Professors engaged in scholarship provide a model of learning and discovery for their students and are better able to engage them in new developments in the field. These connections are particularly visible in our rapidly growing programs for joint faculty-student and faculty-mentored research, much of which is funded through the Research, Scholarship, and Creative Activities (RSCA) program. To encourage and publicize faculty-student research, an advisory board and a part-time position of director of student research, scholarship, and creative activities have been established.

Faculty-undergraduate research takes place primarily (but not entirely) through the Summer Undergraduate Research Experience (SURE) and the Academic Year Undergraduate Research Experience (AYURE). Faculty and students work side by side to identify a research problem, plan a methodology for investigation, and complete a project. Results are reported during campus research symposia, at professional conferences, and in research journals. The SURE and AYURE programs have grown quickly in popularity and effectiveness, from 12 such projects in 2006 to 41 projects from 17 departments in 2009. In 2005, a fund was established to provide $90,000 per year for competitive research grants for these projects. An annual Student Research Symposium showcases completed and in-progress student scholarship in all disciplines. In the past decade, this event has expanded from its roots as a science-only event to become a campus-wide event. Participation increased from 33 students (in six science departments) to 80 students (in 21 departments) in 2010.

On-going support for undergraduate research is a necessary component of some grant competitions, particularly in the natural sciences. The RSCA Program has contributed to several successful grant applications – e.g., Merck/AAAS: $60,000, NSF-MRI: $211,000, NSF-CCLI: $250,000, and NSF-REU: $300,000 -- and has been positively reviewed in several other unfunded applications. In other words, the College's commitment to undergraduate research has aided, and will continue to aid, faculty seeking external funding for projects that include students. Because undergraduate research historically has been associated with the natural sciences and some social science disciplines, it is not surprising that these disciplines apply for RSCA funds in disproportionate numbers. However, the College is developing mechanisms to recognize and better support the undergraduate research that takes place in the humanities, the arts, and other disciplines.

Honors Program

Students in the Honors Program complete faculty-mentored thesis projects. Students in any major may apply to the program, which is designed to challenge exceptional students and to encourage interdisciplinary dialog and inquiry. Honors students take four three-credit seminars, perform at least 30 hours of community service, and write a senior thesis. A task force is now reviewing this program and is apprising faculty of its work in a series of forums (see *Honors Committee Report: Review and Visioning of Honors at SUNY New Paltz*).

THE GRADUATE SCHOOL

The Graduate School offers 42 programs and concentrations in disciplines housed in all five schools. These programs lead to liberal-arts degrees (e.g., in the humanities and social sciences) and to professional degrees (for example, in business, education, engineering, and counseling). Many of the programs meet the standards of regional and national accrediting bodies such as NCATE. A number are nationally recognized for the quality of the faculty and graduates. Our Master of Fine Arts in Metal program, for example, consistently has been ranked number one in the country. Partnerships with school districts are vital to our training of teacher candidates and school administrators.

One goal of the College is to expand offerings at the graduate level. As noted earlier, fiscal challenges and budget cuts have contributed to the closing or suspension of some programs, and our nursing program has been phased out. Nonetheless, since the last decennial review, new degree programs have been developed in many areas, including special education, literacy education, early childhood education, music therapy, mental health counseling, and school counseling. Moreover, temporarily suspended programs in math education, science education, and foreign language education have now been revised and reinstated.

Graduate students have multiple opportunities for research and independent study. Most of our graduate programs include a culminating project, such as a scholarly thesis, that requires independent research or scholarship. For example, students in the Master of Arts program in Psychology complete an empirical or theoretical thesis based on original work. The capstone, year-long thesis that MFA students complete culminates in an exhibition in the Samuel Dorsky Museum of Art that is open to the public. Students earning professional graduate degrees in education and counseling complete multiple intensive practical-training experiences (e.g., student teaching or internships). Students in the MSEd programs complete a two-semester, classroom-based inquiry project. Graduate students who do not complete a thesis may participate in a faculty-led or mentored research independent study. Because the College does not systematically collect data on graduate student research and independent study, most of our evidence is indirect or anecdotal. We need a mechanism for collecting this data and for tracking post-graduation placement and satisfaction.

The Graduate School offers grants, Research and Creative Projects Awards, for graduate students. Recipients often use these funds to buy equipment or to present their scholarship at professional conferences. The Graduate School recently expanded this program to provide funding every semester rather than once a year. These grants typically are competitive, with applications coming from a variety of disciplines.

The College Vision Plan calls for addressing regional economic and educational needs by supplying talent to local businesses, school districts, and social-service agencies. Several graduate programs (e.g., in business, education, and engineering) directly address the needs of regional employers. Both the School of Business and the School of Science & Engineering have community advisory boards. The 36 regional business executives who sit on the Business Advisory Council review the business programs, participate in educational activities, and share their perspectives on the knowledge and skills future employees will need. The Business School also regularly surveys alumni to learn about their experiences both at New Paltz and in their professional careers and to seek their advice on improving the school's programs. 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. The Graduate School gathers information from the U.S. Department of Labor on national job trends and from the New York State Education Department on high-needs school districts, and works closely with established professionals.

Our graduate programs are designed to meet the needs of adult professionals. Graduate courses in the Schools of Business and Education require students to apply theory and research to real-life challenges in today's organizations and classrooms. Courses in these programs are scheduled primarily during evenings and weekends to accommodate students' work schedules.

To ensure the overall quality of our graduate offerings, the Graduate Council considers matters of academic policy, including course proposals, program changes, student progress, and academic appeals, and makes policy recommendations to the Dean of the Graduate School. The chair of the Graduate Council serves as liaison to the Academic Senate and submits an annual report to the Senate.

RELATED EDUCATIONAL OFFERINGS

EXPERIENTIAL LEARNING

As discussed in Chapter 5, New Paltz provides a variety of experiential and service-learning opportunities for students. The Career Resource Center has taken the lead since our last periodic review in collecting data across schools and departments. In 2009, this research led to the creation of software to track student involvement in fieldwork courses, which will enable us to make more informed decisions about this dimension of student learning. Focus groups with students in 2006 and the 2007 Survey of Academic Department Internship Programs, which was the foundation for the Provost's Internship Advisory Council report (completed in 2008), have provided important data on experiential learning. The survey documented numerous experiential-learning initiatives across campus.

Policies and procedures related to experiential learning, the criteria for participating in these opportunities, and the awarding of credit for participation vary. Some departments and programs follow the standards of their accrediting organizations. Others use field contracts, learning plans with goals, student self-assessment and evaluation, supervisor evaluation, and/or written assignments and portfolios (see, for example, *Department of Sociology Human Services Concentration Field Education Materials*). In 2009, a new process was implemented for participating in fieldwork courses. Students now register on-line through my.newpaltz.edu, which allows the College to generate a report with

comprehensive data on the number of students participating in experiential learning by semester, major, and field experience or internship site. Experiential-learning experiences are reported in the College's Fieldwork Report, which allow us to see trends over time. The College is seeking ways to make it easier for students to learn about and participate in these opportunities.

BRANCH CAMPUSES & ON-LINE LEARNING

The Center for Research, Regional Education and Outreach (CRREO) conducts and publicizes research on regional topics; creates and directs institutes on topics of regional interest; conducts outreach to local governments, non-profits, and for-profit organizations; and works to foster community collaboration. A key aspect of CRREO's mission is to bring key regional concerns to the attention of citizens and policymakers and to support informed discussion of public policy issues in the Hudson Valley. CREEO publishes a Discussion Brief Series, which currently includes four publications: *Equity and the Property Tax Burden for Citizens in Ulster County; A Collaborative, Regional Approach to Jailing in the Hudson Valley; Is There a Doctor in the House? Physician Recruitment and Retention in the Hudson Valley; and Hudson Valley Water: Opportunities and Challenges.*

CRREO collaborates with academic departments to provide programs and courses that serve students throughout the Hudson Valley and beyond. Among the programs offered under the aegis of CRREO are the Classroom Technology Institute, online and extension courses, and the University in the High School, described below along with other initiatives.

Classroom Technology Institute (CTI)

This institute offers credit-bearing graduate-level courses through the School of Education in collaboration with the Office of Regional Education. Courses provide computer-technology information and training to K-12 educators, with an emphasis on creative and appropriate ways to integrate technology into lesson planning, unit development, and teaching. The institute also offers training to support teachers in "inclusive" classrooms. "Hands-on" classes are offered primarily in intensive summer sessions for the convenience of working teachers. The institute typically enrolls 85-plus students in seven to eight courses.

Extension Courses

Although New Paltz does not have branch campuses, we work with several educational organizations -- e.g., teacher centers, regional community colleges, and BOCES (Board of Cooperative Educational Services) -- to provide courses that are integral to our academic degree programs. These courses generally are taught by full-time faculty or by part-time faculty approved by the departments. The departments review syllabi and assess the courses. CRREO oversees assessment of the facilities and the quality of the collaboration between the site and New Paltz.

On-line Learning

New Paltz has been working since its last periodic report to meet student demand for on-line summer courses. The Office of Regional Education has overseen the development of many on-line courses over the past 14 years. Most of these courses are taught during the summer, and, because many fulfill GE requirements, attract primarily New Paltz students. Students who otherwise might take equivalent courses at local community colleges (where oversight by New Paltz faculty and staff is impossible) now can enroll in on-line courses taught by our faculty. In Summer 2009, we offered 75 on-line courses (89 sections) in a variety of disciplines. A faculty-oversight process has been in place since 2004 to ensure that best practices are followed, overall goals are met, student assessment is substantial, and pedagogical imperatives are addressed. Courses are approved by department chairs, deans, and school-based oversight bodies. In addition, all proposals for on-line courses are reviewed against guidelines set by the Curriculum Committee (for undergraduate courses) or the Graduate Council (for graduate courses).

Although one of our vision points is to retain our "residential character," demand for on-line and hybrid courses offered during the academic year is increasing. Discussion about how we will respond to this demand -- and to the increasing competition not only from on-line, for-profit universities, but also from regional campuses with extensive on-line offerings, especially at the graduate level -- is ongoing among faculty, administrators, and staff.

PROGRAMS FOR PROFESSIONAL & COMMUNITY DEVELOPMENT

New Paltz offers several professional-development programs for educators, including the Classroom Technology Institute described above, institutes and workshops sponsored by the Hudson Valley Writing Project, and a certificate program in multicultural education.

Hudson Valley Writing Project (HVWP)
The HVWP at New Paltz is one of 195 sites of the National Writing Project, a professional-development organization devoted to improving the teaching of writing and to promoting literacy development at all levels of education, pre-K through college. HVWP programs include free Saturday seminars that provide Hudson Valley educators with hands-on, teacher-led demonstrations of effective strategies for teaching writing and improving literacy instruction. HVWP also consults with school and district leaders to develop and provide in-service programs relevant to local needs.   The HVWP Summer Institute provides teachers of writing (K-16 and across all disciplines) with opportunities to present and discuss their teaching practices, to examine and critique current research, and to engage in professional and personal writing. HVWP also offers summer workshops for teachers.

Certificate Program in Multicultural Education
The Department of Educational Studies offers a post-masters certificate program in multicultural education. This 15-credit program is designed for elementary, secondary, and special-subject teachers as well as school guidance counselors and administrators seeking to enhance their cultural competencies in this area.

OUTREACH

Our Vision Plan calls for New Paltz not only to serve as a cultural and intellectual hub for the Mid-Hudson Valley, but also "to offer a rich and lively co-curriculum that reinforces what students learn in the classroom, responds to students' interests, and takes full advantage of New Paltz's extraordinary geographic location." Accordingly, we offer a broad range of public lectures, exhibitions, performances, television and radio programs, outreach courses, and community services. Many of our academic programs and departments sponsor lectures and lecture series that are open to the public and that include post-lecture dialogue. Students in selected courses often are required to attend these events and to respond by writing papers or developing projects. The New Paltz Distinguished Speaker series, in particular, connects community members, alumni, friends, faculty, staff, and students and their families with well-known authors, policymakers, and luminaries. The College strives for regional recognition through institutions like the Dorsky Museum, which recently was praised in a *New York Times* article for the *Hudson River to Niagara Falls* collaborative exhibit with the New York Historical Society.

New Paltz also offers a collection of programs for high school students:

University in the High School Program
This 20-year-old program allows qualified students to take approved New Paltz courses at their high schools and, upon successful completion (a grade of "C" or better), to earn academic credit at New Paltz, at other SUNY colleges, or at many other public and private colleges. High school teachers approved by New Paltz department chairs teach courses in English, math, science, the humanities, education, pre-engineering and foreign languages using the same syllabi as New Paltz faculty to ensure that course materials and assessment strategies are comparable. Participating high schools communicate with the New Paltz program administrator through a liaison at the high school.

Science and Technology Entry Program (STEP)
Funded by a New York State Education Department Title I Grant, the New Paltz STEP provides math, science, and technology enrichment activities for historically under-represented or economically disadvantaged students from seven school districts in the Mid-Hudson Valley. The program serves approximately 120 students in grades 9-12 during the academic year. The main activity of the New Paltz STEP is a Saturday academy on campus. The academy engages students in a variety of instructional modules focused on math, science, technology, and college preparation, presented in classrooms and labs. Tutoring also is provided. Instructors and speakers are recruited from the local high schools, the campus faculty and student body, and the community.

Talent Search
The Talent Search Program, housed in the Center for Academic Development and funded by a federal TRIO grant, is an outreach program of information, educational guidance, and support for youth in 13 high schools and eight middle schools in the region.

In sum, through a wide range of undergraduate and graduate programs grounded in the liberal arts, New Paltz offers its increasingly academically talented students a challenging curriculum that prepares them well for continued study or professional careers. We have long been committed to a strong GE and look forward to developing a new GE program, which is now in the earliest planning stages. Outreach to the community is another long-term commitment – one that is affirmed in our Vision Plan and that has been invigorated through CRREO.

Chapter findings

- New Paltz offers an array of undergraduate and graduate programs, some of which are interdisciplinary. Each program and course undergoes extensive review prior to approval, and transfer credits are carefully considered. We offer a rich array of public lectures and performances, many of which are linked to courses and course assignments.

- New Paltz students are involved in a wide variety of experiential-learning opportunities.

- College-wide degree requirements are rigorous. Our GE program, which exceeds SUNY mandates, includes a diversity category that exposes students to culturally and intellectually diverse perspectives. Most academic departments integrate at least one GE course into the major.

- As the GE Task Force develops an educational philosophy and begins the work of revision, our GE program will incorporate the increased flexibility provided by the new SUNY BoT requirements.

Chapter recommendations

- The College should develop institutional policies for the wide variety of experiential-learning opportunities available to students. These policies should ensure that the requirements, expectations, and learning outcomes of the experiential course or internship are clearly stated in syllabi. To insure uniformity, each school or department should form a subcommittee to monitor assessment criteria and learning outcomes and to make recommendations when appropriate.

- GE competencies should be integrated throughout students' programs of study and fulfillment of the competencies should be tracked.

- The College should require students to meet all the critical-thinking-skills objectives, both of the Board of Trustees and of New Paltz, preferably across their four years of undergraduate study.

- Mentoring should be provided for full- and part-time faculty to assure that all instructors, including those who did not propose a course for GE but later teach the course, align their teaching and curriculum with relevant GE category and competency objectives.

- Credit and requirement "creep" and curricular "bloat" should be evaluated in the context of the issues noted above. Led by department and school-based faculty governance groups and the Curriculum Committee and informed by data provided by the offices of Records and Registration, Academic Advising, and Institutional Research and Planning, this evaluation should result in a new framework for proposing and reviewing new courses and programs and for modifying existing ones.

Chapter 5:
Student Support Services, Rights & Responsibilities

ADDRESSES STANDARDS 1, 2, 3, AND 6

As affirmed in our Vision Plan, meeting student needs is a vital part of the New Paltz mission. Academic faculty, professional faculty, and support staff collaborate across departments to provide a wide range of programs and services to enhance the New Paltz experience, to adapt services to changing student needs, and to track student use of and satisfaction with programs and services.

ACADEMIC-SUPPORT PROGRAMS

Since our last periodic review, New Paltz has continued to provide outstanding support to academically under-prepared students. As discussed in Chapter 3, our Educational Opportunity Program (EOP) is one of the most successful programs of its kind in New York State. Our Supplemental Writing Workshop Program has garnered the attention of scholars in the field of composition, and the Tutoring Center has been accredited by the College Reading and Learning Association. In addition to addressing the needs of financially disadvantaged and under-prepared students, our campus has honored its commitment to maintaining an ethnically diverse student body, as we document in Chapter 3.

Although our admissions standards have risen since our last decennial review, this does not mean all our students are equally well prepared for college-level work. Our success as an institution depends in part on our ability to assist those students who need support. We provide assistance in a variety of ways, from composition sections that offer supplemental support to tutoring in more than 130 courses.

DEVELOPMENT OF BASIC SKILLS

After assessments during summer orientation, first-year EOP students are placed into appropriate sections of composition and math classes, as described below.

Supplemental Writing Workshop (SWW) Composition Program
From 1996 to 2009, first-year students were placed into composition sections based on their performance during summer orientation on a holistically-scored essay exam tied to a rubric. While students in the EOP program still are placed based on an essay exam evaluated by a member of the Composition Program, we now use high school grades and SAT and/or ACT verbal scores to place general-admissions students. During the first week of class, composition instructors administer a diagnostic essay to double-check placement. Typically, 90 to 100 students (8% to 10% of the first-year class) are placed into Composition I SWW each fall. SSW sections provide full academic credit. Students enrolled in these sections progress at the same rate through the same two-semester Composition I and II sequence as their cohorts.

Math Courses and the Math Lab
Entering students are given a Math Placement Level (MPL) based on their high school record, if first-year students, or their college record, if transfer students. All courses in the GEIII math category

require a minimum MPL of 3. Students with an MPL lower than 3 have several options: (1) consult with the math placement specialist at orientation to see if the level can be raised based on work completed after acceptance; (2) take a math placement exam; or (3) take a course at New Paltz to raise the placement level. Students who need to take a course enroll in either college algebra (intended for math, science, computer science, engineering, or business majors) or college mathematics (intended for humanities majors). The Department of Mathematics assesses these courses through student pass rates as well as faculty feedback.

In addition to seeking semester-long, one-on-one assistance at the campus tutoring center, students enrolled in math courses can use the services of the math lab, which the Department of Mathematics oversees. The primary functions of the lab are to supplement faculty office hours; to offer an informal, walk-in center that students can visit without a specific commitment; and to provide space for student-run study groups. An internal study conducted in 2009 (*Analysis of the SUNY New Paltz Math Lab Tutoring System*) underscored a need for more space for the lab.

Center for Academic Development and Learning (CADL) and Critical-Thinking Courses

CADL, which is funded though federal TRIO and Student Support Services grants, oversees the tutoring and writing centers, provides courses in critical thinking for first-year students, and provides one-on-one tutoring by a disabilities specialist for students with learning disabilities. The nationally-certified Tutoring Center provides individual and small-group tutoring in more than 60 courses. Peer tutors (graduate and undergraduate students) receive ongoing training that leads to tutor certification. The Writing Center is the locus of individual and small-group tutoring for writing, literature, and English as a Second Language courses. It also offers short-term writing assistance and supplies in-class tutors for SWW composition sections. Because programs overseen by CADL must adhere to stringent reporting standards, program assessment is ongoing and extensive. Assessment-related findings are contained in *Tutoring and Writing Center Semester Reports, 2007-2009*.

PROGRAMS FOR UNDER-REPRESENTED STUDENTS

EOP, SMP, and the AC[2] Program are our primary means of supporting under-represented and financially disadvantaged students.

Educational Opportunity Program (EOP)

The EOP mission is two-fold: to recruit and admit educationally and financially disadvantaged students who otherwise would not have access to New Paltz and to provide comprehensive services to support their success, retention, and graduation. The program provides students with academic advisement, personal counseling, career development, study-skills instruction, tutoring, financial advisement, and student leadership opportunities. The New Paltz EOP serves 500 to 517 students a year, with a first-year cohort of 100 to 125 students. EOP staff regularly collect quantitative and qualitative data (e.g., graduation and retention rates, student GPAs, and student evaluations and survey responses) to assess such areas as the summer orientation, the "Key Issues" seminar, and EOP advising and tutoring. In 2006, the New Paltz program had the highest ranking among SUNY schools in the number of students earning baccalaureate degrees, and in 2004, as noted in Chapter 3, received the Noel-Levitz Retention of Excellence Award.

Scholar's Mentorship Program (SMP)

The SMP provides students with peer and faculty mentors; ongoing cultural, academic, and social activities; and courses designed to enhance academic and leadership skills. While SMP is designed primarily to help general-admission students of color, any student is welcome to join. SMP typically is assessed through retention rates. With an annual retention rate of 96%, SMP is recognized nationally for its work with students of color and has been designated by the University Faculty Senate of SUNY as one of the "outstanding student life programs of the State University of New York."

AC²

The AC² (AMP and CSTEP Community) Program provides academic support and enrichment for traditionally under-represented and economically disadvantaged students who intend to major in the science, technology, engineering, and mathematics (STEM) fields and in certain majors leading to licensed professions. AMP (Alliance for Minority Participation) is an alliance of two- and four-year SUNY institutions. Funded by the National Science Foundation, the program strives to increase the number of under-represented students completing STEM degrees. CSTEP (Collegiate Science and Technology Entry Program), funded by the New York State Department of Education, similarly strives to increase the number of historically under-represented and economically disadvantaged undergraduate and graduate students who complete professional or pre-professional programs leading to professional licensure or careers in STEM and health-related fields. Typically, 46 to 64 students enroll in the program each year.

To assess the program, AC² administrators gather quantitative data such as retention and graduation rates and student GPAs, and track student hours spent on research and internship activities. From Fall 2006 to Spring 2009, 92% to 94% of the students in the program either graduated or continued in eligible majors the following fall. In addition to quantitative data, the AC² staff review student comments to assess the effectiveness of activities, such as tutoring and the Math Refresher Workshop (*CStep Program 2008-2009 Final Narrative Report*).

PROGRAMS FOR INTERNATIONAL STUDENTS

The Haggerty English Language Program, the SUNY-YÖK Dual Diploma Program, and the Institute for International Business are part of the Center for International Programs, which provides services for our international students.

The Haggerty English Language Program (HELP)

This program provides courses and support for non-matriculated and conditionally-admitted international students: four levels of non-credit courses focused on the development of academic linguistic proficiency and cultural integration. Advanced-level HELP students may enroll concurrently in credit-bearing courses. International students who have been conditionally admitted are tested for English proficiency upon arrival and are then placed into Composition I SWW ESL or into the Haggerty English Language Program. All HELP instructors have graduate degrees in Teaching English as a Second Language or related fields and extensive teaching experience. HELP is one of four year-round intensive English programs in SUNY, and the only one not at a university center. It is one of only 68 members of the University and College Intensive English Consortium.

SUNY-YÖK Dual-Diploma Program

The SUNY-YÖK program for international students was created collaboratively by New Paltz and the Turkish Higher Education Council. Students earn degrees in business, economics, and liberal studies/ Teaching English as a Foreign Language by completing part of their education at New Paltz and the remainder at one of our Turkish partner institutions: Istanbul Technical University, Middle East Technical University-Northern Cyprus Campus, and Izmir University of Economics. All graduates receive dual diplomas from SUNY New Paltz and from their Turkish university. This arrangement also allows students to pursue internships in the United States as part of the Optional Practical Training program after completing their final term of study in New Paltz.

The program has been evaluated by examining the number of students who participate (almost 400 for the 2009-2010 academic year), graduation rates, and GPAs. Since the inception of the program in 2003, 176 students have graduated with an overall GPA of 2.96, and 96% graduated within four years. Although no U.S. students are participating in the program at present, it was designed with the hope that some New Paltz students would take advantage of the opportunity.

Institute for International Business (IIB)

The IIB prepares English-speaking international students for the global marketplace through internships with leading firms in New York City as well as study at New Paltz. Students spend the first eight weeks at New Paltz studying public relations and business communications, and take two business courses related to their academic preparation. After completing the academic portion of the program, students move to New York City, where they live and work in a full-time internship. IIB staff work with on-site supervisors and students to develop individualized training plans. Each plan includes a list of tasks along with basic performance objectives, which serve as the basis for the supervisor's performance evaluation of the student. IIB staff visit each internship site to discuss the internship, the work, and the student's progress with the supervisor. IIB assesses student growth as well as the quality of the internship placements through student surveys about the internship experience.

STUDENT SERVICES

New Paltz provides a variety of services for the student community: academic and career advising, physical and mental health and wellness support, services for students with disabilities, co-curricular learning opportunities, residence-hall programming, and user-friendly course-registration processes. This network of services provides critical support for student learning.

Academic advising, one of the services most directly linked to support of formal academic learning, has been the focus of assessment, resources, and improvement over the past several years. As noted in Chapter 1, three academic advisors were added to the Office of Academic Advising to try to improve students' time to graduation and to address concerns that surfaced in the 2006 Student Opinion Survey (SOS) and in subsequent focus groups with students (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, Student Opinion Survey, and the Office of Institutional Research & Planning*). After the Office of Academic Advising was moved to a high-traffic area in the core of academic buildings, the 2009 SOS showed a marked improvement in student satisfaction with advising services. Our efforts continue to develop a culture across campus that supports effective academic advising. We have invested in technology to give students and faculty access to accurate information about progress-toward-degree requirements. These tools, along with expanded faculty training and administrative support, promise to continue to improve student advising.

Students with disabilities who need assistance with time management, testing accommodations, study and organizational skills, or writing can visit the Disability Resource Center (DRC). Workshops on a variety of topics are offered, and students can meet individually with DRC professional staff for more tailored support. In response to an increasing number of students on the autism spectrum, the DRC has partnered with the Psychological Counseling Center to create the Teaching Effective Communication program, which provides group training in communicating with instructors, non-verbal communication, appropriate behavior in and out the classroom, making friends, and getting involved on campus. Outcomes data on students eligible for DRC services show that those who use the services have greater academic success than those who do not (*DRC Outcomes Data, 2010*).

The Career Resource Center (CRC) provides students and alumni with services in career planning and choosing a major; job search strategies such as resume writing, interviewing techniques and video-mock interviews; e-recruiting; and exploring graduate schools. In the last few years there has been an increased emphasis on expanding internship opportunities as well as senior preparation through close collaboration with the different academic schools (see Chapter 6 for noteworthy assessment outcomes).

Transfer and international students attend orientation programs where academic requirements are reviewed and where they are advised and registered for classes. International students are assigned an academic advisor and an advisor from the Center for International Programs. At the orientation, students hear presentations on the Family Educational Rights and Privacy Act (FERPA), the Digital Millennium Copyright Act (DMCA), federal and SUNY mandates, plagiarism, integrity, the emergency-notification system, and judicial codes of conduct. Students also sign a statement of academic integrity. A Transfer Reachout Project occurs in the first semester.

The academic performance of student-athletes is reviewed each semester by the Academic Standing Committee on which the director of athletics sits. The Department of Athletics also compiles a report on the academic performance of student-athletes at the end of the semester.

FIRST-YEAR STUDENTS

A network of initiatives has been developed collaboratively to meet the needs of first-year students. Our Student Orientation and Registration (SOAR) program provides an intensive summer experience between the pre-enrollment deposit and the first day of classes. Students spend two and a half days on campus meeting with faculty advisors, selecting fall classes, meeting other students, learning about the campus community, participating in alcohol and sexual-assault prevention programs, eating in the dining halls, and, most importantly, meeting the orientation leader/peer mentor who will be with them throughout their first year. Through the Parent and Family Program we develop partnerships with parents to enhance students' experience at New Paltz. All students and parents are surveyed, as they have been for more than a decade. This feedback, along with the Parent Input Survey collected at Parent and Family Weekend, has led to a number of program modifications, including development of a monthly parent e-newsletter.

In 1998 we created New Student Moving-In Day -- a tradition that allows first-year students to move into their residence halls two days before returning students. This kick-off to Orientation Part II and Welcome Week has been a huge success. Almost 90% of new students participate in a range of activities, including the Fall Convocation, which traditionally features a presentation by a faculty member, often a Chancellor's Award recipient from the previous year.

In 1996 the Department of Residence Life developed "40 Days and 40 Nights." This program challenges Residence Life staff to help students make connections with one another as well as with student and professional staff. Expanding throughout the year, the Community Associate Program facilitates the "adoption" of resident assistant paraprofessionals by members of the campus faculty, staff, and administration who then mentor the RAs as they develop programming initiatives.

Starting with Welcome Week, Student Activities and Union Services (SAUS) frontloads programming to encourage student interaction and socializing. For example, the Emerging Leaders Program (free to first-year students) engages students immediately in strengthening leadership skills in five areas: global and community perspectives, ethics and values, personal empowerment, service learning, and interpersonal skills. Sixty to 100 students (6% to 10% of the new student population) complete this program, which includes at least 20 hours of hands-on training and 20 hours of community service. Assessment data suggest students find the program rewarding and helpful in making social and leadership connections to the College and community. The introduction of Emerging Leaders mentors also is helping students make connections, which improves first-to-second-semester retention.

Because the first-year population exceeds 1,000 students, we focus part of our outreach on sub-populations or affinity groups through such programs as these:

First-Year Initiative (FYI)

Modeled on the award-winning EOP program described earlier, this initiative enrolls first-year students in a seminar linked to a GE course and provides resident mentors in lieu of professional advisors. The program has grown from 30 students in its first year to as many as 134 a year, and has served 1,171 students (16% of those eligible) over the past 11 years. As noted in Chapter 6, participating students have higher retention and four-year graduation rates than the general population. The creation of other FIGs (First-Year Interest Groups) followed. These are small clusters of linked courses with common themes and a common group of students. In some years, more than 70% of our first-year students have participated in an affinity group.

Navigating New Paltz and Disability Resource Center mentors

Created by the DRC and offered during Welcome Week, "Navigating New Paltz" provides an overview of services for students with disabilities and discusses how to set up accommodations, talk to instructors, and self advocate. Peer mentors are available through the DRC to first-year and new transfer students. This year 20 students availed themselves of a mentor. One-on-one meetings and monthly social events also are scheduled throughout the year.

STUDENT HEALTH, SAFETY & WELL-BEING

The campus takes a preventive approach to students' health, safety, and well-being. Staff members in the Psychological Counseling Center (PCC), all of whom have terminal degrees and state licensure, train resident directors, assistants, mentors, and orientation leaders in early-intervention skills. The PCC sends a letter to faculty each year to help them identify troublesome signs in the classroom. PCC staff members also discuss with students and parents at orientation transition issues that may arise and the services available. First-year student counseling referrals are closely monitored and homesickness programs are provided in residence halls in the fall. To gain immediate feedback, the PCC asks students to rate their level of satisfaction via a brief questionnaire after each visit.

After an increase in initial visits to the PCC for eating disorders in recent years, a week-long series of programs targeting these disorders was developed. Now in its second year, Eating Disorders Awareness week attempts to use proactive outreach to reduce the demand for individual appointments. To ensure confidentiality, the PCC provides students with a Confidentiality/Services Agreement, Release Forms, and, as applicable, Psychiatric Policy Form.

To ensure proactive response to emerging student psychological issues, a Behavioral Intervention Team, chaired by the vice president for student affairs, meets weekly to discuss student needs and to coordinate early detection and intervention. The directors of the PCC, SHC, Residence Life, and University Police, and the dean of students and associate vice president are also part of the team. The PCC often conducts administrative evaluations for students referred due to misconduct; alcohol, drug, or psychiatric transport to a hospital; attempted suicide; or self-harm, and serves as the sexual-assault-intervention liaison.

As is noted in Chapter 6, after the Student Health Center (SHC) received low student satisfaction ratings in 2009, a comprehensive assessment by an external firm led to personnel changes, an extension of hours of operation, and modifications in patient intake. The SHC assessment also showed a surprising drop in second visits. After student focus groups revealed some confusion about the distinction between psychological and psychiatric services, these services were consolidated. In response to student assertions that follow-up visits were unnecessary or intrusive, SHC modified its procedures after initial visits.

To safeguard the health and safety of campus residents, students must agree to the terms and conditions set forth in the *Housing Handbook and License*, which they receive each semester, in print and on-line. Community development assistants in the residence halls provide education on fire-safety policies and procedures at mandatory hall meetings and through monthly notices, and students are apprised of the serious, no-tolerance stance the campus takes in regards to tampering with fire equipment. During orientation, every entering student hears the assistant director of fire safety speak, and students and parents experience an unannounced fire drill in the residence halls.

The Center for Student Development conducts an ongoing research-based alcohol-misuse program. The CORE Alcohol Survey results are used regularly in "social norming" campaigns, which include safety posters displayed in local bars and age-appropriate alcohol-education posters created for every middle and high school in Ulster County. A year-round co-policing agreement with the Town of New Paltz Police Department supports additional collaboration with the surrounding community.

All law-enforcement professionals on campus complete state police and firearms certification. The Division of Criminal Justice for New York also requires officers to undergo regular in-service training in the use of force, handling emotionally disturbed individuals, search and seizure, and investigation. University police conduct foot, car, and mountain-bike patrols around campus, and educate students through programs such as "Plain Clothes, Plain Talk," about crime prevention, safety, and security; "Operation Identification," a nationwide security initiative to register student and College property; "The Drunk Busters Program," which simulates impaired vision; and R.A.D. (Rape Aggression Defense), a free self-defense class for women. More than 50 "blue light" emergency phones (call boxes) are placed strategically around campus, and the campus provides an escort service. New Paltz created NPAlert, an emergency phone, text, and e-mail system for students, faculty and staff.

The dean of students discusses safety issues at orientation and chairs the New Paltz Committee on Personal Safety. This group, which includes student, faculty, and staff representatives, reviews existing conditions, assesses security practices and policies, oversees a comprehensive sexual-assault-prevention and victim-services program, and makes recommendations to appropriate programming boards.

The Department of Athletics, Wellness, and Recreation makes a concerted effort to respond to the needs of the general student body. With the opening of the 52,000-square-foot Athletic & Wellness Center in 2006, programming space for students nearly tripled. Since 2004, New Paltz has added a full-time fitness program coordinator, an outdoor recreation program director, and an intramural sports director. The director of athletics reports that the number of users of the Athletic & Wellness Center (AWC) has almost quadrupled since the AWC opened in 2006.

COMMUNITY INVOLVEMENT

Student learning outside as well as inside the classroom is central to the campus mission and vision. Learning at New Paltz takes place in many venues, in part through programs that allow students to engage in service and self-reflection and to develop a sense of citizenship. Buttressed by the idea that students need a broad array of service opportunities, the College created a multi-phase program. The first phase included a Community Service/Volunteer Connection program, with a half-time coordinator and a broad variety of service opportunities. The CRC Job Connection database system was converted to Volunteer Connection, which links New Paltz students with volunteer opportunities. Widely advertised to Ulster County agencies, the Volunteer Connection Web site hosts more than 90 ongoing volunteer opportunities and one-time projects.

The service-learning coordinator in the CRC organized a highly successful Volunteer Fair in Fall 2009 with 51 local, national, and international organizations. Local projects attract hundreds of our students each year. Student Affairs staff team-teach a service-learning seminar every spring, which provides students in a first-year learning community with service placements, theoretical readings, and an opportunity to present their self-reflections and citizenship experiences to peers. Other community-involvement initiatives include:

- The annual Make a Difference Day program, coordinated by SAUS, for the past five years has brought students, staff, and faculty together to collect toys for children, prepare meals for home-bound elderly, and collect food for the needy, primarily in the Hudson Valley. The program averages 450 participants.

- Fraternity and sorority members contribute philanthropically and in the spirit of community service. All 26 chapters recognized at New Paltz participate in service opportunities and generally raise more than $2,000 a year for their philanthropies.

- A Leadership Academy for student-athletes, which includes a series of community-service assignments, is held every year.

- A staff of 80 peer leaders (resident assistants and mentors and community development assistants) engage students within our residential community and provide opportunities for learning outside the classroom. The P.A.S.S. model requires these leaders to meet programming criteria in four categories represented in the acronym: physical, academic, spiritual, and social. Each of the 13 residence halls has a student-run government, supervised by an eight-member student executive board and two professional staff members. The New Paltz Chapter of the National Residence Hall Honorary holds a recognition ceremony each semester where the top 1% of student leaders are recognized for their community service and in turn identify others worthy of the awards.

USE OF EMERGING TECHNOLOGIES

Providing support services for the millennial student requires keeping abreast of information technologies, including emerging social-networking technology. The campus is prominent on Face book and Twitter. Café New Paltz uses on-line technology to provide incoming students with a forum for connecting to the campus and other incoming classmates so that they can develop a sense of community prior to their arrival. The student information and report data accessible through Banner and Argos allow us to place students in cohorts for purposes of monitoring academic progress, distributing surveys, and targeting outreach for programs and services. These information technologies help us contact students with up-to-the-minute information and speed up the application process for new students by distributing various forms and financial-aid information on-line. To protect the confidentiality of student information, our systems are restricted to individuals who have a clear "educational need to know." Federal FERPA and HIPAA regulations are always followed, access to sensitive information is restricted, and information exchanged electronically between offices is encrypted.

Other technology-based improvements of note include the card-swipe technology SAUS now uses to track attendance at student programs (by age, gender, and so on), to better understand which students attend what types of programs, and to tailor programming. In the past year, university police have improved operations, and therefore the safety of our campus community, through a number of new technologies, including a computerized finger-printing system, a software program installed in patrol vehicles that allows real-time transfer of information from state and federal databases, and GPS units that allow dispatchers to respond more efficiently to emergencies. Through e-recruiting, the CRC has

opened up the world of job opportunities to students, and students' credentials to the world. In the School of Education, clearances for student teaching and teacher certification, which used to take up to a month, are now immediate. In Residence Life, on-line room assignments and notifications and on-line payment options have simplified the housing application and assignment process for students and parents.

INCREASED DEMAND FOR SERVICES

Almost without exception, directors and coordinators have observed a significant increase in demand for student services over the last five years. Meeting this demand has been challenging for professional and support staff, and most areas report a need for more staff. Some increases in demand result from the introduction of new services or from improving visibility and access to existing services. This is perhaps most obvious in the case of the Career Resource Center, which, as noted, has experienced a significant increase in drop-in traffic since Spring 2009, when it moved into a new space in the heart of campus, as well as consistently high student satisfaction with its services. Similarly, as just noted, the number of users of the AWC has almost quadrupled since 2006.

Other increases in demand stem from the changing nature of student needs and expectations, particularly in areas that provide physical and mental health, wellness, and accessibility services. New Paltz has received many more requests for accommodations related to disabilities in recent years, and in Fall 2006, a part-time professional position in the DRC was upgraded to full time. The number and apparent severity of students' psychological concerns also has increased, as has the need for care for acute and chronic medical conditions. The University Police Department reports an increase in incidents involving emotional disorders. The director of the PCC notes that standards set by the International Association of Counseling Services call for a ratio of one FTE professional counselor to every 1,000 to 1,500 students, and that the New Paltz center is approximately 1.5 to 2 counselors short. Similarly, given an increased clinical load that includes more "special-needs" students requiring intensive and long-term support, the Student Health Service needs more physicians and physician's assistants.

ASSESSMENT

Student services are assessed through institutional data gathering as well as student feedback collected by individual offices as part of their daily practice and as way to plan ahead as student needs evolve. Every three years, the College administers a Student Opinion Survey (SOS), a SUNY System survey that provides us with cross-institutional benchmarks and enables us to asses our progress with respect to a key element of our mission and vision: meeting student needs. This 60-question survey covers college impressions and plans; academic services, facilities, and environment; college services, facilities, and environment; and college outcomes. The mean response for 75% of the items on the SOS was higher in 2009 than at any other time this decade (*Office of Institutional Research and Planning, 2009 Student Opinion Survey: A First Look*). The College administered the National Survey of Student Engagement (NSSE) to first-year students and seniors in 2008. This survey contains more than 100 items that span the gamut of student academic and non-academic outcomes. Frequency distributions of the NSSE data suggest that student engagement at New Paltz compares favorably with peer and with participating NSSE institutions.

STUDENT RIGHTS & RESPONSIBILITIES

ACADEMIC INTEGRITY

New Paltz has considerable protections of academic integrity in its practices and policies. All course syllabi include the New Paltz Academic Integrity Policy, which begins with this statement:

> *Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.*

Faculty are expected to report cases of cheating, plagiarism, or forgery to their department chair and academic dean and, when appropriate, engage with the student judicial process. Students are apprised of the Academic Integrity Policy initially at orientation where they sign the policy to signify they have read and understand it. The policy is contained in the *Undergraduate Catalog*, the *Student Handbook* (p. 14), the *Faculty Handbook* (p. 33), and the *Advising Handbook* (p. 43), all of which are on-line. The policy is also posted on the Web sites of the library, the School of Business, the School of Education, the Graduate School, the College of Liberal Arts & Sciences, the Dual-Diploma Degree Programs, the Department of Sociology, and Undergraduate Student Research.

Issues of academic integrity generally flow from the schools and College of Liberal Arts & Sciences to the Office of the Dean of Students. In 2007 faculty governance and the Office of Student Affairs collaborated to improve the monitoring, reporting, and enforcement of academic-integrity violations, and student and faculty handbooks were modified accordingly. Most cases are handled at the level closest to the student. Only a small number end up in the judicial process. In 2007-2008, there was one such case; in 2008-2009, five; and in 2009-2010, four. A broader application of the existing policy would be beneficial as would a more comprehensive system of tracking cases and collecting data about academic integrity violations to discover trends.

JUDICIAL MATTERS

New Paltz has an extensive judicial process that includes student advocates and, by request, mediation. Students are apprised of their rights and responsibilities and of expectations with respect to appropriate behavior in many ways. As noted, every student living on campus must agree to the terms and conditions set forth in the *Housing Handbook and License*. A theme of new student orientation is "The Three R's = rights, respect, responsibility."

Students learn about the judicial process at orientation, and the information is reinforced in residence halls during mandatory floor meetings. Students sign to affirm they have read and understand the policies and procedures described in the *Student Handbook*, which is available on-line and (by request) in paper and which is referenced in all judicial paperwork from the Office of Residence Life and Office of Student Affairs.

Student advocates (undergraduate interns) are available during the academic year to advise students involved in the campus judicial process about their rights and responsibilities. "Rights of Persons Subject to Disciplinary Hearings and Right of Victims" are also clearly outlined in the *Student Handbook* (p. 29). A written report of an incident deemed in violation of a campus regulation can be submitted against a student by any member of the College community.

A student victim has the right not only to file an incident report, but also to question the accused and witnesses. When one or more students' conduct is of concern and when appropriate, "no contact"

letters are served. This status can be appealed only after the case has been heard. If the student or students live in a residence hall, either or both can be moved administratively.

Students charged with violating campus regulations must be notified in writing by the dean of students. Charges must be specific and provide probable cause. If a student opts to sign a statement accepting the charges, the case is adjudicated by the dean of students, who takes appropriate action, which can include imposition of sanctions. If a student denies allegations, the student has a hearing before an administrative hearing officer of the College (if the allegation pertains to administrative regulations) or before the Campus Judicial Hearing Committee (if the allegation pertains to campus rules). If a student elects not to appear at a hearing, all statements in the specification of charges are considered accurate and the dean of students or a designee takes appropriate administrative action.

The Campus Judicial Hearing Committee includes a faculty member, a staff member, and a student, all appointed by the president. An accused student can present his or her case through statements, questions, witnesses, and other forms of evidence. Both the accused and the victim have the right to be accompanied by a support person at a hearing. The judicial committee makes a decision based only on matters presented at the hearing and through simple majority vote. The committee chair then presents the findings to the dean of students who notifies the student in writing within 10 working days. Within three working days after receiving a notice, the student can submit a written appeal.

New Paltz has a mandate to protect all members of its community by preventing and prosecuting bias or hate crimes that occur within its jurisdiction. Student perpetrators are subject to campus disciplinary procedures. Student victims of bias crimes or incidents can avail themselves of counseling and support services from the PCC, including OASIS, a student-staffed crisis intervention center and hotline, and HAVEN, a confidential peer-support hotline and walk-in center for students who have experienced or are concerned about unwanted or uncomfortable sexual experiences.

The Office of Student Affairs focuses on hate and bias crimes, incivility, harassment, and hazing. As with academic integrity, most cases are resolved before escalation to the judicial process. No hazing or hate-crime incidents have occurred since 2007-2008. However, six incidents of harassment occurred in 2007-2008 and one in 2008-2009. Incidents in the broad category of "disorderly conduct," which includes incivility ranging from graffiti to creating a physically offensive or hazardous situation, have been on the rise. Four incidents occurred in 2007-2008, and 18 in 2009-2010. This increase has initiated discussion among the Student Affairs staff about prevention and intervention strategies. Overall expectations regarding standards of community conduct are shared at Orientation and carried through to residence hall and other programming. The New Paltz Police and the Offices of Student Affairs and of Human Resources/Affirmative Action also assist in preventing and prosecuting hate and bias crimes and in addressing bias-related activities that do not rise to the level of a crime.

When a fraternity/sorority judicial violation occurs, the Student Activities office follows a process similar to the judicial process outlined in the Student Handbook. If a group violates chapter regulations, they are guided through the judicial process in written and one-on-one formats.

In sum, in accord with our commitment to meeting evolving student needs and to maintaining a diverse student body, New Paltz provides a range of services and programs for the student community at large as well as for sub-groups, including under-represented and under-prepared students. Departments and offices consistently use assessment data, especially graduation and retention rates as well responses to the annually administered SOS, to reassess programs and services and to adapt as student needs change and, as has been the case recently, requests for services increase. Well-defined policies safeguard academic integrity and ensure campus safety.

Chapter finding

- As a public university and in accord with our Vision Plan, New Paltz is committed to "remaining a very diverse institution in terms of student ethnicity [and] socioeconomic status." Accordingly, we offer an array of programs that serve under-represented and under-prepared students, many of which have received external recognition. In 2007 the American Association of State Colleges and Universities recognized New Paltz as exemplary based on the high graduation rates of our Latino/a students – an outcome to which many of our programs and offices have contributed.

Chapter recommendations

- We need to improve students' use of support services. In light of the successful relocations of the Academic Advising Center and the Career Resources Center, we should consider housing all advising-related services in the academic corridor of campus to provide centralized access.

- Because many of our successful programs for under-represented and under-prepared students are funded largely by state and federal grants (e.g., the Educational Opportunity Program), they are always under the scrutiny of state legislatures and Congress. If New Paltz is to maintain its commitment to diversity, administrators and faculty must advocate strenuously on behalf of such programs and/or identify alternative funding mechanisms.

- We need to evaluate standards and processes for handling cases of academic misconduct, to revise written policies as warranted, and to develop an implementation plan that will increase faculty understanding and buy-in for the value of addressing these issues comprehensively.

Chapter 6:

Assessment of Institutional Effectiveness & Student Learning

ADDRESSES STANDARDS 7 AND 14

In this chapter we examine the progress and outline the trajectory of institutional and academic assessment at New Paltz. During the past decade, New Paltz has developed and implemented recommendations to advance assessment of institutional effectiveness and student learning campus-wide. Our commitment to documenting our effectiveness, improving accountability, and generating and using meaningful data has energized our focus on assessment on multiple levels. First, the processes that were followed to create and support a culture of assessment are described. Support for assessment and assessment of institutional effectiveness are discussed next, with a focus on implementation of the College's Vision Plan. This is followed by analysis of the multiple facets of assessment of student learning, including assessment of General Education (GE) and the educational programs offered by the library, and assessment of undergraduate and graduate majors.

CREATING A CULTURE OF ASSESSMENT

Since the last self-study report of 1991-2000, New Paltz has engaged in a dual-core approach to assessment. By dual-core, we mean both a bottom-up process of assessment plan development and implementation, and top-down administrative oversight to ensure implementation. This approach has promoted the engagement of faculty and staff in assessment as well as administrative accountability to ensure that assessment is an active element in the daily operations of the college and an essential component of evidence-based decision making.

ASSESSMENT STEERING COMMITTEE

Our 2000-2001 MSCHE Decennial Review found that assessment had not been implemented systematically across the institution. In response, the campus president convened the Assessment Steering Committee (ASC) in 2001 to make recommendations about how New Paltz should proceed in implementing assessment. The president charged the ASC with developing a campus-wide assessment system that was "rigorous, thoughtful, and reflective and supportive of our campus culture and needs." The ASC conducted research on best practices and provided assessment education across campus. The ASC developed a proposal that outlined organizational levels and ownership guidelines, set a list of priorities for the campus, and recommended the following:

- Develop an Administrative Assessment Support Committee (AASC), a short-term committee to act as a consultant to administrative departments.

- Develop the Campus-Wide Assessment Advisory Council (CWAAC), an ongoing committee charged with providing oversight for academic and administrative assessment efforts throughout the campus.

- Charge the provost and the deans with responsibility for implementing an assessment process within each of the schools.

- Charge the GE Board with responsibility for the assessment of the GE program

ADMINISTRATIVE ASSESSMENT SUPPORT COMMITTEE

The AASC was formed in Spring 2003. The assistant vice president for institutional research and planning directed the formation and education of this group of nine campus administrators, including at least two from each vice president's area. The AASC continued to educate the campus about assessment, with an institutional rather than a student-learning-outcomes focus. The committee reviewed and provided feedback to departments as they prepared their assessment plans. AASC also worked with each vice president to assist with implementation in their areas. AASC created forms and manuals and set up training workshops for the campus community. At the end of Fall 2004, responsibility for completing assessment plans and "closing the assessment loop" was handed off to the area vice presidents, and the AASC was dissolved.

CAMPUS-WIDE ASSESSMENT ADVISORY COUNCIL

In 2003, the ASC formed the CWAAC to support and promote assessment from a campus-wide vantage point and to coordinate academic and administrative assessment activities. CWAAC is responsible for developing assessment program recommendations for submission to the president and cabinet, for recommending assessment-related professional-development activities for faculty and staff, and for assessing the assessment process as a whole.

In 2004, CWAAC disseminated an *Assessment Handbook* to guide the implementation of assessment. CWAAC members met with academic and administrative departments to acquaint department leaders and members with the Assessment Handbook and to answer questions. Because CWAAC has representatives from each division on campus (faculty and staff), it has been an effective means of sharing information about assessment progress and of recognizing areas requiring additional assistance.

The CWAAC continues to work closely with administrative departments to ensure that assessment is proceeding smoothly, and that data are being gathered and used appropriately. In 2009, CWAAC met with the president and vice presidents to update them on overall assessment progress and to discuss how to continue to improve implementation of the assessment program. CWAAC has provided support to departments around campus by sharing success stories and methodologies. Periodic CWAAC meetings have served as a catalyst in keeping assessment active on campus.

SUPPORT FOR ASSESSMENT

Support for assessment at New Paltz reflects an institutional commitment to the dual-core approach. Administrators understand that while top-level leadership is essential in establishing outcomes assessment as a priority and in sustaining it over time, a critical mass of knowledgeable individuals is needed at other levels of the institution. Tangible support for assessment includes personnel (including the creation of new positions), professional development for faculty and staff, and financial support.

In Spring 2004, a new associate provost position was created. This individual oversees assessment efforts throughout the academic departments and academic support units. In addition to serving as dean of the Graduate School, the associate provost offers consultation, guidance, and resources in support of assessment. She also maintains an active relationship with SUNY System Administration, which has significant expectations for programmatic and GE assessment efforts on all SUNY campuses. The administration also created an associate dean position in the School of Fine & Performing Arts, with responsibility for working closely with faculty on assessment-related activities. In the other schools, the existing associate deans assumed major responsibility for assessment.

Professional development activities for assessment have been frequent and ongoing. To address local assessment initiatives and SUNY assessment mandates, many of the programs developed or co-sponsored by the Teaching and Learning Center (TLC) in recent years have helped faculty understand and conduct assessment in GE programs and the disciplines. Invited speakers to the TLC have included nationally known scholars and educators. In addition, New Paltz faculty have given many presentations for their colleagues on a variety of topics. Appendix 6-1: *Report of the Teaching and Learning Center* includes a summary of activities held on campus through the TLC. Additional activities sponsored by the associate provost are described in Appendix 6-2: *Support for Assessment*. These include workshops on campus and the funding of travel for faculty and professional staff to attend assessment workshops off campus.

In addition to formal workshops, faculty benefit from informal consultation with campus experts including the director of the TLC and members of CWAAC. The associate deans work closely with departments to promote assessment and improve assessment quality. The associate provost plays an active role as well, particularly with GE and through CWAAC. As the liaison with the SUNY system, the associate provost is involved in five-year program reviews and has collaborated in the development of a manual to guide faculty through the review process.

Each year, the administration allocates funding to support institution-wide assessment activities. These funds have allowed faculty to collaborate in developing assignments, rubrics, and standards; to participate in norming sessions; and to conduct a pilot assessment of oral communication in composition courses. In 2007, the provost approved funding to the Department of Foreign Languages for the assessment of oral proficiency in a foreign language. A secure database for reporting GE course assessment data via *my.newpaltz.edu* was created in Spring 2005. In 2007, the associate provost instituted an annual campus-wide assessment award for faculty and staff whose contributions to GE, programmatic, and/or campus-wide assessment efforts are judged as exemplary by their peers. These allocations were beyond the base budget of $20,000 that the associate provost uses to support assessment.

Since 2004, the associate provost, in conjunction with the GE Board, has hosted a GE forum for faculty and staff each fall. The central purpose of these forums is to discuss issues of validity, reliability, norming, and rubrics; to provide a venue for faculty to discuss and develop their GE course assessment plans with colleagues from other departments; to examine best practices for using GE assessment data; to discuss issues of sampling; and generally to help faculty prepare for the upcoming spring GE course assessments. In addition, the administration provides financial support for on- and off-campus departmental curriculum retreats. Numerous faculty have received funding to attend off-site workshops on assessment. Faculty development funds also can be used for professional development activities related to assessment. Many of our part-time faculty members have received small stipends for participating in norming sessions.

External funding has supported assessment activities as well. The SUNY BoT Advisory Task Force on the Assessment of Student Learning Outcomes, the General Education Assessment Review (GEAR) group was crucial in developing a culture of assessment across SUNY. The group provided collegial professional development and technical assistance in curriculum and program development, and in designing assessment plans for programs and courses to assess student outcomes in key system-wide defined areas and locally valued, specific outcomes in GE. In addition, the Professional Education Unit at New Paltz was a collaborating member of a FIPSE grant awarded to the 16 SUNY teacher-education colleges. The grant provided funding for a principal investigator and an institutional researcher from New Paltz to attend semi-annual meetings of the group starting in Fall 2003. The grant paid stipends to faculty members working to operationalize the learning outcomes of the Professional Education Framework and funded a Web programmer to construct a data-management system designed by the faculty. SUNY System Administration provides some financial support to campuses to assist with the assessment of student learning in mathematics, critical thinking, and basic communication.

In sum, assessment of institutional effectiveness and student learning at New Paltz now has a decade-long history and a tangible infrastructure that supports the dual-core approach described above. The efforts of faculty and staff are supported by dedicated personnel in the administration (especially the associate provost and associate deans), ongoing professional development opportunities, funding from internal and external sources, and support from the GEAR group.

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

To assess institutional effectiveness, we have focused on institutional goals, as defined by the College's Mission and Vision Plan, and on the assessment activities of administrative and academic support departments in Student Affairs, Enrollment Management, Administration and Finance, and Academic Affairs. The discussion below includes assessment outcomes and organizational changes made as a result of assessment findings.

ASSESSMENT OF INSTITUTIONAL GOALS

The Vision-Mission-Metrics Map (Appendix 1-3: *Vision-Mission-Metrics Map*) shows our eight Vision Points, their corresponding objectives from our Mission Statement, and the performance indicators or metrics used to measure our progress in these significant areas. New Paltz has made great strides in using identified data sources to assess our progress, to inform our decision making, and to help us better understand the variables that influence our success. However, we view our assessment efforts as a work in progress and we continually look for new ways to benchmark and operationalize our institutional goals. In the following summary, we highlight specific examples of our progress.

Vision Point 1: Continue raising the academic quality and selectivity of our students. As stated in the *Central Elements of Our Vision for New Paltz*, this goal is to be achieved "while remaining a very diverse institution in terms of student ethnicity, socioeconomic status, geography, and intellectual interests." As shown in Table 3-3 in Chapter 3, the average SAT score for incoming students rose from 1103 in 2000 to 1162 in 2009, and the average GPA of incoming students rose from 87.3 to 91.3 in these years. In addition, the percentage of first-year students in SUNY Selectivity Group 1 (the most selective group) rose 43% from Fall 2005 to Fall 2009, and the percentage in Selectivity Group 2A (the top portion of the next most selective group) rose 56% during that same time (see Figure 6-1). Meanwhile, the racial/ethnic diversity of our incoming students remained stable over the last several years with approximately 25% coming from traditionally under-represented groups (see Table 3-4).

Figure 6-1: First-Year Students in SUNY Selectivity Groups 1 & 2A
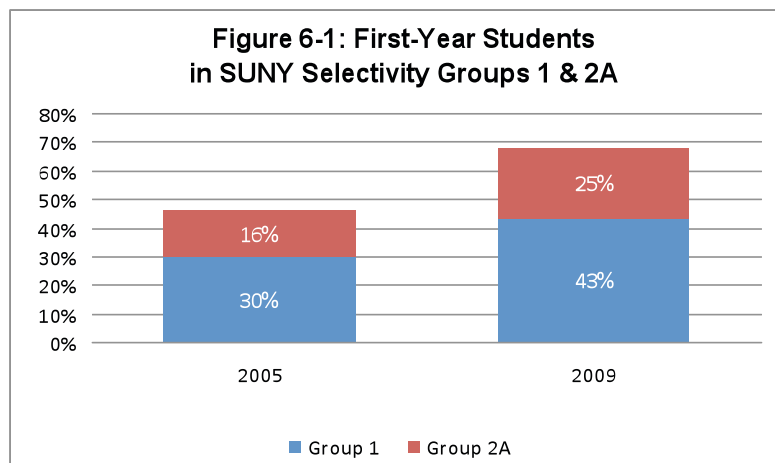
Source: Office of Institutional Research and Planning, 2010

Vision Point 2: Hire and retain faculty who are committed to both their scholarship and teaching. Because faculty engagement in scholarship is central to our academic culture, it is visible at all strata of faculty life, from the search process through the tenure track and beyond. Academic search committees carefully weigh candidates' scholarly ability as a central criterion for hiring. New faculty establish mentorships with peers or senior colleagues for ongoing guidance and support of both research and teaching. Sabbatical leave policies, internal and external grant opportunities, and campus funding for travel provide time and financial support for research, publication, conference presentations, and peer review of scholarly and creative work. Moreover, campus colloquia and brown-bag lunches facilitate scholarly interaction between faculty colleagues and students. And of course, the dissemination or publication of scholarly or creative work is an important criterion for faculty reappointment, tenure, promotion, and salary increase.

In most academic areas, the provost defines faculty workload as 60% teaching, 20% scholarship, and 20% service. Our faculty's commitment to teaching is reflected in the high satisfaction scores they continue to receive from our students on both the Student Opinion Survey (SOS) and the Graduating Senior Survey (GSS). The SOS satisfaction scores on "quality of instruction" rose (on a scale ranging from 1: "very dissatisfied" to 5: "very satisfied") from 3.6 in 1997 to 3.8 in 2009 (see Appendix 1-4: *Survey Research Data from the Graduating Senior Survey, the Student Opinion Survey, and the Office of Institutional Research and Planning*). Our 2009 GSS showed that 88% of the respondents said they were "very satisfied' or "satisfied" with the quality of instruction at New Paltz. This was up from 79% in 2008. Faculty commitment to scholarship has been demonstrated by a significant increase in the number of grant applications and grant funds awarded in the past few years. As shown in Table 6-1, we saw a 100% increase in new grant applications and a 45% increase in total direct and indirect grant expenditures between 2000-2001 and 2009-2010.

In accordance with this vision point, the College is committed to decreasing its reliance on part-time faculty, and hiring and retaining more faculty with terminal degrees. We have made significant progress in both these areas as demonstrated in Chapter 2, Table 2-1, which shows that the percentage of full-time faculty within the total faculty increased 17% between 2005-2006 and 2009-2010. During almost the same time period (2006-2007 and 2009-2010), we achieved a 27% increase in the number of full-time faculty holding terminal degrees within their fields of study.

Table 6-1. Applications, Awards and Expenditures, FY 2000-2001 to 2009-2010 [1,2]

YEAR	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010
NEW APPLICATIONS										
Number	27	47	39	40	40	37	43	48	57	54
$ Amount – All Project Years	6,344	6,930	6,754	2,864	8,923	4,839	4,874	6,310	7,058	
NEW AWARDS										
$ Amount – All Active Periods	2,671	4,457	3,843	3,039	4,313	3,469	3,809	3,768	5,089	4,354
EXPENDITURES										
Number of Active Awards	56	56	68	69	51	52	53	60	61	67
Direct & Indirect $ Amounts	3,229	3,436	3,753	3,687	3,840	3,906	3,741	4,157	4,549	4,670

[1] All $ amounts in thousands
[2] The Research Foundation fiscal year runs July 1 to June 30.
Source: The Research Foundation of SUNY

Vision Point 3: Teach and deliver a curriculum that prepares students for their lives and careers. As stated in the Vision Plan, "New Paltz students will be taught by faculty who take teaching and learning seriously, beginning with a general education curriculum . . . designed by our faculty to impart content and build competencies grounded in the liberal arts." As a result of significant cross-campus collaboration, and with the oversight of the GE Board, New Paltz has developed a program of ongoing and systematic assessment of its GE curriculum. This assessment process is described below in the section on "Assessment of the General Education Program." The Teaching and Learning Center (TLC) has taken the lead in fostering dialogue about effective pedagogy. However, faculty participation in TLC workshops, webinars, etc., has often been poor.

Over the past five years, the College has focused on the importance of internship and fieldwork experiences in preparing our students for their careers. Results from the 2006 SOS and subsequent focus groups led to the decision to reorganize the Career Resource Center (CRC) and its relationships with the academic units. This reorganization, together with the heightened emphasis on internships and fieldwork, has resulted in a significant increase in student participation in such hands-on professional experiences. Between 2004 and 2009, there was a 40% increase in the percentage of graduating seniors who reported participation in an internship or fieldwork experience, from 47% in 2004 to 66% in 2009.

A newly developed Employer Survey was conducted this past year to assess the preparedness of our student interns. When asked, "Overall, how satisfied are you with the skills and abilities of the SUNY New Paltz intern(s) with whom you worked or are working?" 97% of the employers responded "very satisfied" or "satisfied." When asked how likely they were to hire other interns from New Paltz, 97% of the employers (n = 132) said "very likely" or "likely."

Vision Point 4: Link student intellectual growth with faculty scholarship. This element of our Vision Plan calls for increased collaboration between our faculty and students in research and creative projects, capstone experiences, shows, and recitals. The SURE (Summer Undergraduate Research Experience) and AYURE (Academic Year Undergraduate Research Experience) programs are a means of achieving this goal, and we track enrollment as a means of assessing our progress. Both programs have grown, from 12 projects in 2006 to 41 projects in 2009 (see Chapter 4 for more information about these programs). We also measure our success by tracking the pattern of student enrollment in capstone courses and other types of research collaborations. At present, 84% of our majors include a capstone course, which represents a 10% increase in the past three years, as shown in Figure 6-2. The percentage of graduating seniors who reported in the GSS that they collaborated on a research project with a faculty member increased from 21% in 2004 to 41% in 2009 – a 95% increase in five years.

Figure 6-2. Number of Students Enrolled in Capstone Courses

Source: Office of Institutional Research and Planning, 2010
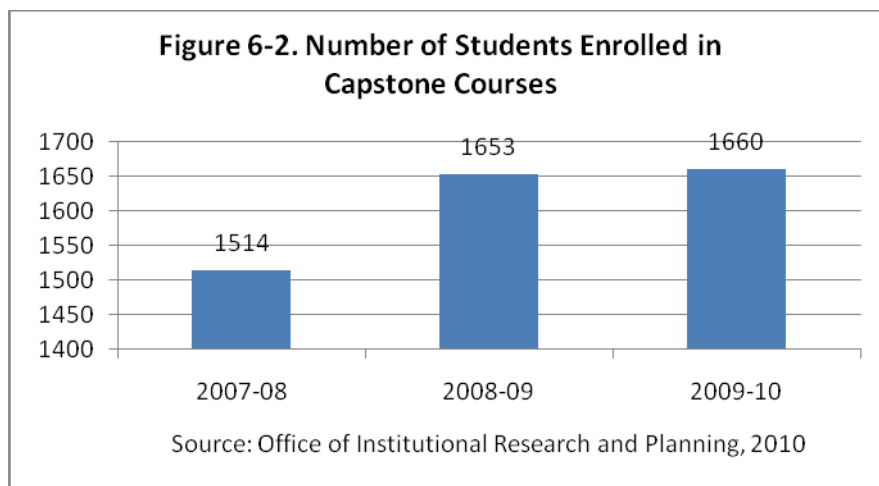
Vision Point 5: Our residential character will reinforce our educational goals.
Fundamentally, we believe that learning is a social process. Numerous educationally purposeful programs are offered outside the classroom to create an effective living-learning community for our students.

The Department of Residence Life is integral to achieving this goal. Our resident assistants are trained to provide educational programs across four dimensions: physical, academic, social, and spiritual. In 2006-2007, Residence Life staff offered 1,022 programs, which were attended by 39,075 students. In 2009-2010, 1,181 programs were offered and 52,909 students attended – a 35% increase in student involvement in residence hall programming. (Individual students attend multiple events.) Such involvement is one reason many students choose to continue residence hall life. In the past three years, despite the developmental pull for increased independence and off-campus living, approximately 61% of residence hall students chose to return to their residence hall community.

In 1998, we launched our successful First-Year Initiative (FYI), a residential program that allows first-year students to live together, take classes together, and participate in a variety of structured activities that foster social adjustment and academic success. The average first-year retention rate of FYI students between 1998 and 2008 was 87% versus 83% for those in the general-admittance population. For the 1998 through 2005 cohorts, the four-year graduation rates also were higher for FYI students, averaging 48%, in contrast to 41% for general-admission students (Center for Student Development, 2010).

The Major Connections program was developed in 1998 to foster informal faculty-student interaction outside the classroom. In 2009-2010, 4,557 students attended such programs. The Student Activities and Union Services (SAUS) office also sponsors numerous social and educational programs for students throughout the year. In 2009-2010, SAUS sponsored 52 events attended by 5,232 students. The average program evaluation score for all these programs was 4.58 on a 5-point Likert scale with 1 being "poor" and 5 being "great."

To create a culture of involvement, we have made a concerted effort to encourage first-year students to take advantage of campus events and performances. In 2002 Orientation Leaders began working throughout the year, reaching out to the students in their summer groups to meet and attend various campus functions. In 2008 a greater percentage of New Paltz first-year students attended an art exhibit, play, dance, music, theater, or other performance than first-year students of other institutions (see Appendix 1-4: *Survey Research Data from the GSS, SOS, and Office of Institutional Research and Planning*). In addition, the Student Association has increased its on-campus visibility by creating a public-relations position, having a presence at Student Orientation, and having Student Association senators hold office hours in locations where student traffic is high, such as the campus dining hall, lobbies of the academic buildings, and campus organizations' fairs. Between 2001 and 2010 the number of active student clubs and organizations doubled, from 80 to 160.

Vision Point 6: Meet student needs. Among other things, students need excellent instruction, sound academic advising, and courses offered in formats and sequences that allow them to graduate in a timely manner. In fact, national research identifies instructional quality, availability of courses, and academic advising as the top three variables that predict student satisfaction. Since 2002, we have developed initiatives in each of these areas, including increasing educational offerings on effective pedagogy, revamping our course scheduling system improve sequential course availability, and moving and restructuring the Academic Advising Center. As a result of these efforts, student satisfaction has shown steady improvement.

As noted earlier, both the mean satisfaction score on "quality of instruction" (as measured by the SOS) and the percentage of graduating seniors reporting on the GSS that they were "very satisfied"

or "satisfied" with the quality of instruction rose between 1997 and 2009 and between 2008 and 2009, respectively. With regard to "availability of courses required to complete your graduation requirements," the SOS mean satisfaction score rose from 3.0 in 1997 to 3.3 in 2006. In 2009, the wording was changed to "availability of courses in your major" and the mean satisfaction score was 3.4. The Academic Advising Center showed the largest increase in student satisfaction, with mean scores ranging from 2.9 in 1997 to 3.3 in 2009. (These data are included in Appendix 1-4: *Survey Research Data*).

Assessment data from the SOS and related focus groups conducted by the Office of Institutional Research and Planning also led to increased satisfaction with a range of student services. Changes in the CRC – relocation and facility upgrades, increased staffing, and restructured service model – correlated a 24% increase in satisfaction scores between 1997 and 2009. Other student support services that saw an increase in satisfaction scores during this time were Athletics and Recreational Facilities (35%), Recreational/Intramural Programs (24%), College Student Health Services (23%), Psychological Counseling Center (16%), and Sexual Assault prevention programs/activities (23%). (These data are included in Appendix 1-4: *Survey Research Data*).

Two of the most commonly accepted measures of student success and satisfaction are first-year retention rates and six-year graduation rates. As discussed in Chapter 3, New Paltz has engaged in a sustained effort to improve retention rates by providing a variety of student services and programs targeting the successful academic and emotional transition of first-year students. Our first-year retention rate has increased from 83% for the entering class of 2000 to 88% for the entering class of 2008 (see Figure 3-6). This success, in conjunction with our enhanced focus on persistence to graduation, has resulted in six-year graduation rates of 69% for the 2002 and 2003 cohorts, setting us above the mean for all four-year institutions (see Figure 3-7).

Vision Points 7 and 8: Addressing regional economic and schooling needs, and being a cultural and intellectual hub for the mid-Hudson region. Our most recent *Economic Impact Statement* demonstrates that, excluding salaries, the College's yearly expenditures are $53.7 million, with 32% going into the Hudson Valley and 67% going into New York State. In addition, 44% of our working-age alumni continue to reside in the Hudson Valley.

SUNY New Paltz has 470 partnerships with local businesses and organizations, and 42% of our faculty report having collaborated locally with teachers or community researchers (*Economic Impact Statement*, 2010). Almost 80% of the New Paltz workforce volunteered an average of 100 hours during the 2008-2009 academic year, which equates to approximately 140,000 volunteer hours contributed to the region annually. On average, over 27,000 people each year attend events and exhibits hosted by our School of Fine & Performing Arts. In 2008-2009, 132,846 people used the Athletic & Wellness Center, 14,058 attended athletic events, and 13,405 used the gym for community programs such as Youth Basketball Association, Catholic Youth Organization, Family Chemistry Night, and Kids Sports.

As we noted in Chapter 2, the Center for Research, Regional Education and Outreach (CRREO), an important nexus between faculty scholarship and regional engagement, conducts and publicizes research on matters of regional import; creates and directs institutes of regional interest; conducts outreach to local governments, non-profits, and for-profit organizations; and encourages collaboration within the community.

ADMINISTRATIVE & ACADEMIC SUPPORT ASSESSMENT OUTCOMES

Departments within the Divisions of Student Affairs, Enrollment Management, Finance and Administration, and Academic Affairs continue to use assessment data to inform their programmatic and budgetary decisions. Departmental assessment plans and assessment report summaries demonstrate a wide range of assessment initiatives and their impact on planning and development. All assessment plans and summaries may be found on our Blackboard site, but the following are examples of our assessment efforts from each of the administrative departments.

Within Student Affairs, the 2006 SOS showed a general lack of satisfaction with CRC. The CRC collaborated with the Office of Institutional Research and Planning to conduct a series of in-depth focus groups with a range of students. Data showed that students desired greater CRC visibility and access and more contact with. In response, the CRC was moved from the Administration Building to a newly renovated space adjoining two of the largest academic buildings on campus. Adding personnel and placing CRC staff within specific academic schools also improved student access. These changes surely played a role in the 57% increase in student drop-ins and in the significant increase in student satisfaction shown in the SOS. To assess and improve the quality of experience for student athletes, the Department of Athletics, Wellness and Recreation collaborated with the Office of Institutional Research and Planning to create an annual survey of all student athletes and a senior athlete survey. Feedback from these surveys has led the AWC to restructure the Student Athlete Advisory Committee, revamp the student athlete Leadership Academy, designate one staff member as academic coordinator, and use survey results to plan the annual staff retreat.

The Division of Enrollment Management used assessment survey data (Acceptor Survey and Decliner Survey) in conjunction with a consultant's report to systematically change the way the office communicated with accepted students. Among the improvements were a new acceptance packet and new strategies for Web-based communication. Assessment data related to Accepted Students Open House indicated that students desired a more meaningful interaction with faculty. As a result, each school offered a reception to allow for more intimate conversations among faculty, accepted students, and their families. Assessment within the Division of Finance and Administration revealed a high level of dissatisfaction with travel-reimbursement procedures and led the Office of Purchasing to redistribute staff responsibilities and designate a coordinator of campus travel. The Accounts Payable office also established a point of contact and streamlined requirements to reduce reimbursement time. A follow-up survey of travelers showed increased satisfaction with the reimbursement process.

The Academic Advising Center in the Division of Academic Affairs underwent significant changes as a result of survey data showing low student satisfaction. The Center was relocated to a more central and visible site within the academic quad, its staff size was increased, and a position was created to focus on senior deficiencies. Follow-up focus groups conducted by the Office of Institutional Planning and Research indicated increased accessibility and student satisfaction. Focus group participants made statements such as, "The office is more visible now. It is easier to set up an appointment with the Advising Center than with my faculty adviser. They also had more of an idea about General Education. In the later half of my College career [they] really helped me with General Education questions and other information I needed to make sure I graduate" (*Advising Focus Group Report*, January 30, 2009, p. 10). Following these changes, the SOS showed a mean satisfaction score of 3.3 in contrast to 3.1 in 2006.

In 2004, the Office of Sponsored Programs developed an assessment plan with a goal of increasing faculty and staff engagement and success in sponsored-program activity. Several new initiatives were developed and implemented. At the end of the five-year assessment period, grant expenditures had increased by 23% and grant applications had increased by 43% -- both exceeding their target goals.

These examples (and many more shown on our Blackboard site) demonstrate that New Paltz has made significant progress in developing a culture of assessment where departments develop effective assessment plans, gather actionable data, and use the data for evidence-based decision making. Data indicates that 78% of the administrative and academic support departments have assessment plans in place and that 44% have conducted one or more cycles of "closing the loop." All four vice presidents hold their department heads accountable for assessment activities, and campus-wide decision-making increasingly has been based on objective assessment data.

A promising development is the creation of the Survey Coordinating Council (SCC), led by the assistant vice president for institutional research and planning, with broad academic and administrative representation. SCC coordinates broad-based student or faculty/staff survey research. It advocates a long-term, college-wide perspective and will encourage research that will be useful in the 2021 decennial Middle States self-study. SCC will assess its efforts in 2011-2012 to discover the extent to which survey results are being used to make decisions that improve programs and services to students.

Our dual-core process including education and peer support has helped leaders envision the ways that assessment can be useful. This process has been enhanced by the former president's directive to develop assessment programs that are linked to the College's Vision Plan. We have learned that leadership from the top of the organization as well as support from the bottom is essential to creating the sense of urgency necessary to overcome resistance. Secondly, through a tool like the *Vision-Mission-Metric Map* (Appendix 1-3: *Vision-Mission-Metrics Map*) it is important to demonstrate how our activities are linked to promote greater institutional effectiveness. Thirdly, we have found that coordinating assessment across all administrative and academic support units is challenging and requires more oversight than can be provided by an assessment advisory committee or by an upper-level administrator. On the basis of these findings we offer the following recommendations to support our continuing growth:

Recommendations: Institutional Assessment

- *Appoint an assessment coordinator in each division.* *Each division should have a "point person" to coordinate the division's assessment efforts, to help departments find the resources and information they need to conduct their assessment programs, and perhaps to serve as liaison to the CWAAC. This person should have the authority to carry out these responsibilities, which would be included in his or her performance evaluation.*

- *Make assessment plans and summaries available.* *Each division should have a link from its Web site or Blackboard site to departmental assessment plans and summaries. Improved visibility of assessment plans will assist in creating a culture of assessment, will increase individual accountability among department heads, and will assist in coordinating assessment projects.*

- *Incorporate assessment responsibilities into performance programs.* *This should be done for all employees for whom it is appropriate. All management performance programs should include such responsibilities. Again, accountability for ongoing assessment planning and implementation is vital to maintain our momentum.*

- *Require regular reporting.* *All vice presidents should require an annual assessment report from all departments reporting to them. The timing of such reports may vary by department. The awareness of the expectation that assessment is active and ongoing will assist in the development of our assessment culture.*

ASSESSMENT OF STUDENT LEARNING

At New Paltz, the strategy for assessing student learning in the GE and major programs is aligned with the nationwide discussion of the role of assessment in improving teaching and learning. Our strategy also responds to the priorities of accrediting bodies, to public demands for accountability in colleges and universities, and to the heightened scrutiny of institutional effectiveness by agencies such as the New York State Education Department (NYSED) and SUNY System Administration. These external influences are considered in the ensuing analysis of assessment of student learning at New Paltz, including GE, the library's educational program, and the undergraduate and graduate majors.

ASSESSMENT OF THE GE PROGRAM

Appendix 6-3: *GE Assessment Data Summary, 2006-2010* contains a detailed report showing GE assessment data. The quality of GE assessment efforts was assessed using a rubric shown in Appendix 6-4: *Assessment of General Education.* Assessment of the GE program is overseen by the associate provost in consultation with the GE Board, a sub-committee of the College Curriculum Committee. While all SUNY campuses must adhere to the general education requirements mandated by the SUNY Board of Trustees (BoT), many campuses, including New Paltz, also require students to meet campus-specific GE requirements. For example, our GE program has four competencies: Critical Thinking (CT), Information Management (IM), Effective Expression (EE), and Ethical Reflection (ER) (see the GE Web site for details). The Ethical Reflection competency is not a component of the BoT requirements.

Data on the four GE competencies are obtained from the courses within the categories that are assessed each year. Critical Thinking is assessed annually within different course categories, which are assessed on a three-year cycle. When the GE program was developed, this competency had a different focus as "Systematic Inquiry." In response to the requirements of the GEAR, Systematic Inquiry was reformulated as "Critical Thinking." The other three competencies are assessed every three years. Information Management was assessed in 2006 and 2009. To prepare for assessment of EE, composition instructors shared assignments and discussed the issues they faced in teaching oral communication. Their responses guided a pilot study in Fall 2009 and the development of metrics and rubrics. In Spring 2010, Effective Expression (Oral) was assessed in 25% of the GE courses in the Basic Communication category and 25% of the GE courses designated with the Effective Expression (Oral) competency. In addition, the Ethical Reflection competency was assessed for the first time in Spring 2010.

As outlined on the GE Web site, the ten BoT GE knowledge and skills areas are assessed every three years on a rotating basis with the exception of foreign languages, which was phased in over a three-year period. The assessment cycles are shown in Table 6-2, below. At least 25% of the courses in each category are sampled at random.

GE Assessment Results

A summary of GE assessment data from 2006 to 2010 (Appendix 6-3: GE Assessment Data Summary) shows that the majority of our students meet or exceed the learning outcomes in all content and competency categories assessed to date. As data from the second three-year cycle are collected, it is becoming possible to examine trends and to assess the efficacy of the program improvements.

Data averaged over all learning outcomes within each GE category are presented in Table 6-2.

Table 6-2: Assessment Summary Data, by GE Category (Averaged Over Objectives)

GE CATEGORY	YEAR ASSESSED	EXCEED (%)	MEET (%)	APPROACH (%)	DO NOT MEET (%)
Art	2007	35.0	40.0	15.0	7.0
	2010	30.8	47.5	15.1	6.6
Basic Communication	2007	35.1	42.2	16.8	7.8
	2010	16.8	54.6	20.8	8.2
Diversity	2010	33.9	37.0	20.2	9.1
Foreign Languages	2007	39.7	31.3	23.0	6.3
	2008	44.3	32.3	17.7	6.7
	2009	23.0	45.0	21.0	10.5
	2010	23.6	49.0	20.5	6.9
Humanities	2008	42.0	33.0	16.9	8.0
Mathematics	2007	31.4	23.8	25.2	19.4
	2010	36.8	26.6	20.4	16.3
Natural Sciences	2008	37.5	37.0	15.0	10.5
Social Science	2008	31.0	43.5	20.0	9.0
American History	2006	43.3	36.7	20.3	7.3
	2009	30.0	53.7	13.3	4.3
Western Civilizations	2008	25.5	42.0	20.0	12.5
Other World Civilizations	2006	23.0	46.0	21.7	9.3
	2009	53.5	32.5	8.5	5.5
AVERAGES		33.5	39.7	18.5	9.0

Source: Office of Institutional Research and Planning

When aggregated across objectives in all course categories and, where applicable, over multiple years, learning outcomes were exceeded by 34%, met by 40%, approached by 19%, and not met by 9% of the students. As a result of these data, multiple areas have been targeted for improvements, particularly Basic Communication, Mathematics, Foreign Language, and Critical Thinking. Examples of improvements are integrating new content and topics into courses, changing textbooks, assigning more challenging readings, adjusting the time spent on particular learning outcomes, re-sequencing course topics, including more varied assignments and activities, and repeating critical content.

Assessment of basic communication in Spring 2007 showed that 15% of students either approached or did not meet Objective 1, 28% approached or did not meet Objective 2; and 16% approached or did not meet Objective 3 (see Appendix 6-3: *GE Assessment Data Summary*). In response, the English Department held a colloquium on writing across the curriculum, and focused its fall retreat on research and documentation pedagogy. Results from 2010 suggest that, despite these efforts, some students did not exceed or meet these learning outcomes. Consequently, faculty are modifying their courses and teaching to enhance students' critical thinking ability.

In mathematics in 2007, 40% or more of the students approached or did not meet three of the objectives: ability to estimate and check mathematical results for reasonableness (50%), ability to interpret and draw inferences from mathematical models (43%), and ability to recognize the limits of mathematical and statistical methods (60%). On average, 45% of the students either approached or did not meet the objectives. Mathematics faculty subsequently examined their "norming" and planned ways to focus more directly on these learning outcomes. Data from Spring 2010 show that, on average,

37% of the students approached or did not meet the objectives. There were corresponding modest increases in the percentages of students who met or exceeded the objectives. The results suggest that the changes implemented are effective.

In foreign languages, 47% of the students assessed in 2009 either approached or did not meet basic proficiency in understanding and using a foreign language. Results from the previous two years (averaged over oral and written expression) were 34% in 2007 and 18% in 2008. Since courses in different languages and at different levels were assessed in different years, the variation in these percentages is perhaps not of concern, but the overall percentages are a concern. The faculty have modified curricula, selected different texts, and developed a variety of exercises, assignments, and activities to increase students' proficiency. In the Western Civilization category, 40% of the students approached or did not meet the objective of relating the development of western civilization to that of other regions of the world, which underscored the need for faculty to address this relationship more directly.

A summary of competency data averaged over all objectives within each competency is presented in Table 6-3. (Objectives from 2006 in Information Management and Critical Thinking that were not assessed in subsequent cycles were excluded.)

Assessment has identified the Critical Thinking competency as a key concern. As shown in Table 6-3, about 40% of the students approached or did not meet the Critical Thinking competency (averaged over the two objectives). The results for the individual objectives are shown in Appendix 6-3: *GE Assessment Data Summary*. For the objective that "students will identify, analyze and evaluate arguments as they occur in their own and others' work," 41% of the students were in those two categories in 2006 compared to 37% in 2009. (Because of the three-year assessment cycle, those objectives were assessed across different content areas in the intervening years.) The corresponding percentages for the 2007/2010 comparison were 33%/32%. For the objective that "students will develop well-reasoned arguments," 42% were either approaching or not meeting this objective in 2006 compared to 38% in 2009. The corresponding percentages for the 2007/2010 comparison were 31%/37%.

Table 6-3: Assessment Summary Data by GE Competency (averaged over objectives)

COMPETENCY	YEAR ASSESSED	EXCEED (%)	MEET (%)	APPROACH (%)	DO NOT MEET (%)
Effective Expression-oral	2010	43.1	32.8	13.6	10.4
Critical Thinking (Systematic Inquiry)	2006	24.0	34.5	23.5	18.0
	2007	30.5	37.0	17.0	16.0
	2008	22.0	38.0	27.0	13.5
	2009	34.5	31.5	22.0	11.5
	2010	23.5	40.5	21.4	14.6
Ethical Reflection	2010	30.6	43.3	19.7	6.3
Information Management	2006	34.0	51.7	10.7	3.0
	2009	26.3	45.7	21.0	7.0
Averages		**29.8**	**39.4**	**19.5**	**11.1**

Source: Office of Institutional Research and Planning

The mismatch between the original New Paltz learning outcomes and the SUNY BoT learning outcomes may have been a factor in these results. Originally, these courses were designed to meet the New Paltz GEIII Systematic Inquiry learning outcomes. These learning outcomes were related

to scientific analysis rather than to rhetorical argument as in the BoT Critical Thinking objectives. Faculty addressed this mismatch by revising courses and developing specific assignments and rubrics related to the BoT objectives. Over time, the percentages of students who approach or do not meet the objectives has remained fairly stable. In the most recent results, the percentage of students who exceeded the learning outcome that "Students will develop well-reasoned arguments" decreased from 34% in 2007 to 11% in 2010 while the percentage of students who met the objective rather than exceeding it increased from 36% in 2007 to 46% in 2010, as shown in Appendix 6-3: *GE Assessment Data Summary.* Although our primary benchmark has been the percentages of students who approach or do not meet the objectives, this reduction in the percentage of students who exceed the objectives merits consideration. The Critical Thinking competency will require continuing focus, especially in the development of the next iteration of the GE program. The campus has offered numerous workshops to help faculty improve critical thinking skills as well as other aspects of student learning. Approaches differ, but most departments are reporting constructive discussions of assessment results and their application to the improvement of student learning.

Quality of GE Assessment Efforts

The *Rubric for Assessing Campus General Education Assessment Efforts* from the Western Association of Schools and Colleges was used as a benchmark for the quality of our GE assessment system. The results are shown in Appendix 6-4: *GE Assessment Data Summary, 2006-2010.*

- In the area of GE Outcomes New Paltz appears to be "highly developed." The development of rubrics and the norming of assessment in all categories and competencies has been a focus of the GE Board. Many faculty members who teach GE courses have participated in professional development activities and acquired expertise in establishing criteria for levels of student performance.

- Our performance in the area of Curriculum Alignment with Outcomes appears to be "emerging." Students do indeed have "reasonable opportunities" to acquire the four GE competencies, but, as discussed in Chapter 4, it is possible to complete the GE program without taking a course linked to the Ethical Reflection competency, and transfer students might not acquire the Information Management competency. The current GE curriculum is not designed to "provide opportunities for students to learn and to develop increasing sophistication with respect to each" competency, except perhaps in the two-semester sequence of the composition program. With the exception of the library, support services are not explicitly aligned with GE outcomes.

- In the area of Assessment Planning we believe we have a "highly developed" system, as described above. As data continue to accumulate, it is becoming possible to compare assessments of specific competencies in the same GE category over multiple years.

- The Implementation of assessment at New Paltz appears to be "developed." Data are collected systematically using well established rubrics that have been normed based on student work and checked for inter-rater reliability

- The final category in the rubric, Use of Results, is an emerging area. A majority of faculty discuss GE assessment results at departmental meetings and summaries of their discussions are submitted to the associate provost.

In sum, through the efforts of the associate provost and the GE board, the GE program has a well-developed system of assessing student learning outcomes using valid, reliable measures. The mechanics of planning and implementing assessment have been worked out, and patterns of information are beginning to emerge from multiple years of assessment data. The data show that one

of the key areas for improvement is students' acquisition of critical thinking skills. Faculty in many areas have used assessment data to improve their courses and teaching. However, some faculty who teach GE courses still need assistance in using their course assessment results.

Recommendations: GE Assessment

- ***Increase involvement and expertise of faculty.*** *Increase the number of faculty participating in the GE Forum and other related workshops. Offer professional development activities that focus on the application of assessment results.*

- ***Ensure that experiences in assessment of GEIII will inform the development of the next GE program****. Assessment of GE will be more straightforward if objectives are more closely aligned with SUNY BoT requirements.*

- ***Ensure cohesion of the GE curriculum to create common goals among courses and to provide repeated opportunities to reinforce key learning.***

- ***Infuse information management into more courses within both GE and the majors.*** *Relevant campus agencies at all levels (e.g., the Curriculum Committee, the GE Board, the deans, and the provost) should encourage faculty to propose more courses to fulfill the Information Management requirement and to collaborate with instructional librarians to teach and assess Information Literacy more effectively in those courses.*

- ***Integrate competencies in the GE curriculum.*** *The new GE should have a Critical Inquiry requirement that better unifies information management and other GE skills, rather than retaining the present structure with separate and distinct skills requirements.*

ASSESSMENT OF THE LIBRARY'S EDUCATIONAL OFFERINGS

The Sojourner Truth Library (STL) plays a key role in GE as staff members work closely with faculty on assessment. Individual staff are assigned to schools, departments, and programs to ensure that the needs of each area are met. Student feedback is obtained through student opinion surveys, library usage data, and attendance data from classroom instruction or library events. Some data are collected by the library and some by the Office of Institutional Research and Planning. Faculty in the English Composition program use a portfolio review to assess students' basic skills in computer-based research and their ability to locate, evaluate, and synthesize information from a variety of sources. This feedback is provided to STL instructional staff who use the information in programmatic decisions.

The STL publishes its assessment plan and annual results in its annual report, which is submitted to the provost. Assessment data are used to determine changes or additions to the library space, services, collections, and on-line resources. For example, student feedback regarding late-night study led to a 24/7 virtual reference on-line library. The on-line library uses services from worldwide libraries, which operate during closed STL hours. Another example of changes made based on assessment results is the reorganization of space to accommodate a media/lab space, which doubles as a small classroom to meet student and faculty needs.

The STL acknowledges the need for ongoing assessments to improve its programs and services. For example, it faces challenges in longitudinal data collection to assess student outcomes over an extended period. The STL recognizes the need to find creative ways to engage students in the information-seeking and evaluation process, and to determine the impact of social-networking tools and search engines on student learning. Finally, the STL would like to see an information-literacy

component embedded in upper-division courses or made a degree requirement. In sum, through its assessment program, the STL has an evolving set of priorities that respond to faculty and student-learning needs. The five-year goals show forward thinking and readiness to adapt to future needs. The pending library renovations will provide an excellent opportunity for upgrades that focus on campus needs in support of student learning.

ASSESSMENT OF UNDERGRADUATE AND GRADUATE MAJORS

A decade ago, New Paltz was in the early stages of assessment of student learning in the academic majors. The recommendations from the 2000 visiting team became the catalyst for campus-wide efforts to develop a comprehensive assessment system. At the time of New Paltz's Periodic Review Report (PRR) in 2006, the College had achieved considerable progress toward building a culture of assessment in the major programs. Today, the self-study team finds evidence of ongoing assessment of student learning within most of the major programs, and it is clear that results of these assessments are being used in substantive ways to validate accomplishments and improve programs. However, the degree to which departments have adopted best practices in assessment varies. This section outlines progress in several aspects of major assessment at the undergraduate and graduate levels: faculty engagement, student awareness, quality of assessment, application of assessment results for program improvement, documentation, and the structure and sustainability of assessment systems. For this self-study, the undergraduate and graduate major offerings of all five schools were considered.

ENGAGEMENT IN MAJOR ASSESSMENT

Assessment cycles and procedures at New Paltz are determined in part by the requirements of external accrediting bodies as well as SUNY System Administration. (See Appendix 6-5: *Schedule of Program Review* for a summary of accreditation review cycles and the cycle of five-year program reviews mandated by SUNY System Administration.) A comprehensive summary of the assessment status of all undergraduate and graduate majors is provided in Appendix 6-6: *Assessment Status by Program*. The progress achieved in each school is summarized below.

School of Business
Initially, the undergraduate capstone course was assessed every semester. Through these assessments, faculty discovered critical gaps in the curriculum and shifted to more formative assessments in the core courses every semester. This allows faculty to identify the classes in which critical skills need to be taught and to assess how well students are acquiring these skills. It also ensures that all faculty in the school are engaged in assessment. The school has embarked on the process of gaining accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and has implemented assessment of the graduate MBA programs in accordance with AACSB requirements. A recent report released by the School of Business documents the increasing momentum of assessment in the school.

School of Education
Assessment in the School of Education is organized at the level of the Professional Education Unit (PEU) which extends beyond the School to include Art Education (in the School of Fine & Performing Arts) and two graduate programs in the College of Liberal Arts & Sciences. The PEU conducts rigorous assessments to meet the requirements of the National Council on Accreditation of Teacher Education Programs (NCATE). Widespread engagement in assessment has been long-standing in the PEU. Five years ago the PEU had just developed a rubric for the conceptual framework and was piloting unit-wide assessments as well as a system for electronic input and storage of student-teaching assessments. The PEU now has several years of data from its four unit-wide assessments. Most of the items in these

rubrics are common to all programs, but faculty may add items to assess outcomes specific to a particular program. Additional assessments are conducted in those programs that are accredited by Specialized Professional Associations (SPAs) (see Appendix 6-7: *Specialized Professional Associations Recognized by NCATE*).

College of Liberal Arts & Sciences

Similar progress has been achieved in the College of Liberal Arts & Sciences. At the time of the PRR, only a few programs had assessment results, and several were still developing assessment plans. Today, all undergraduate programs in the College have four years of assessment reports on file. Assessment of the graduate programs in the College is becoming established as well. In the graduate program in English, faculty assess performance on a research paper and on the comprehensive exam.   Modified versions of these assessments are used for students in the master's programs in Adolescence Education/English. The same approach is used to assess the liberal arts component of the master's programs in Adolescence Education/Social Studies. The graduate program in Communication Disorders is assessed at both the course and program levels to meet the requirements of the American Speech-Language Hearing Association (ASHA) and NCATE. The Department of Psychology now offers three graduate programs: an MA in Psychology, an MS in Mental Health Counseling, and an MS in School Counseling. Assessment plans for these programs were developed during the Spring 2010 semester. Within the College, faculty engagement in assessment varies. In some departments, assessment responsibilities are shared evenly. In others, assessment is performed by a committee or by a small number of volunteers on a rotating basis.

School of Science & Engineering

In the School of Science & Engineering, four departments, Biology, Chemistry, Electrical and Computer Engineering, and Mathematics, have been highly engaged in assessment of student learning. This includes all undergraduate offerings as well as graduate programs in Biology and in Electrical and Computer Engineering. In the graduate program in Biology, assessments include comprehensive exams and a major paper. Modified versions of these assessments are used in the master's program in Adolescence Education/Biology. Assessment in the graduate program in engineering aligns with the requirements established by the Accreditation Board for Engineering and Technology. The departments of Computer Science, Geology, and Physics had been relying on informal, undocumented assessment of student learning, but have begun to conduct formal assessment in all of their programs.

School of Fine & Performing Arts

In the School of Fine & Performing Arts, student-level assessment is an integral part of the culture at the undergraduate and graduate levels. Students' work is assessed and critiqued on an ongoing basis, and diverse work products are collected and stored. However, in some programs, analysis of group data at the course and program level has not been fully implemented. The faculty is trying to improve methods of storing the data (for example, electronic storage of portfolios and creative works) and to streamline the process of assessing the volumes of data collected. For example, the Department of Art has rich resources for assessment in the form of freshman admissions portfolios, BFA admissions portfolios, and final capstone projects and exhibitions. Rubrics for assessing students' work at multiple levels have been developed. Assessment is currently focused on the learning outcomes of the Foundations program, which all students in the department complete.

In sum, virtually all areas are now engaged in assessment within the major. Therefore, the self-study team chose to focus on the quality of assessments in this accreditation cycle. The *MSCHE Rubric for Evaluating Institutional Student Learning* was selected as a benchmark for the essentials of best practices in assessment. This rubric, completed for each school, can be found in Appendix 6-8: Assessment Status by School.   Different elements of this rubric assess aspects of interest to the self-study committee, including student awareness, quality of data, application of assessment data, documentation of assessment systems, and coherence and sustainability of the assessment system. Assessment plans and reports from all programs are available in electronic format on Blackboard and in the exhibit room.

STUDENTS' AWARENESS OF ASSESSMENT IN THE MAJOR

Awareness of assessment efforts is addressed by items 4 and 5 of the MSCHE rubric, which indicate that students have access to program-level learning outcomes (via department websites or *my.newpaltz. edu*). They are informed about the intended learning outcomes of courses via course outlines. Students in programs that are accredited or are in candidacy for accreditation tend to be most aware of assessment activity. In the School of Business, for example, assessment is discussed extensively, which helps students gain a perspective on how content and coursework meet the overall objectives and, in particular, on their objective of finding employment. Students in all education programs discuss the PEU's conceptual framework. Because assessment is so pervasive in P-12 settings, discussion of university assessment is a natural extension. All students in the PEU participate in a self-assessment of dispositions and have access to all unit-wide assessments. In the graduate program in Communication Disorders, students know they must pass assessments in each course and practicum to attain ASHA certification and New York State licensure. In programs that are not accredited, assessment per se is not generally discussed. However, in many departments, such as Geology, faculty emphasize the sequential nature of the program, and students are aware of the skills they must master to progress. Students in almost every major know their capstone projects will be assessed.

QUALITY OF MAJOR ASSESSMENT DATA

Items 2, 6, 7, and 8 of the MSCHE rubric address the quality of assessment data. The term "quality" refers to two aspects of validity, the validity of learning outcomes relative to the mission of the program and College and the validity of measures used to assess achievement of those outcomes, as well as to reliability. As discussed in Chapter 1, strong connections exist between the mission of the College and the missions of our multiple programs. All program-level missions are aligned with one or more aspects of the College mission. The program-level missions, in turn, frame the development of program and course outcomes. The other aspect of validity, appropriateness of methods used to assess student achievement of course and program objectives, is assessed on an ongoing basis in some schools. In the School of Business, for example, validity is enhanced through the use of a curriculum matrix. In the School of Education, rubrics for assessing candidates' dispositions and their performance in student teaching have been modified based on input from faculty, cooperating teachers, and university supervisors, and this has improved validity. In the School of Fine & Performing Arts, there is ongoing dialogue about the best approaches to assessment of student work as the school makes the transition from student-level to course- and program-level assessment. In the College of Liberal Arts & Sciences, an associate dean reviews assessment plans and supports faculty in obtaining valid measures.

As stated in the MSCHE rubric, the criteria by which student learning outcomes are assessed must ensure appropriate college-level rigor. Whenever possible, external standards are referenced. In addition, students in many programs take standardized tests, which allow comparison to national norms. For example, in the School of Business, students in the MBA and in the BA programs take the Educational Testing Service Major Field Tests. New Paltz students' scores are at or above national averages (see School of Business Report). In the School of Science & Engineering, all students take an American Chemical Society (ACS) standardized exam in general chemistry, and biology and chemistry majors take the ACS standardized exam in organic chemistry as well. Scores on the former typically are close to the national average, while scores on the latter typically are close to one standard deviation above the national average. The School of Education tracks students' passing rates on certification exams. New Paltz teacher candidates' passing rates are at or above SUNY and state averages. In 2009, a cohort of 19 New Paltz graduates scored an average of 1.6 standard deviations above the national average on the national certification exam in speech-language pathology (PRAXIS). All programs, including those that are not accredited, have benefited from review of professional standards and of programs offered by comparable institutions, from awareness of trends in their fields, from

feedback from evaluators during five-year program reviews, and from regular, thoughtful analysis of the curriculum by the faculty.

Thus, a chain of validity extends from the mission of the College through the development of appropriately rigorous program-level learning outcomes and criteria in all programs. This chain is evident even in programs that have not had a strong history of assessing whether those learning outcomes have been met. Various means, including standardized exams, are used to ascertain the rigor of programs, and comparisons with national or statewide norms are favorable. However, as the schools continue to build on this foundation of validity, the reliability of assessments must be considered as well.

In assessing reliability, the self-study team considered the types of data being collected, the use of direct measures of student learning, and the use of multiple measures. Consideration also was given to whether direct measures had been normed (for example, by testing inter-rater reliability). Every program was found to be using direct measures of student learning, and many to be using multiple measures. Direct measures are obtained via standardized tests (certification exams or tests developed by professional organizations, such as the ACS or ASHA, or by regulatory agencies, such as NYSED), comprehensive exams, portfolio reviews, review of capstone projects, item analyses on tests, and use of a variety of rubrics to assess students' oral, written, creative, teaching, and/or clinical performances.

The reliability of some direct measures of student learning (for example, standardized tests) is well established. The reliability of other direct measures must be established by faculty. This can be challenging compared to the establishment of reliability in GE, which is facilitated by the larger cohorts of students and greater numbers of faculty teaching the same courses. In the School of Business, standardized assignments and rubrics are now used across all sections of the same course. There is inter-rater agreement regarding what constitutes the categories of "exceeds," "meets," and "below standard." Representative examples of student work at these levels are collected each semester. A similar approach to benchmarking assessment rubrics is used in the School of Education. The four PEU-wide assessments provide large samples for analysis. In the School of Fine & Performing Arts, student work is often assessed by a jury panel rather than an individual. In the College of Liberal Arts & Sciences, departments are now asked to report how they establish reliability of assessments, and faculty have begun to collect representative work samples. In most programs, however, the main approach to ensuring reliability is to make thoughtful selections of the outcomes to be assessed and the means by which the data are captured.

Overall, the quality of assessment in many areas is high and improving. In almost all areas, alignment among the College's mission, the program's mission, and the program outcomes is strong. In most areas, assessments are appropriate to the outcomes being assessed, and benchmarks have demonstrable rigor. In some areas, the reliability of assessments is bolstered by the use of multiple measures, the use of large samples, and/or the assessment of inter-rater reliability. Consequently, most programs have access to at least some assessment results that have sufficient validity and reliability to be applicable to program improvement.

APPLICATION OF MAJOR ASSESSMENT DATA

Items 9 and 10 of the MSCHE rubric address the application of assessment data. Within all schools, assessment results are discussed frequently at department meetings and curriculum retreats. Thinking constructively about what is expected of students completing the major programs has led faculty to restructure the formative experiences so that those outcomes are achieved. The primary application of assessment data in all the schools is as an impetus for revisions to curricula and improvements in teaching. Curricular discussions among faculty are often facilitated by interactions with associate deans, the associate provost, and/or staff in the TLC. These revisions range from modification of

individual courses to the development of new programs. The degree to which assessment data are being used for curriculum revisions in the different schools is outlined below.

School of Business
In the School of Business, assessment-driven revisions of the curriculum are the norm. For example, assessment data indicated that students in the ethics course failed to identify conflicts of interest partly because they could not identify the stakeholders. In every course, students are now required to analyze cases and identify stakeholders using the same four criteria used in the ethics course. Assessment also revealed problems with writing. The faculty designed four types of writing assignments and integrated them into core courses. A subsequent assessment showed an improvement in student writing.

School of Education
In the School of Education, assessment-driven revisions of the curriculum have occurred in most areas. Recent examples include major revisions to the secondary education graduate programs and the creation of a combined program leading to certificates in early childhood and childhood education. In Educational Administration, assessment led to strengthening multiple aspects of the curriculum, adding a course on data analysis, and incorporating modules on data and fiscal matters into several courses. A case-study approach has been adopted in all courses. Faculty in the PEU have discussed changes in implementation of the dispositions assessment and how to use it as a developmental tool. Analysis and application of the quantities of assessment data collected has proven challenging. New and enhanced reporting tools are now available and the PEU soon will be able to tailor school-wide assessments to particular program outcomes.

School of Fine & Performing Arts
In the School of Fine & Performing Arts, a few programs have used assessment data to guide curriculum revisions. For example, a review of the capstone courses in Music led to the development of a seminar for students enrolled in senior projects in the Contemporary Music Studies and Music History and Literature concentrations. In the Department of Theatre Arts, assessment has led to the development of a departmental reading list of selected dramatic works. In the art majors, faculty continually revise and improve curricula, but the basis for these efforts has been indirect measures of student learning as well as collective impressions derived from student-level assessments. Efforts are underway to develop more formal program-level assessment of student learning based on these student-level assessments.

College of Liberal Arts & Sciences
Most departments in the College have undertaken assessment-driven curricular revisions. The discussion of annual assessment reports with the associate dean has been a powerful agent for change. Conducting assessment on a departmental basis has encouraged faculty dialogue about pedagogical and curricular issues. Recent examples of modifications of the curricula based on assessment results are these:

- The Department of Anthropology changed a required core course and realigned the curricular sequence.

- The Department of Communication &Media changed prerequisite and co-requisite courses after assessing the capstone courses.

- The Department of Economics decided to continue to use a writing tutor to improve skills for students enrolled in the YÖK-SUNY dual-diploma program.

- The Department of Political Science decided to add more writing assignments using a grading rubric to assess key ideas in the American Government class.

School of Science & Engineering

In the School of Science & Engineering, numerous data-driven curricular initiatives have been developed within the four departments most engaged in assessment. The Departments of Biology and Chemistry have proposed a new, interdepartmental major in biochemistry. The Department of Biology has revamped its undergraduate degree tracks twice in the last five years and created several new core courses. In response to weaknesses revealed in the background of incoming first-year students, the departments instituted an advisory workgroup, which has developed labs for introductory biology courses to bolster basic skills. Many faculty now give pre-course skills tests. At the graduate level, assessment led to changes in prerequisites to ensure that master's candidates can complete the biology component of their programs successfully.

In the Department of Electrical and Computer Engineering, assessments showed students were having difficulty in linear algebra and ordinary differential equations. These students now take a course with similar content, but with more focus on applications to problems in physics and engineering. In the Department of Mathematics, assessment in key courses has led to curricular revisions to help students develop stronger problem-solving skills and apply them to unfamiliar formats. Faculty in the Departments of Computer Science, Geology, and Physics have just started collecting assessment data and are in the process of "closing the loop" for the first time.

Although the primary application of assessment data across all schools is curricular planning to improve student learning, faculty also have been using assessment to guide equipment and staffing requests, and to construct course sequences and schedules. An entirely new scheduling system was developed in the Art Department to ensure that students have the correct courses available in the appropriate sequences. In the College of Liberal Arts & Sciences, departments have begun to request resources based on assessment results. Assessment of indirect measures during a program review in the Department of Physics in 2005 led to the creation of a faculty position in astronomy, which was filled in 2009. In Chemistry, assessment led to new equipment purchases and the hiring of an instrumentation specialist.

DOCUMENTATION OF MAJOR ASSESSMENT SYSTEMS

Documentation of assessment systems supports a process that overall is consistent and sustainable, regardless of changes in faculty or leadership. A number of assessment resources can be found on the Web site of the CWAAC and in the College of Liberal Arts & Sciences assessment site links. The assessment process in the School of Business is thoroughly documented in a recent school report. The assessment processes of individual accredited programs are usually documented in accreditation reports. However, none of the schools has a concise document outlining its policy on assessment and its procedures for planning, implementing, and reporting assessment. As will be described in the next section, these processes differ from one another and also from the original proposal for major assessment outlined in the ASC proposal. In some cases, lack of "ownership" and documentation of assessment at this level has led to loss of continuity during changes in leadership.

STRUCTURE AND SUSTAINABILITY OF MAJOR ASSESSMENT SYSTEM

Items 1, 3, 12, and 13 of the MSCHE rubric address the sustainability of assessment. In its original report, the ASC recommended that major assessment be organized at the departmental level, that assessment plans undergo peer review comparable to that undergone by curricular proposals, and that assessment results be reported annually to the dean of each school. At present, the schools differ somewhat in approach with respect to the level of organization of assessment, the process for review of assessment plans, and the reporting of assessment results.

The level at which assessment is organized varies in part due to differences in the organization and accreditation structure in the schools and College. The School of Business works on assessment as a unit. Assessment in the School of Education is organized at the level of the PEU which, as previously noted, extends beyond the school. In the College of Liberal Arts & Sciences, the School of Fine & Performing Arts, and School of Science & Engineering, assessment generally is organized at the department level, although there are some school-wide assessments, such as those conducted in the introductory chemistry course that is required of all students in the school.

These differences influence assessment planning. In the School of Business, the assessment plan is updated each semester by two faculty committees (one graduate and one undergraduate) and then distributed to multiple stakeholders, including the dean and provost, before being submitted to the AACSB. The NCATE-accredited PEU has an assessment committee, the Coordinating Council on Assessment, and holds regular PEU-wide meetings at which assessment is discussed. In the School of Fine & Performing Arts, assessment plans are developed by departmental faculty and submitted to the dean as well as to accreditors such as National Association of Schools of Art and Design, the National Association of Schools of Theater, and the National Association of Schools of Music. In the School of Science & Engineering, plans are developed within departments and submitted to the dean.

Within the College of Liberal Arts & Sciences, undergraduate assessment plans are developed at the departmental level and are reviewed by an associate dean, the College of Liberal Arts & Sciences Senate, the Curriculum Committee, and the associate provost. The peer review provides constructive feedback and informs colleagues about assessment approaches in other departments. It is not an approval process *per se*. Graduate assessment plans are routed to the Graduate Council rather than to the Curriculum Committee. Plans are posted electronically and are available to faculty. Faculty update assessment plans when the timelines involved are about to expire, or when curricular revisions or assessment results lead to a change in assessment approach. All updates are reviewed by the associate dean. If changes are substantive (for example, a change in program mission or goals), the dean submits the revised plan for peer review as described above.

Pathways for reporting assessment results also are fairly consistent within each school. In both the School of Business and the PEU, assessment results are collated at the school level and reported broadly to faculty and academic leaders. In the College of Liberal Arts & Sciences, chairs submit an annual assessment report to an associate dean who provides feedback and guidance. As with GE, all reports are submitted to the associate provost as well. Within the Schools of Fine & Performing Arts and of Science & Engineering, assessment data have been used internally by departments and reported to accrediting agencies where applicable. Recently, departments in these schools have begun submitting annual assessment reports to their deans.

Clearly, there are differences between the schools in the organizational level, planning, and reporting of assessment. A decade ago, the ASC did not anticipate the ways in which assessment approaches would be influenced by organizational structures, accreditation requirements, and the expertise and commitment of key individuals. Variations from the original proposal have been driven largely by faculty ownership of the process.

Overall, the self-study committee finds that a culture of major assessment has begun to thrive in some sectors of the faculty. The attitudes of faculty towards assessment are one indicator of the extent of this cultural shift. Opinions expressed in recent focus group meetings and in structured interviews illustrate the diversity of attitudes towards assessment (See Appendix 6-9: *Focus Group Results*). The focus group participants included faculty governance leaders, deans, and chairs from each of the schools. Positive attitudes towards assessment were expressed by numerous individuals and were attributed in some cases to entire departments or schools. However, the sampling of opinions indicates that a culture of major assessment is not yet uniform throughout all of the schools. Faculty who have

participated in well-designed assessment programs are energized by their involvement. Faculty who do not participate in assessment—in some cases, because they lack the expertise—tend to perpetuate the attitude that assessment is a meaningless exercise, and some faculty who do participate feel overburdened. Others need assistance in designing valid measures or in collecting, analyzing, or applying assessment data.

In sum, engagement in assessment of academic majors is widespread and students are gaining awareness of assessment. The overall quality of major assessment in most areas is high and improving. Generally, the alignment between the College mission, program missions, and program outcomes is strong. In most areas, assessments are appropriate to the outcomes being assessed, and benchmarks have demonstrable rigor. In some areas, the reliability of assessments is bolstered by the use of multiple measures, the use of large samples, and/or the assessment of inter-rater reliability. There is evidence that assessment results are leading to substantive improvements in curriculum, staffing, and/or infrastructure. The structures and reporting systems are diverse, but appropriate to organizational structures and responsive to external requirements of accreditors and of SUNY System Administration. Documentation of major assessment procedures does not fully reflect the current structures and reporting systems.

Recommendations: Assessment of Undergraduate and Graduate Majors

- ***Provide additional recognition and support for faculty.*** *Include assessment activity on the faculty annual report. While student-level assessment is required of all faculty, significant contributions to course-level and/or program-level assessment should be rewarded (e.g., short-term stipends and/or consideration for Discretionary Salary Increase as a component of university service.)*

- ***Provide additional opportunities for professional development.*** *Continue to offer professional-development opportunities for faculty on campus (via the Center for Teaching and Learning) in addition to sending faculty to workshops off campus.*

- ***Assess and improve validity and reliability of assessment.*** *Support faculty in developing instruments that include standards to which student performance can be compared. Where applicable, encourage benchmarking and the assessment of inter-rater reliability.*

- ***Increase the use of assessment results.*** *Feedback on assessment reports should be provided (e.g., by associate deans) more consistently. Academic leaders should support faculty in following up on assessment-based recommendations for improving major programs.*

- ***Improve documentation of assessment policies and procedures.*** *Develop an assessment policy in each school that outlines the procedures for developing and revising assessment plans and reporting results. Schools that are not already doing so should implement a process for review of assessment plans by academic leaders (e.g., associate dean) and, if desired, by faculty peers. All documents pertaining to assessment should be readily available on the school's Web or Blackboard site.*

Chapter findings

New Paltz has succeeded in developing a comprehensive assessment system appropriate to its complex organizational structure. Formal assessment processes are in place in most units. These processes allow us to track our progress towards achievement of our Vision Plan. Institutional assessment practices are becoming systematic. A growing number of individuals in the administrative

and student affairs divisions are engaged in evidence-based decision making. Assessment of the GE program is ongoing and will inform the next revision of the program. Assessment in the majors is gaining momentum and improving in quality. Assessment at all these levels has led to a multitude of program improvements and has contributed to a culture of assessment. In examining our progress in all areas of assessment, some common findings emerge:

- Professional development activities have been useful in attaining a core of faculty and staff knowledgeable about assessment, but many individuals are not yet involved and/or need assistance. Some procedures have changed relative to what was described in the ASC proposal.

- Now that momentum for planning and implementation of assessment is building, the focus should shift towards "closing the loop." As faculty and staff gain experience with the application of assessment data, this will inform the next round of planning to ensure that assessment remains practical and sustainable.

These findings have led to several recommendations that pertain to the campus as a whole. Acting on these recommendations, along with those at the end of each of the sections in this chapter, will allow New Paltz to continue its trajectory towards achieving a broad-based, enduring, and valuable culture of assessment and quality improvement.

Chapter recommendations

- We should improve documentation of assessment procedures and results. We should update policies and procedures for assessment of institutional effectiveness and student learning, and should create an organized electronic resource/repository for assessment plans and reports.

- We should continue to enhance the number of faculty and staff who are trained and engaged in assessment by continuing to provide professional-development activities on and off campus. These activities should focus on strategies for obtaining valid, reliable data and on using data for the advancement of programs.

- We should increase the visibility of the Campus-Wide Assessment Advisory Council (CWAAC) by updating the linkage and content of the CWAAC Web site and by adding more resources for faculty. It is also recommended that the CWAAC report more regularly on progress in assessment at faculty meetings and via electronic means.

Appendices

Mission Statement
of the State University of New York at New Paltz

In the proud tradition of SUNY, 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 which 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 active citizens in a democratic nation and a global society.

IDENTITY

We are the only residential public university in the mid-Hudson region. We offer undergraduate and graduate programs in the liberal arts and sciences which serve as a core for professional programs in the fine and performing arts, education, health care, business, and engineering. Our location in the scenic Hudson Valley midway between the State Capital of Albany and metropolitan New York City provides unique opportunities for enriching our academic programs. We are a diverse faculty of distinguished scholars and artists who collaborate across the disciplines and professional areas to inspire our students to a love of learning, a meaningful engagement with the life of the mind, and an involvement in public service.

CAMPUS-WIDE GOALS

We strive to carry out the above philosophy across the campus through:

- Faculty engagement in innovative pedagogy across all disciplines;

- Faculty-student collaboration in research, performance, scholarship, exhibitions and presentations, internships and fieldwork, community service, and international studies and practica;

- Capstone activities through which students can demonstrate expertise in a specialized area;

- Support for risk-taking and innovation in research and scholarly/creative activity;

- Writing intensive courses and seminars;

- Educational and clinical centers that provide professional development and services to the region;

- Library and information technology resources which support the curriculum, independent study, research, and information literacy;

- Lectures, conferences, concerts, gallery shows, theatrical performances (as the largest cultural institution in the Hudson Valley), and other opportunities for life-long learning;

- Leadership opportunities for students in campus and community organizations and college governance;

- A well-rounded program in residence life to support student social, emotional, recreational, and academic needs.

EDUCATIONAL OUTCOMES

Intellectual: Students are prepared to go on to graduate study or to enter their professional field of specialization through developing:

- Critical thinking, writing, analytical, mathematical, technological, and oral communication skills;
- In-depth exploration of at least one discipline;
- Experience using scientific methods and learning technologies appropriately and critically;
- Knowledge of and participation in the aesthetic experience and the creative process;
- Greater understanding and appreciation for the histories, races and cultures, religions, languages, and customs of our country and those of other nations;
- Knowledge of the rapidly changing political, economic, environmental, and social forces in our world.

Civic/Personal: Students develop the confidence and personal qualities necessary to take their place as citizens in our democracy through cultivating:

- High personal standards of honesty, integrity, and personal ethics;
- The capacity for self-reflection and empathy for others;
- Appreciation for the value of active citizenship and community service;
- Knowledge, interests, and activities that promote health, well-being, and personal responsibility.

Central Elements of Our Vision for New Paltz

Our thinking has begun to crystallize around an exciting—and focused—vision of where New Paltz is headed and what it can be. All of us are engaged in the same academic enterprise, whether we share knowledge directly with students, create new knowledge ourselves, or enable others' learning and discovery. We must always keep this unity and nobility of purpose in mind. Likewise, the central elements of our vision must drive our budget and operational goals, including new investments and reallocations of effort and/or resources.

◆ **Continue raising the academic quality and selectivity of our students.** We shall do this while remaining a very diverse institution in terms of student ethnicity, socio-economic status, geography, and intellectual interests.

◆ **Hiring and retaining faculty who are committed to both their scholarship and teaching.** New Paltz faculty will be gifted at (and care about) their teaching. But they will also be meaningfully and consistently engaged in scholarship and creative activity that is shared with (and evaluated by) scholars and critics in the broader intellectual community. The pace and volume of such scholarly/creative activity will be more modest than is the case for faculty at a research university, but the quality will still be high.

◆ **Teaching a curriculum that prepares students for their lives and careers.** New Paltz students will be taught by faculty who take teaching and learning seriously, beginning with a general education curriculum (the proper focus of one's first years at the college) designed by our faculty to impart content and build competencies grounded in the liberal arts. There will be regular dialogue among faculty about effective pedagogy, and we will use technology and provide access to information that helps teachers teach and students learn. Part of our teaching responsibility is assessing whether students are in fact learning and growing at the high levels envisioned by our curriculum.

◆ **Linking student intellectual growth with faculty scholarship.** Our faculty's excitement about their own research and creative activity should inspire students, both in the classroom and in focused capstone experiences for undergraduates (e.g., joint faculty-student research; faculty-mentored student research; internships; teaching practica; student shows and recitals). Connections between undergraduate student learning and faculty scholarship will be an important part of what makes New Paltz different from community colleges, research universities and less-distinguished comprehensive and liberal arts colleges.

◆ **Our residential character will reinforce our educational goals**. Most of our undergraduate students will live on campus and many faculty/staff will live in close proximity to campus. We want to offer a rich and lively co-curriculum that (a) reinforces what students learn in the classroom; (b) responds to students' interests and (c) takes full advantage of New Paltz's extraordinary geographic location. The intellectual and social life of the campus should draw substantial numbers of faculty, staff and students to events during evenings and on weekends. And we must pay more careful attention to the campus' physical appearance and maintenance, which reflect our values and affect our morale.

◆ **Meeting student needs.** Faculty and staff alike must appreciate—and demonstrate through our actions and attitudes—that meeting student needs is vital to the institution's success. We must understand the services that students require to achieve their goals and our administrative processes and policies must help us provide those services.

◆ **Addressing regional economic and schooling needs.** We will be a willing partner—and supplier of talent in the form of graduates and faculty expertise—to local business and industry, school districts, and social service agencies. With the exception of our MFA programs that have national reputations, meeting such regional needs will be the principal focus of our graduate programs (whose quality we also seek to enhance).

◆ **Being a cultural and intellectual hub for the mid-Hudson region.** Our fine and performing arts events, athletic contests and public lectures should be magnets that draw friends and fans to the college. We will proudly proclaim our cultural and economic impact, and aim to be celebrated as a regional resource and gem.

◆ **What a New Paltz degree should mean**. Students will graduate from New Paltz (typically within four years) with: (a) a solid and substantive liberal arts/general education core upon which their academic major and their preparation for graduate study or a career rest; (b) intellectual confidence and curiosity; (c) a sophisticated understanding of the diversity and complexity of the world in which they will live and work; (d) having worked closely with a faculty member on a capstone experience that demonstrates intellectual maturity; (e) at least one faculty mentor with whom they expect to keep in touch; and (f) a genuine appreciation as alumni that their time here has changed their lives for the better.

◆ **Reinforcing our academic quality.** Through our faculty's research and creative activity, new knowledge will be created and a richer understanding will emerge of our world and lives. This in turn will raise both the profile and reputation of individual faculty and the stature of the college, which enhances our ability to recruit talented faculty and students.

All of this is what I meant in my inaugural address when I said: "New Paltz is poised to be an elite, highly selective public college—the site of the finest and most intellectually engaging undergraduate education in the State University of New York and a worthy rival to fine liberal arts colleges across the nation."   -Steven Poskanzer, President, SUNY New Paltz   June 2005

Vision-Mission-Metrics Map

Vision Points	Corresponding Mission Elements	Relevant Metrics
Continue raising academic quality and selectivity of our students	Provide a high quality education Serve students from all social/economic backgrounds Selective, student-centered	Graduation rates Retention rates Alumni Survey Graduate School entry Incoming SAT scores SUNY selectivity group data
Hire and retain faculty committed to both their scholarship and teaching	Vibrant intellectual/creative public forum Encourages participation in scholarly/artistic activities	Faculty hiring rates Tenure rates Courses taught by part-time faculty Teaching/Learning Center participation rates Student participation in research Student Opinion Survey Graduating Senior Survey External grant activity
Link student intellectual growth with faculty scholarship	Same as above	Same as above
Teach a curriculum that prepares student for their lives and careers	Help students become productive members of society/profession	Employer Survey Alumni Survey Graduating Senior Survey GE Rubrics Student Opinion Survey SURE/AYURE results Participation in capstone courses
Residential character reinforces educational goals	Encourages participation in scholarly/artistic activities Reflects diversity of society	Student activity participation rates Space usage/scheduling reports Student alcohol use Student athlete surveys Student Opinion Survey College Student Expectations Questionnaire College Student Experience Questionnaire Summer session survey FYI data Major Connections
Meet student needs	Provides a high quality education Student Centered	Same as above
Address regional economic and schooling needs	Contribute to the region Help students become productive members of society/profession	Economic impact survey Attendance at cultural events
Be a cultural and intellectual hub	Same as above	Same as above

**Survey Research Data from the Graduating Senior Survey,
the Student Opinion Survey, and the Office of Institutional Research and Planning**

*Academic Advising
Career Services and Career Resource Center
Student Services
Student Athletics and Recreation
Quality of Instruction
Campus Environment
Course Availability and Graduation Rates
Faculty*

I. Academic Advising

How would you evaluate the quality of academic advising you have received at SUNY New Paltz?

	2008	2009
Excellent	18%	37%
Good	38%	49%
Fair	20%	12%
Poor	11%	1%

Source: SUNY New Paltz Graduating Senior Surveys

The following table shows the mean satisfaction on a scale of 1 "very dissatisfied" to 4 "very satisfied" towards the following questions that measure satisfaction with academic advising.

How satisfied were you with …	2004	2005	2006	2007	2008	2009
Information from your academic advisor	2.88	2.84	2.91	2.79		
Academic Advising in your major*					2.81	2.86
Availability of academic advising*					2.86	2.96

Source: SUNY New Paltz Graduating Senior Surveys
* The question "Information from your academic advisor" was asked in 2004-2007. The other three questions were asked in 2008-2009.

The following table shows the mean response on a scale of 1 "very dissatisfied" to 5 "very satisfied" towards the following questions regarding academic advising.

	1997	2000	2003	2006	2009
Centralized academic advising services	2.89	3.10	3.21	3.06	3.29
Value of information provided by academic advisor (s)	3.11	3.44	3.16		
Academic Advising in your major				3.30	3.38

Source: SUNY Student Opinion Survey, 1997-2009
*The question wording for "Value of information provided by academic advisor (s)" changed to "Academic Advising in your major" in 2006 and 2009.

The following table shows the mean response on a scale of 1 "strongly disagree" to 5 "strongly agree" towards the following question.

	1997	2000	2003	2006	2009
Academic advising is available to me when I need it.	3.32	3.61	3.39	3.44	3.66

Source: SUNY Student Opinion Survey, 1997-2009

II. Career Services and Career Resource Center

The table below shows the percentage of students who participated in research with faculty, fieldwork or internships.

	2004	2005	2006	2007	2008	2009
A research project with a faculty member outside of course or program requirements	21%	17%	16%	18%	15%	41%
Fieldwork	28%	31%	33%	31%	38%	37%
Internships	19%	20%	23%	25%	25%	29%

Source: SUNY New Paltz Graduating Senior Survey, 2004-2009

The following table shows the mean response on a scale of 1 "very dissatisfied" to 5 "very satisfied" towards the following questions regarding career services.

	1997	2000	2003	2006	2009
Career planning services	2.80	3.12	3.21	3.06	3.46
Job placement services*	2.80	3.12	2.84	2.70	3.39
Availability of internships	2.87	3.11	2.78	2.99	3.16

Source: SUNY Student Opinion Survey, 1997-2009
* The question was changed to "Job search assistance (regardless of whether you found employment)" in 2009.

The following table shows the mean satisfaction on a scale of 1 "very dissatisfied" to 4 "very satisfied" towards the following questions that measure satisfaction with academic advising.

	2004	2005	2006	2007	2008	2009
Availability of internship/ coop/fieldwork opportunities	2.58	2.61	2.66	2.74*	2.76	2.58
Job search assistance					2.38**	3.05
Services of the Career Resource Center***						3.05

Source: SUNY New Paltz Graduating Senior Survey, 2004-2009
* In 2007, the question was "How satisfied were you with the QUALITY of internship/coop/fieldwork?"
** In 2008, the question was "How satisfied were you with job placement services?"
*** This was a new question added in 2009.

III. Student Services

The following table shows the mean response on a scale of 1 "very dissatisfied" to 5 "very satisfied" towards the following questions.

	1997	2000	2003	2006	2009
(Scheduling) Availability of courses to complete your graduation requirements	2.97	3.22	3.22	3.32	3.37
Billing and payment process	3.10	3.35	3.59	3.47	3.49

Personal counseling services (excluding academic advising)	3.05	3.28	3.36	3.42	3.53

Source: SUNY Student Opinion Survey, 1997-2009

IV. Student Athletics and Recreation

The following table shows the mean response on a scale of 1 "very dissatisfied" to 5 "very satisfied" towards the following questions regarding athletics, and recreation and intramural programs and facilities.

	1997	2000	2003	2006	2009
Athletics and recreational facilities	3.16	3.00	3.03	3.30	4.26
Recreation and intramural programs	3.16	3.14	3.14	3.61	3.92

Source: SUNY Student Opinion Survey, 1997-2009

V. Quality of Instruction

The following table shows the mean response on a scale of 1 to 5 for the questions below:

1 "Very dissatisfied" to 5 "Very satisfied"	1997	2000	2003	2006	2009
Quality of instruction	3.64	3.86	3.84	3.81	3.84
Availability of instructors outside class	3.56	3.82	3.85	3.80	3.95
1 "New Paltz made no contribution" to 5 "New Paltz made a very large contribution					
Acquiring knowledge and skills for intellectual growth throughout my life	3.46	3.63	3.51	3.64	3.71
Acquiring knowledge and skills needed for a career	3.47	3.64	3.49	3.50	3.65
Acquiring knowledge and skills for further academic study	3.49	3.66	3.41	3.50	3.64
How frequently have you --- 1 "never" to 5 "very frequently"					
Been intellectually stimulated by material covered in class	3.63	3.58	3.61	3.69	3.79

Source: SUNY Student Opinion Survey, 1997-2009

The following table shows the percentage of students who said that New Paltz had made a "large" or "very large" contribution to their ability

	2008	2009
to think critically and analytically	62%	75%
to learn effectively on their own	64%	74%
to write clearly and effectively	53%	60%
to speak clearly and effectively	52%	62%
to analyze quantitative problems	50%	59%
to solve complex real-world problems	48%	60%
Percentage of graduating seniors planning to attend graduate school immediately or soon after graduating	27%	51%

Source: SUNY New Paltz Graduating Senior Survey, 2008 and 2009

VI. Campus Environment

	Very Satisfied	**Satisfied**	**Neither Satisfied nor Dissatisfied**	**Dissatisfied**	**Very Dissatisfied**
Racial harmony on campus	27%	48%	17%	5%	2%
Campus acceptance of individual differences	30%	53%	13%	3%	1%

Source: SUNY Student Opinion Survey, 2009

		Never	**Sometimes**	**Often**	**Very Often**
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	SUNY New Paltz freshmen	1%	33%	40%	26%
	All freshmen	7%	32%	38%	23%
Attended an art exhibit, play, dance, music, theater or other performance	SUNY New Paltz freshmen	11%	40%	24%	24%
	All freshmen	23%	45%	20%	12%

Source: National Survey of Student Engagement, 2008

VII. Course Availability and Graduation Rates

	2008	**2009**
How satisfied were you with availability of courses in your major?		
Very satisfied or satisfied	70%	81%
Dissatisfied or very dissatisfied	18%	18%
How satisfied were you with availability of course in General Education?		
Very satisfied or satisfied	69%	78%
Dissatisfied or very dissatisfied	11%	15%

Source: SUNY New Paltz Graduating Senior Surveys

Graduation Rates*	**4 Year**	**5 year**	**6 Year**
Fall 2000	32.7%	55.5%	59.3%
Fall 2001	35.2%	62.0%	66.2%
Fall 2002	42.4%	66.7%	69.1%
Fall 2003	44.7%	64.3%	68.9%
Fall 2004	42.8%	63.2%	
Fall 2005	48.5%		

Source: SUNY New Paltz Office of Institutional Research & Planning
* Percentages are based on students entering as freshmen.

The following table shows the percentage of seniors who reported that they graduated within four years or less from the time they first enrolled at SUNY New Paltz*.

	2004	2005	2006	2007	2008	2009
Graduated in time	53%	58%	66%	70%		
Graduated within 4 years or less					63%	78%

Source: SUNY New Paltz Spring Graduating Senior Survey, 2004-2009
*In 2008, the survey question changed to, "Did you graduate within four years or less from the time you first enrolled at SUNY New Paltz?" from, " Did any of the following circumstances extend your time to graduation? – with one option being, "No, I graduated on time." Percentages are based on all graduating students, those who entered as freshmen and as transfer students.

VII. Faculty

The following data show the percentage of respondents from a survey of 171 academic faculty members in 2007.

	Essential	Very Important	Somewhat Important	Not important
Indicate the importance to you of each of the following education goals for undergraduate students.				
Develop ability to think critically	85%	15%	0	0
Help master knowledge in a discipline	64%	31%	5%	0
Indicate the importance to you personally of the following:				
Being a good teacher	86%	13%	0	1%

Indicate the extent to which you agree or disagree with the following:

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
My teaching is valued by faculty in my department	46%	44%	6%	4%

Do your interests lie primarily in teaching or research?

Very heavily in research	2%
In both, but leaning toward research	34%
In both, but leaning toward teaching	42%
Very heavily in teaching	22%

Source: Office of Institutional Research and Planning

All Funds Operating Revenues,
FY 2010-2011 Projected and FY 2009-2010 and 2008-2009 Actual

Core Instructional Costs	FY 10 11 Budget (in M)	% to Total	FY 09 10 Actual (in M)	% to Total	FY 08 09 Actual (in M)	% to Total
Core Instruction Costs						
State Taxpayer Support	$18.1	15.3%	$19.8	17.0%	$26.6	23.2%
Tuition & Fees	$39.1	33.0%	$38.8	33.4%	$33.3	29.1%
Subtotal Core Instruction Costs	**$57.2**	**48.3%**	**$58.6**	**50.4%**	**$59.9**	**52.4%**
System-wide Programs						
State Taxpayer Support	$1.5	1.3%	$1.5	1.3%	$1.6	1.4%
Additional Credit-Bearing Activities						
Summer	$2.0	1.7%	$2.1	1.8%	$2.5	2.2%
Contract Courses	$0.1	0.1%	$0.3	0.3%	$0.2	0.2%
Overseas Academic Programs	$0.7	0.6%	$0.6	0.5%	$0.6	0.5%
Subtotal Additional Credit Bearing Activities	**$2.8**	**2.4%**	**$3.0**	**2.6%**	**$3.3**	**2.9%**
Additional Fee-Generating Activities						
Broad Based Fees (Tech, Health, Athletic)	$6.9	5.8%	$6.7	5.8%	$6.2	5.4%
Vehicle Registration and Parking Fee	$0.3	0.3%	$0.3	0.3%	$0.3	0.3%
Course Related Fees	$0.5	0.4%	$0.4	0.3%	$0.3	0.3%
Student Fees – Study Abroad & Health Fees	$1.9	1.6%	$1.9	1.6%	$1.5	1.3%
Other Student Fees – Transcript, Late Payment, Application	$0.7	0.6%	$0.7	0.6%	$0.5	0.4%
Educational Support, Regional & Community Engagement & Outreach	$1.8	1.5%	$1.7	1.5%	$1.5	1.3%
Subtotal Additional Fee Generating Activities	**$12.1**	**10.2%**	**$11.7**	**10.1%**	**$10.3**	**9.0%**
Auxiliary Services:						
Residence Hall Operations	$18.2	15.4%	$17.2	14.8%	$16.3	14.2%
Food Service Operations	$10.1	8.5%	$9.7	8.3%	$9.8	8.6%
Other Auxiliary Services (Bookstore; Vending)	$0.9	0.8%	$1.0	0.9%	$1.3	1.2%
Subtotal Auxiliary Services	**$29.2**	**24.7%**	**$27.9**	**24.0%**	**$27.4**	**24.0%**
Student Activities	$1.5	1.3%	$1.5	1.3%	$1.3	1.1%
Research & Development	$4.9	4.1%	$4.7	4.0%	$4.5	3.9%
Fund Raising (Including investment Income & In-kind Support)	$6.2	5.2%	$4.4	3.8%	$3.0	2.6%
Funds Held For Others ("Agency" Accounts)	$3.0	2.5%	$2.9	2.5%	$3.1	2.7%
TOTAL OPERATING REVENUE	**$118.4**	**100.0%**	**$116.2**	**100.0%**	**$114.4**	**100.0%**
Note – Excludes Fringe Benefit Funding on Core Instructional Cost and Annual Debt Service on Educational Facilities						
For FY 2009-2010 Educational Facility Debt Service was $17.5M and Fringe Benefits on the Core Budget was $22.1M						

Core instructional budget ($57.2M).

Our core instructional budget represents nearly 50% of the College's all-funds operating budget. Revenue for our core instructional budget comes from two sources: state taxes and student tuition. While the SUNY Trustees set the annual tuition, our ability to spend the tuition is controlled by the state appropriation process. Furthermore, approximately 86% of the resources received in support of our core instructional budget are spent on personnel costs. These costs are directly affected by the terms of union contracts, which are negotiated not by the campus but rather by the Governor's Office of Employee Relations. Consequently, our ability to bring about institutional change via resource allocation is largely incremental. Non-salary portions of departmental budgets typically remain constant and personnel funding is reallocated through the process described in Chapter 1 Planning.

University--wide programs ($1.5M).

The state budget annually appropriates funds for a number of programs at multiple SUNY campuses. New Paltz receives annually $1.5M million in funding for several programs (Educational Opportunity Program (EOP); Academic Equipment Replacement (AER); Childcare and Student Computing Access Program (SCAP) to support student access, retention, and technology.

Additional credit-bearing activities ($2.8M).

New Paltz receives approximately $2.8M million in additional student-fee revenue in support of its operations from summer sessions, contract courses, and overseas academic programs.

Additional fee generating activities ($12.1M).

Service-based fees generate income for a variety of student-related services, e.g., the technology fee, Health Center fee, and athletic fee. Increases in these non-tuition fees are based on our enrollment data, are informed by SUNY policies, and typically are invested in collective bargaining and inflationary costs.

Residence hall operations ($18.2M).

Revenue received from student fees and funds are expended to run the residence halls and to fund the debt service for new hall construction and renovation.

Food service and other auxiliary services ($11.0M).

College Auxiliary Services (CAS) , a not-for-profit corporation, contracts with New Paltz to provide food services, a bookstore, vending machines, on-campus laundry facilities, cablevision, ID cards, conference planning, and there services. CAS and its subcontractors is the largest student employer on campus. CAS is funded from board and other student fees, but receives no state support. Profits are returned to students through capital investments, scholarships, and various campus programs

Student activities ($1.5M).

The student body administers funding from a student activity fee to support activities related to student life on campus.

Research and development ($4.9M).

The Research Foundation of SUNY, pursuant to a contract with SUNY administers all externally funded research and development engaged in by SUNY faculty. Campus offices assist in the administration of this funding. In an effort to provide better service to the New Paltz faculty, in October 2003, the Office of Sponsored Programs refocused its resources. Increases in external grants and improvements in sponsored-funding metrics since then show increased vitality of research and program endeavors. Since 2000-2001, direct and indirect grant expenditures have increased 45%; the number of active awards, 20%; the dollar amount of new awards, 63%; the dollar amount of new applications, 115%; and

the number of new applications, 100%. Resources obtained through the Office of Sponsored Programs support several goals and educational outcomes consonant with the campus mission and vision. For example, higher-caliber students have greater interest in attending institutions that provide undergraduate research experiences, and more faculty in recent years have received funds to support such experiences. Faculty who are serious about their scholarship seek an institution that supports their grant-seeking efforts. Increases in the volume of externally-sponsored activity can be seen as an institutional barometer of the faculty's scholarly success.

Private Philanthropy/Fundraising ($6.2M).
The SUNY New Paltz Foundation, a-not-for-profit corporation, contracts with New Paltz to support the College in its fundraising efforts. The fundraising priorities of the College support the vision plan. Priorities include increasing scholarship funds to bolster student recruitment and retention, growing program endowments, and establishing a distinguished speaker series. Two significant gifts to the endowment for Dorsky Museum support exhibitions, programs, and publications. The Foundation will be the focal point of New Paltz's work toward a major capital campaign.

Funds held for others ($3.0M).
The College uses agency accounts to receive, hold, and disburse funds on behalf of students, faculty, staff members, and appropriately recognized organizations. These accounts are funded from activities such as conferences, child-care centers, and student-activity and orientation fees.

Appendix 1-6

Summary of Capital Investments:
Completed or In-Progress New Construction, Major Rehabilitation, and Land Acquisition

ACTIVE PROJECTS	Budget (in millions)	Status	Completion	Source
Renovation of the Sojourner Truth Library	$ 14.3	Design	2014	2008-2013 Plan
New Science Building	$ 48.1	Design	2014	2008-2013 Plan
Wooster Building Renovation	$ 36.9	Design	2014	2008-2013 Plan
Various Infrastructure Projects (From 2008-2013 Plan)	$ 11.8	Design/ Construction	Various	2008-2013 Plan
Implementation Landscape Master Plan	$ 10.8	Construction	2013	2008-2013 Plan
Renovation Crispell Hall	$ 12.5	Design	2011	Student Fees
Old Main Renovation	$ 28.6	Construction	2011	2003-2008 Plan
Subtotal Active Projects	**$ 163**			
COMPLETED PROJECTS				
Student Union Building Atrium	$ 12.9	Complete	2010	2003-2008 Plan
Van den Berg Hall Renovation	$ 12.9	Complete	2005	Prior Year Plan
New Athletic and Wellness Center	$ 26.1	Complete	2006	Prior Year Plan
Infrastructure Improvements	$ 14.4		Various	2003-2008 Plan
New Residence Halls (2)	$ 26.4	Complete	2002 & 2004	Student Fees
Purchase 42 Acres of Land for Faculty & Student Housing	$ 2.0	Complete	2007	Debt Secured by NP Foundation
Student Health Center Renovation	$ 1.8	Complete	2003	Prior Year Plan
Subtotal Completed Projects	**$ 96.5**			
Total New Construction Major Rehabilitation & Land Acquisition	**$ 259.5**			

Traits of Effective Senates: Survey of Faculty Governance Leaders
(Questions are from AAUP "Traits of Effective Senates")

The following are responses of 17 faculty governance leaders in a survey of April 2, 2010.

Question	% Agree	% Disagree	% Don't know or didn't answer
Permanent office space, files, archives	88%		12%
Annual budget (travel, telephone, computer, supplies, etc.)	88%		12%
Secretarial assistance	94%		6%
Adjusted workload for officers	88%		12%
The presiding officer has regular meetings with the college president	100%		
Consulted on creation of all non-Senate committees	88%	6%	6%
Senate President presides at Senate meetings	100%		
By-laws specify areas where Senate decisions are normally determinative, co-determinative or advisory	94%		6%
Meetings and activities publicized in advance and records of actions widely published	94%		6%
Attracts both junior and senior faculty who are esteemed as academic leaders	88%	12%	
Is regarded by campus as dealing with critical issues	88%		12%
Has effective representation on other key governance groups	94%		6%
Senate leadership visible in ceremonial and symbolic affairs of the campus	94%	6%	
Initiates a major portion of its agenda items	94%	6%	
Defends the core values of academic freedom, determining curriculum	88%	12%	
Provides an effective forum for controversial issues	88%	12%	
Is seen as an agent for necessary institutional change	82%	18%	
Grounds its practices in parliamentary procedure and published and endorsed principles of governance	100%		

Source: Standard 4 Working Group

Traits of Effective Senates: Information from Faculty Governance Leaders
(Questions are from AAUP "Traits of Effective Senates")

Question	
Permanent office space, files, archives	*Office Location: FOB E10*
Annual budget (travel, telephone, computer, supplies, etc.)	*$5,000 for secretarial service, negotiated stipend, $500 travel fund for the Presiding Officer (SUNY Senate pays for CG meetings), $1,000 for SUNY Senator Travel, and $1,200 for faculty meetings refreshments*
Secretarial assistance	*5-7 hours per week /each semester OR as needed*
Adjusted workload for officers	*6 credits [3 credits per semester] per academic year for reassigned time*
The presiding officer has regular meetings with the college president	*Regular monthly meetings each semester and as needed, and with the Provost as needed*
Consulted on creation of all non-Senate committees	*The By-laws require approval of the Academic Senate. Several recent cases are: Personnel Task Force, The Future of Adjuncts, Facilities and Grounds Task Force, and the Honors Ad Hoc Committee*
Senate President presides at Senate meetings	*Yes*
Meetings and activities publicized in advance and records of actions widely published	*Academic Senate, Executive Committee and Faculty meetings are scheduled within the first two weeks of the semester prior to these meetings [required by the By-laws] and announced to faculty and staff through the official campus business email list.* *Agendas for the Senate and Faculty meetings are sent 48 hours in advance [By-laws]*
Attracts both junior and senior faculty who are esteemed as academic leaders	*Tenure is required for two personnel committees: the Committee on Reappointment, Tenure and Promotion and the Committee on Salary Increase [By-laws].*
Has effective representation on other key governance groups	*Presiding officer is an ex-officio of the College Council [By-laws], attends College Foundation meetings, and is invited to cabinet meetings as needed [By-laws].*
Senate leadership visible in ceremonial and symbolic affairs of the campus	*Presiding Officer is a member of the stage party for Commencement and Convocation ceremonies.*
Initiates a major portion of its agenda items	*Yes. Per By-laws for faculty meetings, consults with the college president*
Defends the core values of academic freedom, determining curriculum	*The Curriculum Committee, the GE Board, the Academic Affairs Committee, and the Educational Technology Committee oversee all undergraduate academic matters for all academic divisions. The Graduate Council oversees graduate courses/programs.*
Provides an effective forum for controversial issues	*In the last five years, governance has considered the following:* *Faculty and Staff Satisfaction Study* *By-laws provision on consultation* *Evaluation of Deans [Organization Committee's charge]* *Part-time faculty voting rights* *University calendar*

Provides an effective forum for controversial issues	*In the last five years, governance has considered the following:* *Faculty and Staff Satisfaction Study* *By-laws provision on consultation* *Evaluation of Deans [Organization Committee's charge]* *Part-time faculty voting rights* *University calendar*
Is seen as an agent for necessary institutional change	*In the last five years, governance has considered the following:* *Restructuring of academic units: to create a separate School of Business, School of Science & Engineering, and restructuring of the College of Liberal Arts & Sciences* *Forming the Personnel Task Force (see* Personnel Task Force Recommendations List*)* *Restructuring two personnel committees: Tenure and Reappointment [Reappointment, Tenure and Promotion] and Promotion and Discretionary Salary Increase [Salary Increase]* *Restructuring Central Committees: the Standing Committees of the Academic Affair Committee (consolidating Academic Appeals, Academic Standing and Scholarship); VP of the Academic Senate to finish the incomplete term of the Presiding Officer* *VP of the Academic Senate became a member of the Executive Committee* *Approval of Revisions to the Faculty Handbook:* Resolutions passed 2007-10 *Approval of* Structures and Procedures for Reappointment, Tenure and Promotion and Salary Increase Dean's Statement on SEIs *The Academic Senate and faculty approved revisions to the* Structures and Procedures for Reappointment, Tenure and Promotion and Salary Increase *(see* revisions *of October 2009)* *The Academic Senate and faculty approved new academic calendar guidelines (April 2010 and May 2010, respectively).*
Grounds its practices in parliamentary procedure and published and endorsed principles of governance	*[a] Grounds its practices in parliamentary procedure AND [b] published and endorsed principles of governance* *NOTE: The Executive Committee decided to break this question into [a] and [b] in order to be more clear. They are answered accordingly as follows:* *[a] The Presiding Officer appoints a parliamentarian and an alternate.* *See* governance committees membership list, *2009-2010 (p. 2)* *Based on Robert's Rules of Order,* • *calls for meetings of the Academic Senate and Faculty include the minutes from previous meetings and the agendas;* • *the agenda for both the Academic Senate and Faculty meetings follow Robert's Rules of Order;* • *meetings are conducted according to Robert's Rules, with collegiality being of utmost important consideration, when possible;* • *when a resolution is submitted for consideration at these meetings, the text is included on the agenda and in the text of the call for the meeting [except when the text is one page or longer. In that case, there will be a mention of the file that contains it]* *[b] All faculty governance activities and recommendations are grounded in the policies and procedures laid out in the Faculty By-laws, and in the*

Grounds its practices in parliamentary procedure and published and endorsed principles of governance	*[a] Grounds its practices in parliamentary procedure AND [b] published and endorsed principles of governance* *NOTE: The Executive Committee decided to break this question into [a] and [b] in order to be more clear. They are answered accordingly as follows:* *[a] The Presiding Officer appoints a parliamentarian and an alternate.* *See governance committees membership list, 2009-2010 (p. 2)* *Based on Robert's Rules of Order,* • *calls for meetings of the Academic Senate and Faculty include the minutes from previous meetings and the agendas;* • *the agenda for both the Academic Senate and Faculty meetings follow Robert's Rules of Order;* • *meetings are conducted according to Robert's Rules, with collegiality being of utmost important consideration, when possible;* • *when a resolution is submitted for consideration at these meetings, the text is included on the agenda and in the text of the call for the meeting [except when the text is one page or longer. In that case, there will be a mention of the file that contains it]* *[b] All faculty governance activities and recommendations are grounded in the policies and procedures laid out in the Faculty By-laws, and in the Structures and Procedures for Reappointment, Tenure and Promotion and Salary Increase* *All meeting dates, agendas, and minutes are publicized accordingly, for example:* *Governance committee meetings are posted on a calendar on the governance website* *Agendas and minutes for the Academic Senate and Faculty meetings are distributed electronically [48 hours prior to the meeting], and subsequently they are posted on the Faculty Governance website* *Calls for the meetings of the Academic Senate and Faculty meetings include the minutes and agendas* *When a resolution is submitted for consideration at these meetings, the text is included on the agenda and in the text of the call for the meeting [except when the text is one page or longer. In that case, there will be a mention of the file that contains it.]* *Most committees have a website where they post their agendas and minutes.* *There is an open meeting policy*

Report of the Teaching and Learning Center

Teaching and Learning Center
Richard Kelder, Director
Activities/Recommendations, 2000-2010

During the past 10 years SUNY New Paltz faculty have been introduced to a variety of innovative pedagogies, technologies and curriculum initiatives through professional development programs at the Center for Teaching and Learning. The workshops and forums at the Center have focused on active learning, case study methodology, teaching and assessing critical thinking, the scholarship of teaching and learning, interdisciplinary teaching, writing in the disciplines, designing and teaching in first year programs, creating social presence in online learning, teaching ethics across the disciplines, evaluating teaching effectiveness, internationalizing the curriculum, and many more. To address SUNY assessment mandates many of the Center's programs in the past 6-7 years have focused on assisting faculty in understanding and conducting assessment in general education, programs and the disciplines. Invited speakers to the Center have included nationally known scholars and educators; however, SUNY New Paltz faculty have also given many presentations for their colleagues on a variety of topics. In addition, each year faculty from across the campus have engaged in a common reading on higher education issues and topics. Selected books have included Our Underachieving Colleges (Derek Bok), Challenging Racism in Higher Education (Lewis and Crowfoot), What's Liberal About the Liberal Arts (Michael Berube), Cultivating Humanity (Martha Nussbaum), The Fate of the Commons (Lawrence Lessig), The Blank Slate (Steven Pinker), and the Marketplace of Ideas (Louis Menand).

The Advisory Board of the Teaching and Learning Center (TLC) is composed of 15-18 faculty from across the disciplines who are active in identifying areas for program development and in supporting activities and discussions on improving teaching and learning on campus. All are excellent teachers who have used innovative pedagogies and a few have been publicly recognized for outstanding teaching. The Advisory Board meets each month and engages in discussions on relevant topics on teaching and learning.

Selected Events - 10 years

2000 - The TLC and the Office of the Provost received a UUP/Labor/Management Campus Grant to fund the Center.

2001 - Mona Kreadon, the Director of the TLC at New York University gave a presentation on Enhancing the Quality of Undergraduate Education.

2001 – Three faculty members from SUNY institutions that had integrated the Carnegie Academy concept of the Scholarship of Teaching and Learning into their academic culture gave a presentation on that topic with 25 faculty in attendance.

2001 - David Clark, professor of mathematics, gave a workshop on "Teaching to the Learning Curve."

2002 - Karen Swan, University at Albany, gave a presentation on "Building Learning Communities in On-line Classes."

2002 - Linda Hodges, director of the Teaching and Learning Center at Princeton University, gave a workshop on "Using Active Learning in the Classroom."

2002-2003 - Dan Apple, a higher education consultant and executive director of Pacific Software, gave two presentations on conducting program assessment.

2003 - Three nationally recognized administrators from Wagner College and Temple University gave a presentation on "How to Build Learning Communities in Freshman Interest Groups."

2003 - Three faculty from St. Lawrence University gave a presentation on "The Liberal Arts, Intercultural Communication and Globalizing the Curriculum."

2003 - Clyde Herreid, Director of the National Center for Case Study Teaching in Science at SUNY Buffalo, gave a presentation on "Using Case Studies to Teach in the Sciences."

2004 - The TLC sponsored a forum on addressing ethics and academic integrity attended by 25 faculty from across the campus.

2005 - Wade Robison, Ezra A. Hale Chair in Applied Ethics at Rochester Institute of Technology, gave a presentation on "Teaching Ethics Across the Curriculum."

2005 - The TLC received a SUNY grant to hold a conference on "Using Instructional Technology in the Classroom." More than 70 faculty attended. The keynote speaker, Christopher Dede, professor of learning technologies at Harvard University, spoke on "Using Emerging Technologies to Engage Neo-Millennial Learners."

2005 - Jonathan Monroe, director of the Knight Institute for Writing at Cornell University, gave a presentation on "Writing in the Disciplines."

2006 - Michael Berube, Paterno Professor of Literature at Penn State, spoke on the topic of "What's Liberal About the Liberal Arts?"

2006 - Steven Fuller, professor of sociology at the University of Warwick (GB), gave a presentation on "Science, Epistemology, and the New Paradigm."

2007 - After research and discussion of best practices, the director of the TLC implemented a mentoring program for new faculty.

Fall 2007 - The University Writing Board and the TLC held a retreat on "Bridging Disciplinary Boundaries" to discuss interdisciplinary teaching and curriculum. Thirty-five faculty attended. In 2008 the TLC had a follow up forum on the topic with 25 faculty in attendance. Faculty were interested in developing and teaching interdisciplinary courses, which is now evident in Asian Studies, American Studies (History), and other areas.

2007 - Robert Vincent, Visiting Fulbright Scholar from Great Britain, led a discussion on "The Politics of Multiculturalism."

2007 - The Vice President for Academic Affairs and Dean of the School of Liberal Arts and Sciences at SUNY Oswego gave a presentation on "Implementing Integrative Learning: SUNY Oswego's Catalyst Project."

2007 - The TLC director gave a presentation on "The Scholarship of Teaching and Learning" (the Carnegie Academy for the Advancement of Teaching)

2008 - Russell Kahn, professor of instructional design at the SUNY Institute of Technology, gave a presentation on designing a visual learning environment

2008 - Carole Levin, Willa Cather Professor of History, University of Nebraska, gave a presentation on the role of faculty mentoring.

2008 - The TLC co-sponsored a conference on copyright law and intellectual property with the Sojourner Truth Library. Keynote speakers were Kenneth Crews, Columbia University, and Michael Carroll, Villanova University.

2008-2009 - The TLC held two conferences on using web 2.0 tools, one conducted by Marist faculty and the other by SUNY New Paltz faculty who have experimented and integrated new learning technologies and tools, such as Second Life, blogs, and Twitter, into classroom instruction.

2009 - The director of the TLC gave a workshop on addressing conflict in the classroom.

2010 - The TLC co-sponsored a webinar with the provost's office on how to design thought-provoking questions.

2010 – The TLC co-sponsored a webinar with the provost's office on integrating sustainability into the curriculum.

2010 – The TLC co-sponsored with the provost's office a webinar conducted by Randall Bass, director of the Visible Knowledge Project at Georgetown University, on the topic "Preparing for the Post-Course Era."

2010 - The TLC co-sponsored a webinar with the provost's office, and the Vice President for Student Affairs on "Preventing and Managing Disruptive and Aggressive Students in the Classroom."

Additional TLC Workshops

The director and co-director have conducted and organized forums and workshops for faculty and departments on the following topics:

Using multimedia educational resources for online teaching (Merlot)
Developing rubrics for assessing learning outcomes and general education learning goals
Using the power of narrative in teaching and learning
Assessing on-line teaching and learning
Methods to evaluate teaching effectiveness
Teaching for social change
Knowledge, relationship and power as central elements of teaching and learning
Balancing personal and professional life
Designing learning objectives and assessing learning outcomes in economics (conducted by the Director for the department)
Designing writing intensive workshops
Drama communication
Using case study methods in teaching
Using classroom-based assessment techniques

Additional Workshops/Forums on Assessment

In addition to those listed above, in the past five to seven years, The TLC has organized a variety of workshops and presentations on program assessment and assessment of general education. These include six workshops on teaching and assessing critical thinking in GE and two on designing learning and assessing learning outcomes. Assessment workshops have also been given in ethical reflection and information literacy.

Findings/Recommendations

Through its programs, conferences and training sessions during the last ten years, the TLC has exposed many New Paltz faculty to new learning technologies, curriculum models, and pedagogies. Consequently, a significant number of faculty have experimented with innovative pedagogies by using an instructional technology in the classroom and by embracing collaborative and other non-traditional pedagogies. Linda Smith has provided training in Blackboard to most if not all faculty, adjuncts included, and many have explored other learning technologies and web 2.0 tools to enhance classroom instruction and student learning. Some faculty are using Wikiis and blogs (Journalism, Communication and Media, English, etc.), while others are experimenting in Second Life and in virtual worlds. In addition, new online teaching faculty receive individual consultation and training. In the School of Fine & Performing Arts, faculty have encouraged students to develop e-portfolios, and this is currently being explored in a variety of disciplines. Freshman composition instructors have used technology to teach composition online to students at New Paltz and Marist and have presented the research results of this experience at national conferences. Overall faculty have become more aware of the relationship between instructional design, pedagogy and learning styles as a result of moving their courses from a traditional venue to the online environment.

Other significant outcomes of the TLC programs are that six faculty from the College of Liberal Arts & Sciences are engaged in peer review of classroom instruction. In the past year they have begun a peer teaching group, observing each others classes and providing feedback in formative assessment for improvement. Faculty are also exploring and discussing how to use innovative pedagogies in the classroom. This has encouraged pedagogical experimentation without fear of the potential negative impact of a formal evaluation. This was a goal established by the director and is an outgrowth of a mentoring program instituted by the TLC in 2008. The program was designed to assist new faculty in identifying mentors outside of their departments who could provide guidance and instructional feedback. The mentoring program for new faculty needs to be strengthened and to become integrated into the culture. To do so requires that it receive more visibility through the Provost's office so that it becomes embraced by department chairs. There should be more emphasis on mentoring given at new faculty orientation and in department meetings.

The TLC also has played a pivotal role in evaluating teaching effectiveness as the college moves towards establishing new criteria and approaches for determining what constitutes good teaching. The TLC has conducted forums and campus-wide discussions on this topic.

The TLC has developed and co-sponsored workshops on general education and program assessment. The director has also consulted with and assisted individual faculty in developing learning objectives and improving assessment in their courses, in addition to giving workshops for departments. The director of academic computing has given numerous workshops for faculty and individual consultations to enable them to integrate new learning technologies into their classes.

The common reading that faculty have engaged in each spring semester has contributed to the discussions about contemporary topics and issues in higher education as well curriculum development. They have fostered debate and generated interest in many areas including interdisciplinary teaching and course development, defining liberal arts and liberal learning, understanding copyright and intellectual property issues, and the nature of our underachieving colleges as described by Derek Bok. These discussions have contributed, as I have discussed at a SUNY conference, to the creation of a faculty learning community. However, since most of the participants in these sessions have come from the College of Liberal Arts & Sciences and the School of Education, it may be the time to select readings that will hopefully engage faculty in business and in the sciences.

In general the professional development programs organized and developed by the TLC have had an impact on New Paltz faculty and the academic culture. Assessing the full impact of this is an ongoing project which, outside of using surveys, will demand more research. An analysis of the number of faculty who have attended programs at the TLC reveals that the majority are from the Liberal Arts and Sciences and Education. Very few faculty from the Schools of Engineering or Business have attended programs at the TLC. I believe that both of these schools are insulated from some of the broader discussions and trends impacting higher education nationally and have taken an in-house approach to professional development.

Some workshops and forums have greater attendance than others. The average attendance at workshops and forums is 10 to 13. However, we have had other sessions where 25 to 30 faculty have attended with the largest attendance at 43. Faculty often state that the workshops and forums occur at times when they are in class and otherwise engaged. The directors have investigated using streaming video to address this problem as well videotaping major events.

The fact that many faculty have begun to teach online courses during the past nine years has also raised the level of awareness about developing alternative pedagogies in different contexts. Teaching online demands that faculty re-examine and reconceptualize their course content in the process of transferring it into a distributed learning environment. This has contributed to a campus-wide discussion among faculty who have taught on line and who have shared their experiences at the TLC. In addition, the TLC has brought experts to give presentations and discuss best practices in online learning. Consequently, this knowledge and experience has been infused into teaching in the traditional classroom environment. Assessing the impact of this would be interesting because very little has been done to learn how teaching with new technologies changes the more traditional nature of classroom instruction.

During the past ten years one of the goals of the director has been to identify and encourage SUNY New Paltz faculty to conduct workshops at the TLC. More of our faculty are now engaged in this initiative. In recent years, the TLC has sponsored workshops conducted by those who received Teacher of the Year awards: Susan Lewis (history), Suzanne Kelly (women's studies), and John Sharp (geography). Other faculty have created teaching circles to address cooperative learning, interactive pedagogies, and teaching for social change. Sessions have also centered on the relationship between knowledge and power in the classroom and how faculty can negotiate authority in their role. This has also contributed to a discussion about how to present content knowledge with different strategies to students with different styles and abilities. As mentioned above, some of these discussions continue to occur at monthly meetings among members of the Advisory Board at the TLC. As a result these discussions continue to generate new ideas and initiatives that support the mission and goals of the TLC to improve teaching and learning at New Paltz.

Even though the TLC has presented forums and seminars conducted by faculty from campuses who have adopted the concepts inherent in the Carnegie Academy Scholarship of Teaching and Learning in addition to presentations by the Director of the TLC, this initiative has not been fully embraced by our faculty. A

few faculty have published articles that have integrated the scholarship of teaching into their respective disciplines in accordance with the precepts put forth by Ernest Boyer in his seminal work, Scholarship Reconsidered (1990). But for the most part New Paltz have a traditional approach to research, one focused strictly on content and not on the scholarly relationship between that content and discovery, integration, engagement and teaching as defined by Boyer. Contrary to the opinion of many faculty, New Paltz has very conservative and traditional approach to curriculum development which is why discussions about interdisciplinary programs and curriculum often end with a sense of frustration given the rigid administrative and bureaucratic framework of departments and disciplines. For the Carnegie Academy Scholarship of Teaching and Learning (SOTL) to have an impact at New Paltz it would have to be recognized as a major initiative by the president, provost, and deans and faculty rewarded for the innovative approaches to scholarship and teaching that it offers. In other words, there must be a dramatic change in the culture. Only then will faculty begin to value SOTL and make contributions in this area. The same applies to initiatives in interdisciplinary curriculum. If they are valued by the administration and recognized as a form of scholarship and rewarded in the tenure and promotion system, faculty will move in that direction. The development of a new general education provides an opportune moment to begin this discussion.

In the next ten years, the need for professional development programs for faculty will continue to grow. A new GE will mean that faculty will need support to conceptualize and operationalize a new curriculum model. New discoveries about how learning occurs, new technologies, new paradigms of higher education, and changing demographics will necessitate a venue to explore, discover, and experiment with new approaches to learning and teaching.

Support for Assessment: Summary of Professional-Development Activities
in Assessment Supported by the Office of the Associate Provost

- Since 2004, each fall, the provost's office has hosted, in conjunction with the GE Board, forums on GE and assessment for faculty and staff each fall semester

- Workshop presented by Dr. Anthony Napoli & Ms. Lanette Raymond titled, *Developing General Education Course Assessment Measures,* 9/30/2005, SUNY New Paltz

- Workshop presented by Dr. Heidi Andrade titled, *Rubrics for Promoting and Demonstrating Learning in General Education Courses,* 9/30/2005, SUNY New Paltz

- Three-person faculty and staff team attended workshop by Dr. Linda Suskie titled, *Rubrics for Promoting and Demonstrating Learning in general Education Courses for Beginners,* 6/21/06, Albany, NY

- One faculty member attended the National Conference on College Composition and Communication, New York City, 3/2008. Sessions attended include *Writing Program Administration Assessment, Student Retention, Program Development, and Best Practices in Teaching Composition*

- Four-person faculty and staff team attended assessment conference at UMASS, Amherst, 3/28/2008 Workshops covered such topics as *Using Evidence to Enhance Teaching and Learning, Thinking Critically About Critical Thinking, Implementing Quantitative Reasoning Assessment on Your Campus, and Dialogues Across the Disciplines*

- Three-person faculty and staff team attended workshop presented by Dr. Linda Suskie titled, *Next Steps: Moving Ahead with program level Assessment,* 4/14/2010, Nassau Community College, NY.

- Seven-person faculty and staff team attended workshop presented by Linda Suskie titled, *Understanding and Using Assessment Result,* 6/16-18, 2010, Albany, NY

- 58 New Paltz academic and professional faculty attended regional assessment workshops offered by the General Education Assessment Review group, 2/2008

- Five-person team from our campus to the 2010 Association of American Colleges and Universities Institute on General Education and Assessment in Vermont June 4-9, 2010

- Sample of assessment workshops/activities offered to faculty and staff through the Teaching and Learning Center:

June 2005-2006
- Conducted 2 workshops for faculty on rubric development and assessment of critical thinking in GE courses

- Conducted individual consultations with faculty on developing and using rubrics for GE assessment

June 2006-2008

Teaching and Assessing Critical Thinking in the Classroom

June 2008-2009

Conducted workshops for faculty on validity and reliability, rubric development, and assessment of critical thinking

GE and Assessment in the Major – Workshop to faulty in the Economics Department

Appendix 6-3

General Education Assessment Data Summary, 2006–2010

American History (USST)

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting

Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.

| 2006 | 160 | 148 | (93%) | 56 | (38%) | 57 | (39%) | 27 | (18%) | 8 | (5%) | 76.35% | 23.65% |
| 2009 | 267 | 251 | (94%) | 72 | (29%) | 140 | (56%) | 31 | (12%) | 8 | (3%) | 84.46% | 15.54% |

Students will demonstrate knowledge of common institutions in American society and how they have affected different groups.

| 2006 | 321 | 299 | (93%) | 114 | (38%) | 111 | (37%) | 54 | (18%) | 20 | (7%) | 75.25% | 24.75% |
| 2009 | 267 | 251 | (94%) | 86 | (34%) | 127 | (51%) | 29 | (12%) | 9 | (4%) | 84.86% | 15.14% |

Students will demonstrate understanding of America's evolving relationship with the rest of the world.

| 2006 | 321 | 299 | (93%) | 102 | (34%) | 101 | (34%) | 75 | (25%) | 21 | (7%) | 67.89% | 32.11% |
| 2009 | 267 | 250 | (94%) | 65 | (26%) | 134 | (54%) | 40 | (16%) | 11 | (4%) | 79.60% | 20.40% |

Basic Communication

Year	Enrolled	Assessed		Exceeding		MGeneeeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting

Students demonstrate their abilities to revise and improve such texts.

| 2007 | 263 | 215 | (82%) | 20 | (9%) | 123 | (57%) | 53 | (25%) | 19 | (9%) | 66.51% | 33.49% |
| 2010 | 225 | 199 | (88%) | 24 | (12%) | 118 | (59%) | 41 | (21%) | 16 | (8%) | 71.36% | 28.64% |

Students will be able to develop proficiency in oral discourse.

| 2007 | 263 | 206 | (78%) | 46 | (22%) | 160 | (78%) | 0 | | 0 | | 100.00% | 0.00% |
| 2010 | 204 | 55 | (27%) | 19 | (35%) | 32 | (58%) | 4 | (7%) | 0 | | 92.73% | 7.27% |

Students will be able to evaluate an oral presentation according to established criteria.

| 2007 | 263 | 206 | (78%) | 46 | (22%) | 160 | (78%) | 0 | | 0 | | 100.00% | 0.00% |
| 2010 | 204 | 104 | (51%) | 21 | (20%) | 37 | (36%) | 27 | (26%) | 19 | (18%) | 55.77% | 44.23% |

Students will be able to research a topic, develop an argument, and organize supporting details.

| 2007 | 263 | 215 | (82%) | 17 | (8%) | 150 | (70%) | 36 | (17%) | 12 | (6%) | 77.67% | 22.33% |
| 2010 | 225 | 199 | (88%) | 11 | (6%) | 123 | (62%) | 48 | (24%) | 17 | (9%) | 67.34% | 32.66% |

Students will demonstrate their abilities to produce coherent texts within common college-level written forms.

| 2007 | 263 | 215 | (82%) | 27 | (13%) | 148 | (69%) | 33 | (15%) | 7 | (3%) | 81.40% | 18.60% |
| 2010 | 225 | 198 | (88%) | 22 | (11%) | 114 | (58%) | 51 | (26%) | 11 | (6%) | 68.69% | 31.31% |

Critical Thinking

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting
Student will be able to apply appropriate methodology to answer questions.														
2006	470	442	(94%)	132	(30%)	174	(39%)	85	(19%)	51	(12%)	69.23%	30.77%
Student will be able to critically evaluate information or arguments.														
2006	470	442	(94%)	115	(26%)	160	(36%)	104	(24%)	63	(14%)	62.22%	37.78%
Student will be able to identify the limitations of a particular methodology.														
2006	470	442	(94%)	130	(29%)	175	(40%)	84	(19%)	53	(12%)	69.00%	31.00%
Student will be able to propose solutions to problems or hypotheses to investigate.														
2006	470	442	(94%)	161	(36%)	169	(38%)	75	(17%)	37	(8%)	74.66%	25.34%
Student will be able to specify appropriate questions within a discipline(s).														
2006	470	442	(94%)	163	(37%)	187	(42%)	58	(13%)	34	(8%)	79.19%	20.81%
Student will identify, analyze, and evaluate arguments as they occur in their own and others' work.														
2006	459	386	(84%)	91	(24%)	137	(35%)	98	(25%)	60	(16%)	59.07%	40.93%
2007	340	280	(82%)	75	(27%)	107	(38%)	53	(19%)	45	(16%)	65.00%	35.00%
2008	678	599	(88%)	112	(19%)	228	(38%)	170	(28%)	89	(15%)	56.76%	43.24%
2009	169	142	(84%)	56	(39%)	44	(31%)	25	(18%)	17	(12%)	70.42%	29.58%
2010	396	337	(85%)	121	(36%)	108	(32%)	75	(22%)	33	(10%)	67.95%	32.05%
Students will develop well-reasoned arguments.														
2006	459	387	(84%)	91	(24%)	133	(34%)	86	(22%)	77	(20%)	57.88%	42.12%
2007	340	280	(82%)	94	(34%)	101	(36%)	41	(15%)	44	(16%)	69.64%	30.36%
2008	678	599	(88%)	147	(25%)	226	(38%)	155	(26%)	71	(12%)	62.27%	37.73%
2009	169	136	(80%)	41	(30%)	44	(32%)	36	(26%)	15	(11%)	62.50%	37.50%
2010	396	341	(86%)	38	(11%)	167	(49%)	70	(21%)	66	(19%)	60.12%	39.88%

Diversity

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting
Students will analyze and synthesize sources objectively, incorporating some primary sources in the voices of that group.														
2010	355	307	(86%)	106	(35%)	99	(32%)	71	(23%)	31	(10%)	66.8%	33.2%
Students will describe the historical, social, cultural, or political perspectives in the U.S. society of at least one cultural, ethnic, racial, or historically underrepresented group towards itself and its place in society.														
2010	355	307	(86%)	112	(36%)	115	(37%)	51	(17%)	29	(9%)	73.9%	26.1%
Students will identify national and global forces that have influenced or shaped the perspectives of others towards the underrepresented group(s) being studied.														
2010	355	307	(86%)	94	(31%)	127	(41%)	62	(20%)	24	(8%)	72.0%	28.0%

Effective Expression – Oral

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting
Students will analyze premises, synthesize arguments and evaluate the validity of the presentation.													
2010	293	264	(90%)	89	(34%)	104	(39%)	22	(8%)	49	(19%)	73.11%	26.89%
Students will critique oral presentations.													
2010	293	264	(90%)	139	(53%)	23	(9%)	72	(27%)	30	(11%)	61.36%	38.64%
Students will demonstrate proficiency in oral discourse.													
2010	330	300	(91%)	129	(43%)	151	(50%)	16	(5%)	4	(1%)	93.33%	6.67%

Ethical Reflection

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting
Students will identify, discuss and evaluate justifications of principles of right and wrong or conceptions of good and bad													
2010	549	465	(85%)	143	(31%)	199	(43%)	95	(20%)	28	(6%)	73.55%	26.45%
Students will identify, discuss and evaluate matters of moral consequence (what is right or wrong, what is good or bad, what is valuable or without value).													
2010	583	493	(85%)	157	(32%)	219	(44%)	89	(18%)	28	(6%)	76.27%	23.73%
Students will identify, discuss and evaluate principles or ideas that inform moral decision-making.													
2010	583	493	(85%)	144	(29%)	211	(43%)	102	(21%)	36	(7%)	72.01%	27.99%

Foreign Language

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting
Speaking: Demonstrate expression at the Novice High level in terms of pronunciation, fluency, vocabulary, linguistic functions and grammar forms and structures.													
2007	147	134	(91%)	60	(45%)	44	(33%)	25	(19%)	5	(4%)	77.61%	22.39%
2008	68	56	(82%)	30	(54%)	15	(27%)	7	(13%)	4	(7%)	80.36%	19.64%
Students will acquire basic proficiency in the understanding and use of a foreign language.													
2009	68	62	(91%)	12	(19%)	21	(34%)	20	(32%)	9	(15%)	53.23%	46.77%
2010	292	261	(89%)	65	(25%)	120	(46%)	59	(23%)	17	(7%)	70.88%	29.12%
Students will demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.													
2007	147	135	(92%)	58	(43%)	40	(30%)	34	(25%)	3	(2%)	72.59%	27.41%
2008	68	56	(82%)	15	(27%)	25	(45%)	15	(27%)	1	(2%)	71.43%	28.57%
2009	68	62	(91%)	17	(27%)	35	(56%)	6	(10%)	4	(6%)	83.87%	16.13%
2010	292	261	(89%)	58	(22%)	136	(52%)	48	(18%)	19	(7%)	74.33%	25.67%
Writing: Demonstrate exp. at the Novice High level: grammar and vocabulary, spelling and mechanics, syntax, organization, comprehensibility, content.													
2007	147	134	(91%)	42	(31%)	41	(31%)	33	(25%)	18	(13%)	61.94%	38.06%
2008	68	56	(82%)	29	(52%)	14	(25%)	7	(13%)	6	(11%)	76.79%	23.21%

Humanities

Year	Enrolled	Assessed	Exceeding	Meeting	Approaching	Not meeting	% Exceed/ Meet	% Approaching/ Not Meeting
Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program								
2008	569	524 (92%)	219 (42%)	175 (33%)	86 (16%)	44 (8%)	75.19%	24.81%

Information Management (Information Literacy)

Year	Enrolled	Assessed	Exceeding	Meeting	Approaching	Not meeting	% Exceed/ Meet	% Approaching/ Not Meeting
Access other information sources or services.								
2006	165	155 (94%)	74 (48%)	60 (39%)	12 (8%)	9 (6%)	86.45%	13.55%
Determine information needed for a variety of purposes.								
2006	165	155 (94%)	85 (55%)	52 (34%)	13 (8%)	5 (3%)	88.39%	11.61%
Evaluate information sources using criteria such as: currency, authority, objectivity, accuracy, and content.								
2006	165	155 (94%)	81 (52%)	49 (32%)	18 (12%)	7 (5%)	83.87%	16.13%
Locate appropriate information sources on-line.								
2006	165	155 (94%)	77 (50%)	47 (30%)	12 (8%)	19 (12%)	80.00%	20.00%
Students should be able to do all of the following: Demonstrate an ability to use software & hardware and other appropriate technologies.								
2006	165	155 (94%)	79 (51%)	53 (34%)	11 (7%)	12 (8%)	85.16%	14.84%
Students will be able to locate, evaluate, and synthesize information from a variety of sources.								
2006	306	225 (74%)	97 (43%)	73 (32%)	46 (20%)	9 (4%)	75.56%	24.44%
2009	501	474 (95%)	128 (27%)	186 (39%)	119 (25%)	41 (9%)	66.24%	33.76%
Students will be able to perform the basic operations of personal computer use.								
2006	306	225 (74%)	43 (19%)	178 (79%)	1 (0%)	3 (1%)	98.22%	1.78%
2009	501	475 (95%)	106 (22%)	255 (54%)	91 (19%)	23 (5%)	76.00%	24.00%
Students will be able to understand and use basic research techniques.								
2006	306	225 (74%)	91 (40%)	99 (44%)	27 (12%)	8 (4%)	84.44%	15.56%
2009	501	474 (95%)	141 (30%)	210 (44%)	89 (19%)	34 (7%)	74.05%	25.95%
Use information ethically and legally.								
2006	165	155 (94%)	68 (44%)	65 (42%)	16 (10%)	6 (4%)	85.81%	14.19%

Mathematics

Year	Enrolled	Assessed	Exceeding	Meeting	Approaching	Not meeting	% Exceed/ Meet	% Approaching/ Not Meeting
Students will demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.								
2007	359	300 (84%)	99 (33%)	91 (30%)	74 (25%)	36 (12%)	63.33%	36.67%
2010	313	268 (86%)	104 (39%)	102 (38%)	33 (12%)	29 (11%)	76.87%	23.13%
Students will demonstrate the ability to estimate and check mathematical results for reasonableness.								
2007	359	300 (84%)	90 (30%)	60 (20%)	64 (21%)	86 (29%)	50.00%	50.00%
2010	313	268 (86%)	71 (26%)	41 (15%)	63 (24%)	93 (35%)	41.79%	58.21%
Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.								
2007	359	300 (84%)	87 (29%)	82 (27%)	88 (29%)	43 (14%)	56.33%	43.67%
2010	313	268 (86%)	78 (29%)	86 (32%)	69 (26%)	35 (13%)	61.19%	38.81%
Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.								
2007	359	300 (84%)	71 (24%)	49 (16%)	94 (31%)	86 (29%)	40.00%	60.00%
2010	313	268 (86%)	102 (38%)	70 (26%)	57 (21%)	39 (15%)	64.18%	35.82%
Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.								
2007	359	300 (84%)	123 (41%)	79 (26%)	60 (20%)	38 (13%)	67.33%	32.67%
2010	313	268 (86%)	138 (51%)	57 (21%)	51 (19%)	22 (8%)	72.76%	27.24%

Natural Sciences

Year	Enrolled	Assessed	Exceeding	Meeting	Approaching	Not meeting	% Exceed/ Meet	% Approaching/ Not Meeting
Application of scientific data, concepts, and models in one of the natural sciences								
2008	539	491 (91%)	174 (35%)	193 (39%)	75 (15%)	49 (10%)	74.75%	25.25%
Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis								
2008	539	491 (91%)	194 (40%)	171 (35%)	73 (15%)	53 (11%)	74.34%	25.66%

Other World Civilizations (WRLD)

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting

Students will demonstrate knowledge of either a broad outline of world history or.

| 2009 | 228 | 224 | (98%) | 119 | (53%) | 73 | (33%) | 18 | (8%) | 14 | (6%) | 85.71% | 14.29% |

-a knowledge of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization

| 2009 | 243 | 236 | (97%) | 128 | (54%) | 76 | (32%) | 21 | (9%) | 11 | (5%) | 86.44% | 13.56% |

Student will demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

| 2006 | 135 | 125 | (93%) | 31 | (25%) | 45 | (36%) | 35 | (28%) | 14 | (11%) | 60.80% | 39.20% |

Using key concepts appropriate to the discipline, students will summarize, relate, and analyze at least one of the following: Distinctive features of the ideas, history, institutions, economy, society, politics, or arts of at least one non-western civilization or culture, or

| 2006 | 164 | 155 | (95%) | 35 | (23%) | 80 | (52%) | 27 | (17%) | 13 | (8%) | 74.19% | 25.81% |

The interaction of diverse ethnic, linguistic, or religious communities in a global context.

| 2006 | 211 | 200 | (95%) | 42 | (21%) | 100 | (50%) | 40 | (20%) | 18 | (9%) | 71.00% | 29.00% |

Social Sciences

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting

Knowledge of major concepts, models and issues of at least one discipline in the social sciences

| 2008 | 588 | 539 | (92%) | 143 | (27%) | 253 | (47%) | 106 | (20%) | 37 | (7%) | 73.47% | 26.53% |

Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis

| 2008 | 588 | 533 | (91%) | 158 | (30%) | 212 | (40%) | 106 | (20%) | 57 | (11%) | 69.42% | 30.58% |

The Arts

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting

Students will be able to understand at least one principal form of artistic expression and the creative process inherent therein.

| 2007 | 1107 | 1034 | (93%) | 357 | (35%) | 415 | (40%) | 194 | (19%) | 68 | (7%) | 74.66% | 25.34% |
| 2010 | 333 | 305 | (92%) | 94 | (31%) | 145 | (48%) | 46 | (15%) | 20 | (7%) | 78.36% | 21.64% |

Western Civilization

Year	Enrolled	Assessed		Exceeding		Meeting		Approaching		Not meeting		% Exceed/ Meet	% Approaching/ Not Meeting

Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization

| 2008 | 468 | 407 | (87%) | 121 | (30%) | 183 | (45%) | 75 | (18%) | 28 | (7%) | 74.69% | 25.31% |

Relate the development of Western civilization to that of other regions of the world

| 2008 | 468 | 407 | (87%) | 87 | (21%) | 157 | (39%) | 91 | (22%) | 72 | (18%) | 59.95% | 40.05% |

Assessment of General Education
(Rubric obtained from WASC)

Criterion	Initial	Emerging	Developed	Highly Developed
GE Outcomes	GE learning outcomes have not yet been developed for the entire GE program; there may be one or two common ones, e.g., writing, critical thinking.	Learning outcomes have been developed for the entire GE program, but list is problematic (e.g. too long, too short, unconnected to mission and values). Outcomes do not lend themselves to demonstrations of student learning.	The list of outcomes is a well-organized set of reasonable outcomes that focus on the most important knowledge, skills, and values of the GE program. Outcomes express learning can be demonstrated. Work to define levels of performance is beginning.	The list of outcomes is reasonable and appropriate. Outcomes describe how students can demonstrate learning. Faculty have agreed on explicit criteria, such as rubrics, for assessing students' mastery and have identified exemplars of student performance at varying levels for each outcome.
Curriculum Alignment with Outcomes	There is no clear relationship between the outcomes and the GE curriculum. Students may not have opportunity to develop each outcome adequately.	Students appear to have reasonable opportunities to develop each of the GE outcomes. Curriculum map may indicate opportunities to acquire outcomes. Sequencing and frequency of opportunities may be problematic *(X) We don't have scaffolding – not yet integrated across college career and major)*	The curriculum is explicitly designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. Design may be summarized in a curriculum map that shows "beginning," "intermediate" and "advanced" treatment of outcomes.	GE curriculum, pedagogy, grading, advising, etc. explicitly aligned with GE outcomes. Curriculum map and rubrics in use well known and consistently used. (Co-curriculum and relevant student support services are also viewed as resources for GE learning and aligned with GE outcomes. Just library)
Assessment Planning	There is no formal plan for assessing each GE outcome. There is no coordinator or committee that takes responsibility for the program or implementation of its assessment plan.	GE assessment relies on short-term planning, such as selecting which outcome(s) to assess in the current year. Interpretation and use of findings for improvement are implicit rather than planned or funded. There is no individual or committee "in charge."	The campus has a reasonable, multi-year assessment plan that identifies when each GE outcome will be assessed. The plan includes specific mechanisms for interpretation and use of findings for improvement. A coordinator or committee is charged to oversee the program and its assessment.	The campus has a fully articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed. A coordinator or committee leads review and revision of the plan, as needed, based on experience and feedback from internal & external reviewers. The campus uses some form of comparative data (e.g., own past record, aspirational goals, external benchmarking

Criterion	Initial	Emerging	Developed	Highly Developed
Assessment Implementation	It is not clear that potentially valid evidence for each GE outcome is collected and/or individual reviewers use idiosyncratic criteria to assess student work.	Appropriate evidence is collected and faculty have discussed relevant criteria for assessing each outcome. Reviewers of student work are calibrated to apply assessment criteria in the same way, and/ or faculty check for inter-rater reliability.	Appropriate evidence is collected and faculty use explicit criteria, such as rubrics, to assess student attainment of each outcome. Reviewers of student work are calibrated to apply assessment criteria in the same way, and faculty routinely check for inter-rater reliability. **(X)**	Assessment criteria, such as rubrics, have been pilot-tested and refined over time; and they usually are shared with students. Reviewers of student work are calibrated, and faculty routinely find high inter-rater reliability. Faculty take comparative data into account when interpreting results and deciding on changes to improve learning.
Use of Results	Results for GE outcomes are collected, but relevant faculty do not discuss them. There is little or no collective use of findings. Students are unaware of, uninvolved in the process.	Results for each GE outcome are collected and discussed by relevant faculty; results have been used occasionally to improve the GE program. Students are vaguely aware of outcomes and assessments to improve their learning. **(X) (done in some areas but not all)**	Results for each outcome are collected, discussed by relevant faculty and others, and regularly used to improve the GE program. Students are very aware of and engaged in improvement of their GE learning.	Relevant faculty routinely discuss results, plan improvements, secure necessary resources, and implement changes. They may collaborate with others, such as librarians, student affairs professionals, students, to improve the program. Follow-up studies confirm that changes

Schedule of Program Reviews

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Asian Studies	BA	30509		NA – program added 2005	2012-2013	NA	
Latin American Studies	BA	19137		2004-2005	2010-2011	NA	
Latin American Studies	BS	19138		2004-2005	2010-2011	NA	
Biology	BA	03708		2004-2005	2010-2011	NA	
Biology	BS	12292		2004-2005	2010-2011	NA	
Adolescence Education: Biology	BA	25297	Biology 7-12	2007-2008	2014-2015	NCATE - National Council for Accreditation of Teacher Education	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: Biology	BS	25298	Biology 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
General Business	BS	27186		2008-2009	2012-2013	NA	Application to AACSB (Association to Advance Collegiate Schools of Business) is in progress.
Accounting	BS	86530	CPA	2008-2009	2012-2013	NA	Application to AACSB (Association to Advance Collegiate Schools of Business) is in progress.

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Finance	BS	27182		2008-2009	2012-2013	NA	Application to AACSB (Association to Advance Collegiate Schools of Business) is in progress.
Management	BS	27183		2008-2009	2012-2013	NA	Application to AACSB (Association to Advance Collegiate Schools of Business) is in progress.
Marketing	BS	27184		2008-2009	2012-2013	NA	Application to AACSB (Association to Advance Collegiate Schools of Business) is in progress.
International Business	BS	27185		2008-2009	2012-2013	NA	Application to AACSB (Association to Advance Collegiate Schools of Business) is in progress.
Journalism	BS	87225		Not done (see Comments)	2009-2010	NA	Departmental restructuring
Journalism	BA	87226		Not done (see Comments)	2009-2010	NA	Departmental restructuring
Communications Media	BA	87183		Not done (see Comments)	2009-2010	NA	Departmental restructuring
Communications Media	BS	87184		Not done (see Comments)	2009-2010	NA	Departmental restructuring
Computer Science	BA	80091		2004-2005	2010-2011	NA	
Computer Science	BS	80092		2004-2005	2010-2011	NA	
Childhood Education	BS	25280	Childhood 1-6	2007-2008	2014-2015	NCATE	Program to be deactivated Fall 2011, when Early Childhood & Childhood Education (B-6, dual certification) program becomes effective.

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Communication Disorders	BA	25669		2007-2008	Not planned (see Comments)	NCATE and ASHA/CAAASLP - American Speech-Language-Hearing Association	Program to be discontinued effective December 2011.
Communication Disorders	BA	25670		2005-2006	2011-2012	ASHA/CAAASLP	
Early Childhood Education	BS	25278	Early Childhood Birth-2	2007-2008	2014-2015	NCATE	Program to be deactivated as of Fall 2011, when Early Childhood & Childhood Education (B-6, dual certification) program becomes effective.
Visual Arts Education	BS	25276	Visual Arts	2007-2008	2012-2013	NCATE	**Also** NASAD National Association of Schools of Art and Design. Next NASAD assessment 2012-2013; next NCATE site visit scheduled for Spring 2015.
Electrical Engineering	BS	85407	Prof Engineer	2005-2006	2010-2011/ 2011-2012 (see Comments)	ABET - Accreditation Board for Engineering and Technology, Inc.	Self-study to be completed 2010-2011; ABET site visit scheduled Fall 2011; review to be completed 2011-2012.
Computer Engineering	BS	85406		2005-2006	2010-2011 / 2011-2012 (see Comments)	ABET	Self-study to be completed 2010-2011; ABET site visit scheduled Fall 2011; review to be completed 2011-2012.

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Painting	BFA	12315		2000-2001	2012-2013	NASAD - National Association of Schools of Art and Design	
Sculpture	BFA	12314		2000-2001	2012-2013	NASAD	
Art History	BA	03726		2000-2001	2012-2013	NASAD	
Music	BA	03727		2003-2004	2012-2013	NASM - National Association of Schools of Music	NASM letter dated 12/21/04 indicates next full review 2012-2013.
Music	BS	12318		2003-2004	2012-2013	NASM	NASM letter dated 12/21/04 indicates next full review 2012-2013.
Theatre Arts	BA	03728		2004-2005	2013-2014	NAST - National Association of Schools of Theatre	
Theatre Arts	BS	12320		2004-2005	2013-2014	NAST	
Ceramics	BFA	12322		2000-2001	2012-2013	NASAD	
Graphic Design	BFA	82311		2000-2001	2012-2013	NASAD	

Academic Program Title	Degree/Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment 6-5	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Metal	BFA	12321		2000-2001	2012-2013	NASAD	
Printmaking	BFA	12317		2000-2001	2012-2013	NASAD	
Photography	BFA	03732		2000-2001	2012-2013	NASAD	
Visual Arts	BA	79088		2000-2001	2012-2013	NASAD	
Visual Arts	BS	79089		2000-2001	2012-2013	NASAD	
French	BA	12358		2004-2005	2010-2011		
French	BS	12359		2004-2005	2010-2011		
Adolescence Education: French	BA	25292	French 7-12	2007-2008	2014-2015	NCATE	
German	BA	12360		2004-2005	NA (see Comments)		Program deactivated and to be discontinued by August 2013.
German	BS	12361		2004-2005	NA (see Comments)		Program deactivated and to be discontinued by August 2013.
Adolescence Education: German	BA	25293	German 7-12	2007-2008	NA (see Comments)	NCATE	Program deactivated and to be discontinued by August 2013.
Spanish	BA	12362		2004-2005	2010-2011		

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Spanish	BS	12363		2004-2005	2010-2011		
Adolescence Education: Spanish	BA	25294	Spanish 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Nursing RN	BS	81014		2005-2006	NA (see Comments)	CCNE – Commission on Collegiate Nursing Education	Program to be discontinued by August 2012.
English	BA	03739		2007-2008	2012-2013		
English	BS	12326		2007-2008	2012-2013		
Adolescence Education: English	BA	25289	English 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: English	BS	25290	English 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Communication Studies	BA	03741		Not done (see Comments)	2009-2010		Departmental restructuring
Communication Studies	BS	12332		Not done (see Comments)	2009-2010		Departmental restructuring
Philosophy	BA	03742		2006-2007	2011-2012		
Mathematics	BA	03744		2006-2007	2011-2012		
Mathematics	BS	12333		2006-2007	2011-2012		

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Adolescence Education: Mathematics	BA	25295	Mathematics 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: Mathematics	BS	25296	Mathematics 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Physics	BA	03747		2006-2007	2011-2012		
Physics	BS	12336		2006-2007	2011-2012		
Adolescence Education: Physics	BS	27770	Physics 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: Physics	BA	27771	Physics 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Chemistry	BA	03749		1999-2000	2010-2011		Curriculum certified by ACS (American Chemical Society).
Chemistry	BS	12339		1999-2000	2010-2011		Curriculum certified by ACS (American Chemical Society).
Adolescence Education: Chemistry	BA	25301	Chemistry 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: Chemistry	BS	25302	Chemistry 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Geology	BA	03752		2004-2005	2010-2011		
Geology	BS	12342		2004-2005	2010-2011		
Adolescence Education: Earth Science	BA	25299	Earth Science 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: Earth Science	BS	25300	Earth Science 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Environmental Geochemical Science	BS	28217		Not done (see Comments)	2010-2011		Program added 2003
Psychology	BA	03756		2006-2007	2011-2012		
Psychology	BS	12346		2006-2007	2011-2012		
Adolescence Education: Social Studies	BA	25303	Social Studies 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Adolescence Education: Social Studies	BS	25304	Social Studies 7-12	2007-2008	2014-2015	NCATE	NCATE reaccreditation letter dated 10/31/08. Next NCATE site visit scheduled for Spring 2015.
Anthropology	BA	03758		2008-2009	2013-2014		

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Anthropology	BS	12349		2008-2009	2013-2014		
Economics	BA	03759		Not done (see Comments)	2009-2010		School and department in transition, delaying scheduled program review.
Economics	BS	12350		Not done (see Comments)	2009-2010		School and department in transition, delaying scheduled program review.
History	BA	03760		2003-2004	2009-2010		
History	BS	12351		2003-2004	2009-2010		
Geography	BA	03761		2005-2006	2011-2012		
Geography	BS	12352		2005-2006	2011-2012		
Political Science	BA	03762		2005-2006	2010-2011		
Political Science	BS	12353		2005-2006	2010-2011		
Sociology	BA	03763		2006-2007	2011-2012		
Sociology	BS	12354		2006-2007	2011-2012		
International Relations	BA	83393		2005-2006	2010-2011		
International Relations	BS	83394		2005-2006	2010-2011		
Black Studies	BA	03764		2008-2009	2013-2014		
Black Studies	BS	12356		2008-2009	2013-2014		

Academic Program Title	Degree/ Award	Program SED IRP Code	Cert. or License Descrip.	Year of Most Recent Assessment	Planned Year of Next Assessment	Accrediting Agency Approved by CHEA or USDOE	Campus Comments
Contract Major	BA	03765		Not done (see Comments)	Not planned (see Comments)		Degrees are individually designed.
Contract Major	BS	12357		Not done (see Comments)	Not planned (see Comments)		Degrees are individually designed.
Liberal Studies	BA	80172		Not done (see Comments)	Not planned (see Comments)		Degrees are granted only rarely.
Liberal Studies	BS	80173		Not done (see Comments)	Not planned (see Comments)		Degrees are granted only rarely.
Women's Studies	BA	79292		See Comments	2009-2010		Assessment of this interdisciplinary program has typically been conducted by means of assessing its component disciplines. The 2009-2010 program review focused on the program as a whole.

Assessment Status by Program

Undergraduate Programs

Academic Program Title	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Business						
Accounting	BS	X	X	X	X	X
Finance	BS	X	X	X	X	X
General Business	BS	X	X	X	X	X
International Business	BS	X	X	X	X	X
Management	BS	X	X	X	X	X
Marketing	BS	X	X	X	X	X
Education						
Adolescence Education: Biology	BA/BS	X	X	X	X	X
Adolescence Education: Chemistry	BA/BS	X	X	X	X	X
Adolescence Education: Earth Science	BA/BS	X	X	X	X	X
Adolescence Education: English	BA/BS	X	X	X	X	X
Adolescence Education: French	BA	X	X	X	X	X
Adolescence Education: German	BA	X	X	X	X	X
Adolescence Education: Mathematics	BA/BS	X	X	X	X	X
Adolescence Education: Physics	BA/BS	X	X	X	X	X
Adolescence Education: Social Studies	BA/BS	X	X	X	X	X
Adolescence Education: Spanish	BA	X	X	X	X	X
Childhood Education	BS	X	X	X	X	X
Early Childhood Education	BS	X	X	X	X	X

Academic Program Title	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Fine and Performing Arts						
Art Education K-12	BS	X	X	X	X	X
Art History	BA	X	X	X	X	
Ceramics	BFA	X		X		
Graphic Design	BFA	X		X		
Metal	BFA	X	X	X	X	
Music	BA/BS	X	X	X	X	X
Painting	BFA	X		X		
Photography	BFA	X		X		
Printmaking	BFA	X		X		
Sculpture	BFA	X		X		
Theatre Arts	BA/BS	X	X	X	X	X
Visual Arts	BA/BS	X		X		
Visual Arts Education	BS	X	X	X	X	X
Liberal Arts and Sciences						
Adolescence Education: English	BA/BS	X	X	X	X	X
Adolescence Education: French	BA	X	X	X	X	X
Adolescence Education: German	BA	X	X	X	X	X
Adolescence Education: Social Studies	BA/BS	X	X	X	X	X
Adolescence Education: Spanish	BA	X	X	X	X	X
Anthropology	BA/BS	X	X	X	X	X
Asian Studies	BA	X	X	X	X	X
Black Studies	BA/BS	X	X	X	X	X
Communication Disorders	BA	X	X	X	X	X
Contract Major	BA/BS	X	X	X	X	X

Academic Program Title	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Economics	BA/BS	X	X	X	X	X
English	BA/BS	X	X	X	X	X
French	BA/BS	X	X	X	X	X
Geography	BA/BS	X	X	X	X	X
German	BA/BS	X	X	X	X	X
History	BA/BS	X	X	X	X	X
International Relations	BA/BS	X	X	X	X	X
Journalism	BA/BS	X	X	X	X	X
Latin American Studies	BA/BS	X	X	X	X	X
Liberal Studies	BA/BS	X	X	X	X	X
Nursing Rn	BS	X	X	X	X	X
Philosophy	BA/BS	X	X	X	X	X
Political Science	BA/BS	X	X	X	X	X
Psychology	BA/BS	X	X	X	X	X
Sociology	BA/BS	X	X	X	X	X
Spanish	BA/BS	X	X	X	X	X
Speech Communication	BA/BS	X	X	X	X	X
Women's Studies	BA	X	X	X	X	X

Academic Program Title	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Sciences and Engineering						
Adolescence Education: Biology	BA/BS	X	X	X	X	X
Adolescence Education: Chemistry	BA/BS	X	X	X	X	X
Adolescence Education: Earth Science	BA/BS	X	X			
Adolescence Education: Mathematics	BA/BS	X	X	X	X	X
Adolescence Education: Physics	BA/BS	X	X			
Biology	BA/BS	X	X	X	X	X
Chemistry	BA/BS	X	X	X	X	X
Computer Engineering	BS	X	X	X	X	X
Computer Science	BA/BS	X	X			
Electrical Engineering	BS	X	X	X	X	X
Environmental Geochemical Science	BS	X	X	X		
Geology	BA/BS	X	X	X		
Mathematics	BA/BS	X	X	X	X	X
Physics	BA/BS	X	X	X		

Graduate Programs

Academic Program Title (Concentration)	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Business						
Business Administration	MBA	X	X	X	X	X
Public Accountancy	MBA	X	X	X	X	X
Fine and Performing Arts						
Ceramics	MFA	X		X		
Metal	MFA	X		X		
Painting/Drawing	MFA	X		X		
Printmaking	MFA	X		X		
Sculpture	MFA	X		X		
Visual Arts Education	MSED	X		X		
Music Therapy	MS	X		X		
Education						
Early Childhood Ed	MSED	X	X	X	X	X
Childhood Education	MSED	X	X	X	X	X
Childhood Education	MST	X	X	X	X	X
Literacy Education B-6	MSED	X	X	X	X	X
Literacy Education 5-12	MSED	X	X	X	X	X
Literacy Ed & Childhd Spec Ed.	MSED	X	X	X	X	X
Literacy Ed & Adolesc Spec Ed	MSED	X	X	X	X	X
Special Ed: Childhood Education	MSED	X	X	X	X	X
Special Ed: Adolescence Ed	MSED	X	X	X	X	X
Childhd Spec Ed & Literacy Ed	MSED	X	X	X	X	X
Adolesc Spec Ed & Literacy Ed	MSED	X	X	X	X	X
Humanistic/Multicultural Ed	MSED	X	X	X	X	X

Academic Program Title *(Concentration)*	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Education, cont.						
General program						
Teacher Cert. (Special Subjects Only)						
Adolescence Ed: Biology	MSED	X	X	X	X	X
Adolescence Ed: English	MSED	X	X	X	X	X
Adolescence Ed: Social Studies	MSED	X	X	X	X	X
Adolescence Ed: Biology	MAT	X	X	X	X	X
Adolescence Ed: English	MAT	X	X	X	X	X
Adolescence Ed: Social Studies	MAT	X	X	X	X	X
Second Language Ed (TESOL)	MSED	X	X	X	X	X
School Leadership	MSED	X	X	X	X	X
School Leadership	CAS	X	X	X	X	X
Alt. Cert: School District Leader	CAS	X	X	X	X	X
School Business Leadership	CAS	X	X	X	X	X

Academic Program Title (Concentration)	Degree or award	Mission and goals	Assessment plan in place	One or more measures of student learning	Ongoing Assessment	Results guide planning
Liberal Arts						
Communication Disorders	MS					
Speech-Lang. Disabilities Conc.		X	X	X	X	X
Speech-Lang. Pathology Conc.		X	X	X	X	X
English	MA	X	X	X	X	X
Psychology	MA	X	X			
Mental Health Counseling	MS	X	X			
School Counseling	MS	X	X			
Sciences and Engineering						
Biology	MA	X	X	X	X	X
Computer Science	MS	X	X			
Electrical Engineering	MS	X	X	X	X	X

Specialized Professional Associations Recognized by NCATE

Program	Specialized Professional Association	Grade	Degree	Level
Adolescence Special Education	CEC	7-12	Master's	ITP
Childhood Education	ACEI	1-6	Baccalaureate	ITP
Childhood Education	ACEI	1-6	Master's	ITP
Childhood Special Education	CEC	1-6	Master's	ITP
Early Childhood Education	NAEYC	B-2	Baccalaureate	ITP
Early Childhood Education	NAEYC	B-2	Master's	ITP
English Adolescence Education	NCTE	7-12	Baccalaureate	ITP
English Adolescence Education	NCTE	7-12	Masters	ITP
Foreign Lang Adolescence Education	ACTFL	7-12	Baccalaureate	ITP
Foreign Lang Adolescence Education	ACTFL	7-12	Master's	ITP
Literacy Education 5-12	IRA	5-12	Master's	ADV
Literacy Education B-6	IRA	B-6	Master's	ADV
Mathematics Adolescence Education	NCTM	7-12	Baccalaureate	ITP
Mathematics Adolescence Education	NCTM	7-12	Master's	ITP
School Building and District Leader	ELCC	P-12	Specialist or C.A.S.	ADV
School District Business Leader	ELCC	P-12	Specialist or C.A.S.	ITP
School District Leader Alt Rte Trans D	ELCC	P-12	Specialist or C.A.S.	ADV
Science Adolescence Education	NSTA	7-12	Baccalaureate	ITP
Science Adolescence Education	NSTA	7-12	Master's	ITP
Social Studies Adolescence Education	NCSS	7-12	Master's	ITP
Social Studies Adolescence Education	NCSS	7-12	Baccalaureate	ITP
Teaching English as a Second Lang	TESOL	P-12	Master's	ITP

Key:
ACEI- Association for Childhood Education International
ACTFL – American Council on the Teaching of Foreign Languages
ADV =Advanced
CEC - Council for Exceptional Children
ELCC - Educational Leadership Constituent Council
IRA - International Reading Association
ITP = Initial Teacher Preparation
NAEYC - National Association for the Education of Young Children
NCSS - National Council for the Social Studies
NCTE - National Council of Teachers of English
NCTM - National Council of Teachers of Mathematics

NSTA – National Science Teachers Association
TESOL - Teachers of English to Speakers of Other Languages

Assessment Status by School

Rubric for Evaluating Institutional Student Learning Assessment Processes - SCHOOL OF BUSINESS

	For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Every where
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						X
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						X
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.						X
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						X
5	Course syllabi include statements of expected learning outcomes.						X
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						X
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.						X
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						X
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						X
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.						X
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						NA
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.						X
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						X

No plans = **No documented evidence that the** institution **has plans** to do this.
No evidence = The institution appears to be aware that it should do this, but there is **no documented evidence that this is happening.**
A few areas = The institution has documented evidence that this is happening in **just a few areas** (for example, only in programs with specialized accreditation).
Some areas = The institution has documented evidence—not just assurances—that this is happening in **some but not most areas** (for example, in a number of academic programs but not yet in general education)
Most areas = The institution has documented evidence—not just assurances—that this is happening in most but not all **areas.**
Everywhere = The institution has documented evidence—not just assurances—that this is happening everywhere.   © Middle States commission on Higher Education 3/11/2008

Rubric for Evaluating Institutional Student Learning Assessment Processes - SCHOOL OF EDUCATION

	For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Every where
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						X
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						X
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.						X
4	Statements of program-level expected learning outcomes are made available to current and prospective students.					X	
5	Course syllabi include statements of expected learning outcomes.						X
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.					X	
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.					X	
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.						X
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.					X	
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.				X		
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						X
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.					X	
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						X

Rubric for Evaluating Institutional Student Learning Assessment Processes – SCHOOL OF FINE & PERFORMING ARTS

	For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Every where
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						X
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						X
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.					X	
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						X
5	Course syllabi include statements of expected learning outcomes.					X	
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.				X		
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.				X		
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.					X	
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.				X		
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.					X	
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.						X
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.				X		
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.					X	

Rubric for Evaluating Institutional Student Learning Assessment Processes - SCHOOL OF LIBERAL ARTS & SCIENCES

	For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Every where
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.						X
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.						X
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.						X
4	Statements of program-level expected learning outcomes are made available to current and prospective students.					X	
5	Course syllabi include statements of expected learning outcomes.					X	
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.						X
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.					X	
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.					X	
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.						X
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.						X
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.					X	
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.					X	
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.						X

Rubric for Evaluating Institutional Student Learning Assessment Processes - SCHOOL OF SCIENCES & ENGINEERING

	For academic programs, the general education curriculum, and institutional goals articulated in the mission statement, vision statement, or elsewhere:	No plans	No evidence	A few areas	Some areas	Most areas	Every where
1	Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.				X		
2	Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.					X	
3	Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.					X	
4	Statements of program-level expected learning outcomes are made available to current and prospective students.					X	
5	Course syllabi include statements of expected learning outcomes.					X	
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.					X	
7	Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.					X	
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes.					X	
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.				X		
10	Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.				X		
11	In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.					X	
12	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.				X		
13	There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.				X		

This is intended for institutions to use as a tool to help them assess the status of their current assessment efforts in terms of Middle States' accreditation standards and expectations. This tool is not intended to be used by any evaluators or to prescribe specific Commission actions regarding the institution.

Focus Group Results

Groups queried: Associate Deans, Governance leaders, Chairs of College of Liberal Arts & Sciences,
School of Fine & Performing Arts, School of Education, and School of Science & Engineering
Total number of people in attendance: 43

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
Culture	We certainly do not want to hurt ourselves with Middle States.
Culture	In the Art Department, it is hard to get everyone to buy into.
Culture	Ultimate test is 'candidate" learning is in their capstone experience of student teaching: how are children impacted by the student teachers? There are various facets and layers. We try to use a variety of assessments to model, want an authentic model that reflects student thinking, a journal, a portfolio, an interview, an open-ended question, much more effective strategy than a multiple choice test.
Culture	We assess what our students (i.e., candidates) learn by how much their P-12 students learn. That is 1 layer.
Culture	Candidates assess supervisors and assess themselves.
Culture	We have a culture of assessment embedded in the program. We need to make a distinction between evaluation (formative) and assessment (summative). We are trying to find the strengths and weaknesses of our candidates and helping them with the weaknesses.
Culture	Multiple indicators; do not wait until the end. It is not a standardized system of assessment, but we do have state certification.
Culture	We developed rubrics for assessing projects; there is a degree of standardization.
Culture	Some professors will strictly align themselves with a rubric; some will diverge, and do something more unique to their belief systems. All rubrics are local and directly linked to conceptual framework, which has 6 goals, inquiry intellectual growth professionalism appreciation of diversity advocacy for students democratic citizenship
Culture	More organic, developed amongst ourselves. We had lots of discussions about NCATE before we decided on which way we were going to go.
Culture	Not all of faculty is sold on it, but there is an understanding that is something that needs to be done. And we have sensitive areas in our assessment, especially dispositions. We are trying more and more not to talk about attitudes and thinking, but actions in the classroom.
Culture	Are we better teachers? If the standards are what make a good teacher, it gives a foundation, trade off, but some teachers feel they cannot do what they like to do. I'm surprised people can't weave it in. But some reading or theorists are not discussed because they are not being assessed.
Culture	I don't know if it makes me a better teacher, but certainly just about every assignment is connected and I try to make that transparent for the students so they know the conceptual framework.
Culture	In my department there have been two responses, one is that we were already doing all of the things, but other response is they are not affected one way or another

	General Education, Culture of Assessment, Support for Assessment
Category	Comments
Culture	We have gotten by for centuries relying on the mechanisms for assessment. We grade. This is what we are trained for.
Culture	I do not mind departmental assessment. We were given the autonomy about how to do it. The simple instructions forced us to be systematic.
Culture	We were asked to come up with an assessment plan for the major. We were told departmental assessment must be quantitative or systematic. The administration requires that we submit something. That is not a bad thing, but it was up to the department if it was doing its job well. The department has some issues we are just learning about. We do not have a capstone course or an intensive writing course. Some of us have two tracks, because of teacher education students.
Culture	Seems like there has been very little public information about grades at SUNY New Paltz. There used to be a report with grades and SEIs. Correlated or not? Geology had lower grades, but high SEIs.
Culture	Yet things do come out of the 5 year review. We learned that we should have a capstone and decided to create one. We had a department-wide discussion about the efficacy of the course, about whether students are learning. Now we are assessing whether it is working. The key difference is that it is up to the department to create its own plan.
Culture	If the solutions are off the table, what's the point? There are lots mandated and lots imposed. Oral exams are impossible with large classes. If smaller classes are what are needed, and we can't have smaller classes. It is very frustrating to not be able to implement recommendations due to budget constraints. Assessment can tell us if we are doing what we set out to do, but cannot solve problems.
Culture	If we were really serious about assessment, we would not be doing what we area doing. Not much interest in keeping papers as evidence: what do we do in the classroom; what does the syllabus look like; what kinds of assignments are given; what kind of feedback is given. It falls through the cracks.
Culture	Should we do a faculty wide survey about assessment?
Culture	We have had a big drive for assessment, but it isn't one size fits all. We are trying to assess a moving target.
Culture	Adaptation is required for different types of learning, and how students are evaluated.
Culture	Data come in different varieties, and sometimes anecdotal is a good type of datum.
Culture	There is not agreement in the field for good performance. Hard to know what is 'good' in the arts. "Hard in a discipline that is so undisciplined."
Culture	Need to know the starting point in order to measure change, which is difficult and hard to quantify in some areas. Cannot measure growth without knowing where students are when they come in. Is assessment measuring change?
Culture	'Learning' vs. 'spewing'
Culture	What assessment can do is to tell you what you need to do differently.
Culture	Assessment is like an assembly line – you have to wait until the end. Does not work to improve teaching. If something isn't working in teaching, you must change it "on the fly;" you can't wait until the next semester.
Culture	Public looks at it as teachers not wanting to be accountable and resisting. Narrative gets out there that teachers do not want to be held accountable, that they are resistant. We look "churlish and spoiled."
Culture	Why isn't there more of a partnership in assessment?
Culture	How can we implement assessment at an individual course-level?
Culture	Assessment as it's conceived can be useful as a tool; when it's used for accountability things seem to go awry.

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
Culture	For years there has been the issue of what is education input and what is education output; assessment doesn't really look at the student part of the equation. Really it is the student who determines the outcome of the course.
Culture	"Out the door in four" is counterproductive. What they come in with is what they go out with. Student determines what they get.
Culture	Student involvement affects the outcome.
Culture	There is a fear that assessment is about assessing teachers. Fear that System would use assessment data to eliminate programs.
Culture	There is idiosyncratic individualized assessment, which probably can be assessed more broadly.
Culture	Assessment is so multi-faceted by the time you get to something that is global that is amorphous enough that crosses interdisciplinary boundaries; you get to something that is very dilute.
Culture	I can think of some times in my department when assessment has yielded some interesting findings, such as what we want seniors to get out of their capstone courses.
Culture	The only value was making sure everyone has the same objectives.
Culture	Students at the end of a course, they can apply the technique, but if they have to know which technique to use, they do not know (a finding from assessment).
Culture	I wonder if we are looking for data in the wrong places, for example college graduates earn more than non-graduates.
Culture	Need for longitudinal data; maybe there are different questions and different methods.
Culture	Assessment is not seen as helpful; "Assessment for its own sake."
Culture	Assessment in Communications and Media has yielded some good information. We have been able to articulate certain skills and knowledge. Worked well with capstones.
Culture	Value is in talking together; but in terms of data, not so much. Does not help teachers make changes.
Culture	Faculty seems to be embracing assessment.
Culture	Chairs are very positive. They are able to evaluate student learning.
Culture	Every program in LA&S has an assessment report. LA&S started getting assessment plans a while ago. LA&S has assessment plans on website.
Culture	In LA&S there is a recognition that if you ask for resources you need to have some sort of documentation to do that.
Culture	For GE assessment there is still some autonomy; faculty are told what the students need to achieve but how to get there is up to them.
Culture	In Education, assessment is based on accreditation. Assessment system is very sophisticated. Faculty had resources, but they came directly from the dean.
Culture	Additional programs have additional pieces. How well it works is questionable. Some faculty think everyone is terrific. What did students really learn?
Culture	At course level people are much more aware.
Culture	Goal is to make it as authentic as possible.
Culture	One thing they have to demonstrate is the p-12 is making a positive impact, which is difficult.
Culture	4 unit-wide assessments, planning, student learning, disposition, student teaching. All the assessments were developed by the faculty together. TCED is teacher certification database. 4 unit-wide assessments on MyNewPaltz.edu. There are three state-wide tests.
Culture	How well it measures what the students are learning is questionable. How well do they retain what they learn?
Culture	Students should have 2 assessments at the end of each placement.
Culture	We have assessment of student learning at the graduate level.

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
Culture	We had to redo assessments to determine how much intervention needed to be done with the student.
Culture	People are afraid to give the students a bad evaluation in the School of Education and Communication Disorders, because they think it is a bad reflection on them. There is an issue of reliability.
Culture	Assessment is uneven across the programs.
Culture	Theatre has a great system in place that the Art Department hopes to emulate.
Culture	We have had a positive experience with assessment. Some embrace as a process. Grade appeals as a measure of assessment.
Culture	The individual nature of the process causes people to be reluctant to use it, but no area is strong without it.
Culture	There is resistance is to documentation and standardization.
Culture	But most people do it without knowing it.
Culture	Student teaching is an internship.
Culture	The term TA varies among departments. In business school there are no TAs. Computer Science uses a lot of TAs, but they are assisting, not teaching.
Culture	Independent study is a course (contract) for individual instruction projects; can be for assisting, can be for research, can be for reading.
Culture	It took two to three years to create a culture of assessment in the School of Business. The major obstacle initially was they thought it was about assessing their teaching ability. Chi-Yang has three semesters of data.
Culture	When people are sitting together, there is the influence of "peer pressure." There is a sense of "not making waves."
Culture	Assessment and grading is not the same thing. Assessment can help you be a tougher grader.
Culture	The AACSB - Association to Advance Collegiate Schools of Business – the School of Business has been working on for some time. Direct and indirect measures are both part of assessment, although AACSB does not like indirect measures. It is difficult to show improvement.
Culture	Engineering is strong because it is driven by ABET, the engineering program accrediting agency. Biology is OK in assessment, because it carries the assessment culture from being in Liberal Arts. In math, assessment is used to assess all the GE courses.
Culture	Importance of "scaffolding," in terms of building the structure of assessment. Faculty members are not taught to do assessment, so they learn in iterative fashion.
Culture	Assessment has been met with a lot of resistance or confusion; not a good term – assessment. Language of assessment distasteful all around: stakeholder, etc. Feel like it is 'client-based'.
Culture	It is better to be on the front end, and not on the receiving end.
Culture	Faculty do not know how to do something with the findings.
Culture	People tie it to accreditation.
Culture	Performing and visual arts sees teaching and learning as unmeasurable. They are unable to put a number on it.
Culture	Assessment takes the depth and richness and life out of teaching.
Culture	There are a lot of qualitative assessment - auditions just to get into major
Culture	We do critiques or reviews every semester in every class several times. But we don't collate information in a way that can be generalized. There is a degree of subjectivity that is not checked by the process.
Culture	We do more assessment than other classes just do not refer to it as assessment. We have lots of gatekeeping areas that we do not call assessment, but assessment is done throughout.

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
Culture	A grade is more imprecise – can depend on how the grader feels. There are all kinds of reasons why grades are different from assessment. What does "'A' quality work" mean? Over-inflation of grades is an issue.
Culture	If grades constitute assessment, then what does assessment mean? It must be about "how good we are as teachers. There is really resentment about this."
Culture	Our goal is to develop creative thinkers, which means experimentation and failure. Assessment seems to promote the idea that failure is wrong – that it is a linear process. We want them floundering. The models we give them flout conventions. Can a rubric reflect that? Could the rubric be revised to include risk taking?
Culture	A challenge in the Foundations program in Art is that it is our responsibility to develop creative thinkers and encourage them to take risks. We allow students to deal with new information and challenge the status quo about making art.
Culture	What to do with assessment information? How to capture it systematically?
Culture	It is hard to define a 'one size fits all' beyond 'do they get in' or 'did they pass'?
Culture	The aura of science about assessment, that it is quantitative, is irritating. We need to stop using the word 'measure'. The assumption is that students are starting from zero.
Culture	You are not assessing student learning, if you do not assess what the student knows before the class, what they bring in with them. "For all we know, we may be making them worse."
Culture	Videotaping students talking about their work has been an effective way to find out what students learned from their work. Assessment should be qualitative instead of quantitative. We can do qualitative systematically." It takes time, recognition and support from the college; training and reward.
Culture	Our counterparts in high school education have already figured this. We need to figure out what works and adopt.
Culture	Assessment should help to better understand ourselves as teachers. We could see a value in doing assessment over SEI.
Culture	Learning objectives or learning outcomes are key.
Culture	Art History developed a capstone course that all majors must take their senior year. They may not graduate unless they passed. It is a writing intensive course.
Culture	You notice that we have defaulted to writing as a way to measure outcomes, for example, require a thesis. It easier to convey writing to someone in Albany; less subjective. The prospect of assessment steers us in a direction.
Culture	We need help on campus in assessing ways of thinking. Analytical and critical thinking have a lot of models. Students need the abilities to take risks and fail; it's a creative thinking dimension and need some mechanisms to articulate that.
Culture	How do we know our programs achieve what we want them to do?
Culture	We could use students' narratives of how they think, how they put themselves "out there" in a performance. It need not to be understood in hierarchical fashion. It is an opportunity to provide some new models to articulate what students are learning. Is there is any opportunity on how to broaden our ideas about assessment? We would love to propose a new way.
Culture	Assessment takes a lot of work at the beginning, front work, but once you set up a procedure, it's a little more effort than for grading, you have to define the levels
Culture	Concern with taking time away from very busy people; always try to minimize the effort from the chairs; minimize 'control effort', an engineering term. If chairs provide the raw data, Kiera will do the graphs.
Culture	Difference between outcomes and reporting of student learning. What seems 'natural': we get together, we observe, we talk, we make changes in the curriculum and see what happens. We are serious about our curriculum and get feedback from students.

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
Culture	In a small program we know all of our students and we watch them progress. We are always self-critical of program.
Culture	There's a difference between actual assessment of learning and reporting of same.
Culture	There are some colleges and universities doing things that are not academically legitimate, so we need to document what we are doing
Culture	One of the biggest challenges to us was to get everyone on the same page
Culture	Assessment takes a lot of time, but the reality is it's absolutely essential, no ifs or buts about it.
Culture	Deciphering the jargon assessment people use is key.
Culture	An organization like ABET brings everyone together. It took us a long time to 'get' it.
Culture	There is college wide assessment for middle states so those have to be distinguished from other assessments, example NCATE accreditation.
Culture	Jargon for 'candidates' in Education – teachers are 'effective facilitators of learning and teaching'.
Culture	It seems there should be a way to standardize some of this; seems a little ridiculous to be filling out the same report for several different agencies.
Culture	Accrediting agency data could be used at least internally.
Culture	The chairs' position really isn't to be writing assessment plans all day.
Culture	If you have the wrong idea about a concept it may delay you for a year.
Culture	If a student gets an A, did well in everything, if student gets a B, may have done well in all objectives except one. But the grade does not reveal where the student's weakness is. Assessment can process clarifies that.
Culture	The job is to minimize the amount of work that the faculty and the chairs have to do.
Culture	Each time there is an ABET review there is a different team and each time the understanding is different (Jackie's observation – seemed to make a point about the need for inter-rater reliability)
Culture	"Let's try to step back and do something that makes sense." Common theme.
Culture	No one wanted to talk about a mission, but we are talking about it. We finally realized that we are 3 people trying to offer what an upper division physics major should be.
Culture	If you have a goal that makes sense, which provides some advocacy for the program that you don't otherwise have.
Culture	Surveys are the biggest challenge, need to survey various constituencies; want to find out what happens to students after they leave.
Culture	A lot of people do types of assessment, but do not document it.
Culture	Information about alumni is needed for many purposes.
Culture	We close the loop all the time using 'fuzzy logic', that is what we do every day with students. We know which students, are A, B, B; we just don't document it.
Culture	The challenge is at the documentation level.
Culture	Part of the setup that takes time is developing a syllabus that will support your assessment activities, but once you have the syllabus the next year you use it again and again.
Culture	An unintended consequence is that we started out with a lot of objectives, but as time goes by we have fewer and fewer objectives. They are big objectives, but there are fewer of them.
Culture - SEI	One colleague found a correlation between where the student sits in the room, and how well they do. Analysis in beginning Economics: perfect correlation between performance in the course and cum GPA.

Category	General Education, Culture of Assessment, Support for Assessment
	Comments
Culture - SEI	SEI instrument has been a terrible instrument for 3 decades; would like to see average grade given on the SEI report; some of the questions are so outrageous; at least they dropped the question asking if the professor showed up on time. Where did the question about how well the instructor knows the material come from? In a course where 8 people failed the course, 8 people strongly disagreed. The flaw in assessment and SEI is that it creates an adversarial relationship rather than a partnership in learning. SEI is no solution because it's flawed from the "get-go." Designed for one thing and used for another. There are some faculty who are so adamantly opposed to the SEI; they are willing to give up DSI. There are incentives to do things we would not want faculty to do, such as perceiving the SEI as a popularity contest. It seems like the tools are linked inappropriately; misused, especially SEI. There are differences in courses and differences in dimensions in student effort. Would like to see average grade given for each section in SEI.
GE	GE assessment - people rather dissatisfied with process; it deprives us of creativity.
GE	Few GE courses taught in School of Ed, but more coming in diversity and writing intensive.
GE	Most of our students are past the GE stage when they get to us. They are upper division and have already completed.
GE	I think that is with NCATE, with the GE, there are always variables we have to grapple with.
GE	Many who teach GE are overworked in other jobs or they are already teaching too many courses. There are so many unknown variables. We're heavily involved with assessment issues statewide, people are on committees, not just locally, involved with state initiatives.
GE	GE assessment is a terrible waste of time.
GE	Objectives of GE courses are odd and peculiar.
GE	Task is bureaucratic and tedious. The end result is pointless. There is no significant effect of the exercise.
GE	Faculty draw up questions well ahead of the course, develop rubrics, show intra or inter rater reliability. It takes extraordinary amount of time that can be spent reading or preparing for class. What you get back at the end of the day is just statistics.
GE	If we really were to do it, we'd have to say something about who teaches the course.
GE	There are lots of GE courses in LAS. Assessment comes around every year. So unfortunate to be randomly selected. So annoying.
GE	We are forced into statements where we have to use the right words, which is superfluous to what we do.
GE	Our system gives us a false sense of autonomy. Albany said we could do our own assessment, then it there was a board and a process and due dates. There is absolutely zero autonomy; makes faculty throw up their hands; it's like going to the dentist.
GE	We do not think it poorly motivated, however. We are not anti-assessment.
GE	Our department had expert psychometricians who developed a test. We were told this is all wrong, and were that this has to be an essay.
GE	Not seen a single outcome that has been a positive effect on the campus from assessment.
GE	Morale is low on the campus and GE assessment personifies the low morale. It is sense of a lot of work that goes nowhere.
GE	We spent a lot of time trying to make sense of the GE requirements. People don't understand in general what ethical reflection means. We can assess ethics, but not at the end of the semester. We'll have to wait 10 or 15 years and see if anyone is convicted.
GE	We are highly skilled, yet the GE Board bounces our proposals back. The Board tells us what to write.
GE	We want to do the minimum for Albany, and then do what we have always done.
GE	The process became so adversarial; it turned into 'let's take this course out of GE'.

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
GE	There are so many ways this could have been done more simply. The chairs should be directed to make sure there departments are doing (this).
GE	The fall assessment workshop is a monumental waste of time. The process is utterly opaque. The website is not helpful. There is no real follow up. It is just a bureaucratic maneuver.
GE	We created an exam and all of the Spanish students failed this year. Assessment is great when everything is doing well, but what happens when everyone fails? The French students passed. We need to have uniformity in the program. The GE assessment probably will be a tool to create more uniformity in the Spanish program. We have started a conversation in the Foreign Language Department. We have the same final exam in French and that unifies the program.
GE	I was told that if I was too hard on students, there would be no job, because I wouldn't have enough students in my class unless it was a GE. My broader point is that rendering public grade distribution for a department can help a department assess itself.
GE	People were generous with their time and willing to give help, but it is such an onerous task that people feel like there is not enough support no matter what. It is hard to figure out exactly what we are supposed to be doing - in that sense there is not enough support. The people hours are enormous; we have a person dedicated to assessing. It's a lot of hours and does not reap benefits.
GE	We have suffered from the imposed Board of Trustees objectives.
GE	GE courses are only introductory level and full-time faculty do not teach those courses. There is a combination of TAs and adjuncts teaching the introductory classes for the Art Department. Each semester there is TA training. TAs are supervised. They are required to take a course before they are even considered.
GE	None of the assessment instruments are as good as the GE instrument in Business.
GE	In terms of support for assessment: Principle of 'it is part of faculty job', so no course release or the like DSI is tied to assessment Many GE courses being assessed are taught by adjuncts, and we don't pay them very much anyway. The School of Business has a writing assistant paid by the Graduate School. This person reports to the SoB graduate school advisor. The Provost chips in a small amount. The GE Forum TLC mini-workshops
GE	People feel they do not get enough support. They were not hired to do that sort of a thing.
GE	It's very "police state." We feel we give up autonomy.
GE	Many faculty do not see the utility and do not see that it would help them in their teaching.
GE	Grids and rubrics do not work for the arts.
GE	Rubrics are often developed for LA&S which makes them difficult to use for the arts.
GE	GE somewhat easier; they are forced to learn it due to the rotation. Assessment is hard to do in the major.
GE	A lot of faculty find it hard to tell what additional information goes into a rubric. It seems as if it is just looking for the adverbs. What is the difference between a grade and a rubric?
GE	A selling point for having a rubric is that you have fewer grade appeals.
GE	It doesn't matter if you call them rubrics; you have define 4 levels, you can use common language, you have to get together with professors and determine how many students are in each level.

	General Education, Culture of Assessment, Support for Assessment
Category	**Comments**
GE	Want to use plain language: Excellent Normal Not very good Very bad
GE	Mainly math and natural science GE. Information pretty useless. "I got the results that I knew I would get."
GE	In terms of GE, only the questions we added to it are helpful.
Support	It requires a lot of mentoring.
Support	There is already a culture of assessment, so the supports are there. We've been well supported. FIPSE grant helped.
Support	There has been a lack of support. How can we ask part-time people to do more work for less money?
Support	We had a 5 year review, and we were given very little advice. Sometimes departments feel like they go through the process, do all this work and the result is quite minimal - maybe a meeting (in the past, at least). Lot of labor for very little positive benefit.
Support	We have a good job of supporting GE assessment; the GE Forum has been useful.
Support	Historically we have not done a good job as a campus employing the best minds who are trained to do assessment. I think we would do better as a campus if we sought out individuals who could offer professional expertise, especially from the School of Education.
Support	General level of support of assessment from administration has not been very robust; very little reward for it. There is a need for a campus-wide entity that would shepherd this as a campus-wide endeavor.
Support	Little financial incentive. At one point they were trying to get money for English adjuncts involved with assessment; people used to have stipends for advising.
Support	How about a day in the summer for assessment training? Good as long as there is lunch.
Support	One problem getting people to do it is it started in a poor way with a consultant. It was too complicated. There was competition for resources.
Support	School of Education had a couple of assessment workshops. Intention was to produce video case studies to show people how to rate students.
Support	Music is asking students to do self assessments, but we do not get support from the institution. We do not know what to do then. We have a norming session and then are left on our own.
Support	Most faculty feel like they are given zero support in doing assessment. The chair ends up doing it or delegating it to junior faculty.
Support	Associate Dean is creating a template for filling out assessment for every course to take the guess work out of it
Support	Outside accreditation is often an advocate for the program and not for the administration, especially in the matter of resources.
Support	Not given us enough time.
Support	Confusing about what they wanted. We could have used a little clearer example about what people do and how to do it.
Support	Could there be a database where alumni entered information about themselves for the whole college?
Support	Could the college maintain a website, with the departments feeding it information?
Support	LinkedIn has been helpful, good tool for open house as well.

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