![New Paltz — State University of New York logo]

PERIODIC REVIEW REPORT

MIDDLE STATES

COMMISSION ON HIGHER EDUCATION

Presented by
State University of New York College at New Paltz
1 Hawk Drive, New Paltz, NY 12561-2443

on

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Chief Executive Officer

Donald P. Christian, President

Date of the most recent decennial evaluation team visit:

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EXECUTIVE SUMMARY

Introduction

The State University of New York at New Paltz (New Paltz) is a comprehensive regional university in the Hudson Valley of southeastern New York, about equidistant between New York City and Albany, serving nearly 8,000 undergraduate and graduate students in about 120 degree programs. Founded in 1828, New Paltz was created as a school to teach the classics, then became a state normal school in 1885 – offering courses to prepare graduates to teach in the New York public school system – and was incorporated into the State University of New York (SUNY) in 1948.

The faculty and campus community are dedicated to the construction of a vibrant intellectual/creative public forum that reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity. A part of the College's educational foundation is the belief in the importance of a liberal education: thus, in addition to their many majors and minors, the schools of the College, especially the College of Liberal Arts & Sciences, provide core courses to the general educational grounding required of all students. Throughout the curriculum, the faculty value and foster the development of critical and creative thinking, problem solving, use of evidence-based analyses, and the ability to write and speak with clarity and precision.

Among our college's most prominent characteristics are its strong and growing academic quality, the value it places on close intellectual engagement between students and faculty or staff, the comprehensiveness of its academic programs, its diverse student population, and its connections to the culture and economy of the Mid-Hudson region. New Paltz is selective in admitting students who show promise of thriving in a learning environment that is challenging, student-centered, and personalized and is grounded in best practices that include a range of high-impact learning experiences such as study abroad, undergraduate student research with faculty scholars, the honors program, internships and living/learning communities. New Paltz is a leader both in the number of our students who study abroad and in the number of international students studying here. Enrollment in our honors program has been growing, as has participation in undergraduate student research and demand (and opportunity) for internship experiences.

New Paltz has a strong commitment to diversity, inclusion, and the success of all members of a diverse student population. Office of Institutional Research data reveal that the percentage of our student body who are first-generation increased from 20 percent in fall 2012 to 24 percent in fall 2015. Approximately 33 percent of our degree-seeking undergraduate students and 21 percent of graduate students are from traditionally underrepresented groups, figures that grow each year. The College has been recognized for high retention and graduation of students from historically underrepresented groups, which are well above State and national averages for both public and private institutions. "Achievement gaps" in retention and graduation between majority and underrepresented minority students are much smaller than at many institutions. Our Educational Opportunity Program (EOP) is the second largest among our sector in the SUNY system. This program serves economically disadvantaged students who are also academically at risk; New Paltz EOP students have first-year retention rates higher than the overall student body and graduate at rates above national averages for all students, either at public or private institutions. New Paltz has been recognized nationally for our success in engaging underrepresented students in study abroad.

New Paltz has more SUNY community colleges within a 45-mile radius than any other SUNY baccalaureate campus, and has a long tradition of promoting a seamless transfer experience for

transfer students and also for incoming first-year students. Each fall, we typically enroll about 1,100 first-year and 650 transfer students, and another 350 transfer students each spring. About half of each year's graduating seniors came to New Paltz as transfers. Retention and graduation rates of transfer students are among the very highest in SUNY.

New Paltz has five academic divisions. **The College of Liberal Arts and Sciences** (LA&S) is the largest and most diverse academic unit, with programs ranging from the traditional disciplines in the humanities and social sciences to more allied health and technical programs such as communication disorders and digital media production. Home to 17 departments and interdisciplinary programs, LA&S offers 21 undergraduate majors, 33 minors, 12 content fields and concentrations for elementary and secondary education, and six graduate programs. A large portion of general education/liberal education course offerings are in LA&S. Teacher preparation remains an important hallmark of our NCATE-accredited college. The **School of Education** (SoE) works collaboratively with local schools, community agencies, professional organizations, and campus-based programs, and provides opportunities for students to earn baccalaureate degrees in elementary and secondary education, master's degrees in elementary and secondary education, TESOL, literacy, special education, and humanistic/multicultural education, as well as certificates of advanced study in educational leadership. The SoE is committed to the preparation of academically strong, pedagogically skilled, and responsive teachers and educational administrators for a diverse society.

Fine and Performing Arts (F&PA) includes the departments of art, art history, music, and theatre arts, each offering multiple areas of concentration or specialty leading to B.S. or B.A. degrees, B.F.A. and M.F.A. degrees in many studio arts fields, and master's degrees in visual art education and music therapy. The Art Department's metal arts program is ranked #3 nationally. Programs in F&PA represent some of the College's outstanding areas of community and regional outreach, providing key learning opportunities for students in the process. These include musical performances by the college-youth symphony, symphonic band, college-community chorale, and other groups; two community arts programs that provide students and faculty with special opportunities to engage with underrepresented populations in the fields of art, music and theater; Piano Summer Institute/Festival.

The **School of Science and Engineering** (SS&E) includes the departments of biology, chemistry, computer science, environmental geochemical science, geology, mathematics, physics and astronomy, and the division of engineering programs that offers programs in electrical, computer, and mechanical engineering. In conjunction with the School of Education, SS&E also offers secondary education programs in the sciences and mathematics. The School offers interdisciplinary majors in biochemistry and in environmental geochemical science. Several departments offer masters as well as baccalaureate degree programs. Enrollment in STEM majors at New Paltz has grown by nearly 80% in the past five years; Science and Engineering is now the second-largest of the five academic schools. This growth has been widespread across all majors; the mechanical engineering program, new in 2015, is already attracting many new students.

The AACSB-accredited **School of Business** (SoB) was established as a School in 2000. Organized without separate departments, the School features academic majors in accounting, finance, general business, international business, management and marketing. Students achieve a solid liberal arts foundation to foster the skills and dispositions needed to meet the challenges of today's business environment. The MBA program includes a general MBA track and the CPA-preparatory track. Business student organizations provide students with numerous leadership and educational opportunities in and out of the classroom, including workshops, conferences, a business plan contest, an investment competition, debates, and consulting work.

2010-11 decennial review: In recognition of the centrality of and progress in assessment at New Paltz, three of the five commendations from our last decennial review focused on assessment. Middle States commended us for (a) our culture of assessment (Standard 7); (b) the role of assessment data in the College's higher than national average retention and graduation rates, especially among students in the Educational Opportunity Program (Standard 8); and (c) the use of assessment data by Student Affairs to enhance student success (Standard 9). Realizing our achievements in assessment as well as our need to build on that progress, Middle States:

> *Request[ed] a progress report ... documenting (1) further implementation of a comprehensive, organized and sustained process for the assessment of institutional effectiveness, including evidence that assessment has been implemented in all administrative units (Standard 7) and (2) further implementation of a comprehensive, organized and sustained process for the assessment of student learning outcomes, including evidence that all course syllabi include identified student learning outcomes, that assessment has been implemented in all academic units, and that assessment results are used to improve teaching and learning (Standards 11 and 14).*
> <div align="right">(p. 2 of June 24, 2011 Commission letter to President Christian)</div>

On June 27, 2013, Middle States acted to accept our Progress Report and, in its notification letter, reminded us of the June 1, 2016 due date for submitting a Periodic Review Report (PRR).

Approach to preparing the PRR: This PRR describes our progress in meeting our recommendations from the 2011 self-study and the Commission's recommendations (2011 MS Self-Study Recommendations, Appendix A) which we addressed in the previously-mentioned Progress Report as well as this PRR. Initiated in fall 2014, the PRR process was guided by a 10-member Campus-wide Periodic Review Report Committee of faculty and administrators. Broad inclusion in the process was garnered through information sharing and gathering, periodic updates, and circulating the PRR draft to the President, Cabinet, and the campus, for review and comments. Feedback from these groups was used to modify the document.

Summary of leadership changes since our last self-study: Since 2011, the College has undergone transitions in presidential and vice presidential leadership; requiring several national searches. In June 2011, after a year of interim executive leadership, the SUNY Board of Trustees named Donald P. Christian president of New Paltz. In July 2011-12, Cheryl Torsney served as interim provost/vice president for academic affairs and, in August 2012, Philip Mauceri succeeded her in the position. Provost Mauceri returned to the faculty in fall 2015 and Stella Deen, former Interim Dean of the College of Liberal Arts and Sciences, now serves as interim. On July 1, Lorin Basden Arnold will succeed Stella Deen as provost. In fall 2012 Jacqueline DiStefano resigned from the College and, in August 2013, Michele Halstead became vice president for administration and finance, after serving a year as interim. In 2013, Erica Marks was appointed vice president for development and alumni relations. These administrators, along with senior colleagues L. David Eaton, vice president for enrollment management; Shelly Wright, chief of staff and vice president for communication; and L. David Rooney, vice president for student affairs, comprise President Christian's Cabinet. On April 8, 2016, President Christian announced that Dr. Rooney will retire on June 30, 2016. Interim leadership will be appointed while a national search is conducted for Dr. Rooney's replacement. Despite changes in executive leadership, the College remains strong and continues to fulfill its mission and strategic priorities admirably.

Highlights of PRR: We have accomplished a majority of the recommendations from the PRR, a few are in progress, and, after consideration, two have been tabled. A new strategic plan, which was

finalized at the end of the 2012-13 academic year, is being implemented. The plan established priorities to receive special attention during 2013-18, with a likely one-year extension to 2019. The plan's priorities focus on improving the institution, its contributions, and the quality of education New Paltz provides its students and the region. Most priorities bear directly or indirectly on our students and on improving their educational experience. In fact, a sharpened focus on students and their success is an overarching framework for this plan and its implementation.

Our commitment to mission-centricity, led us to document our Institutional Assessment and Assessment of Student Learning practices into a draft Institutional Effectiveness Plan (Appendix B). This plan, which is being vetted, links our college's mission and goals to strategic planning, assessment, evaluation, budgeting, and resource allocation. In analyzing institutional effectiveness and assessment of programmatic and student learning information, we see convincing evidence that New Paltz is a strong, vibrant, and student-centered campus; is achieving its educational mission and goals; is engaged in continuous improvement, and is attending to matters of institutional revitalization. We have achieved substantial progress in aligning the campus' budget and expenditures with the strategic plan. Moreover, assessment practices in the academic and administrative divisions are much more robust, are of higher quality, and, perhaps most importantly, the results of assessment are being used for planning, resource allocation decisions, improvements in teaching and learning, and program enhancements and efficiencies.

Institutional efforts to recruit and retain a diverse faculty have probably never been stronger. Despite significant budget cuts, the College invested substantial amounts from tuition increases in new faculty hires. Faculty devoted several years to revising our General Education (GE) curriculum within a liberal education framework; however, attempts to obtain approval for a new GE curriculum were curtailed, in part, because of difficulty obtaining a full-faculty vote. An ad hoc committee is leading an effort to review, analyze, and reform faculty governance and attendant service demands. Progress has been achieved in addressing concerns of faculty compensation and retention and adjustments have been made to several salaries to make them more equitable. Faculty developed departmental/disciplinary guidelines based on the SUNY Board of Trustees' policies governing reappointment, tenure, and promotion.

New Paltz has been meeting its enrollment targets while maintaining its high admission standards and selectivity. Simultaneously, we have witnessed unstable graduate enrollments and are implementing strategies to stabilize these enrollments. We face significant facilities constraints, which bears on our recruitment of students. While retention and four- and six-year graduation rates—two areas of focused attention—are strong and improving, we have targeted these areas for incremental growth. The College is financially stable; however, uncertainties surround tuition rates. State taxpayer support, rising costs, and enrollment factors, make it difficult to assess financial outlook. Because of this, college leaders describe our budget as "sound but constrained." Development goals include raising $10 million over a three-year period and, at the end of year one, i.e., FY 2015, $3.4 million of that goal had been achieved. Endowed scholarship funds, a portion of which goes toward recruitment scholarships, are 58% of the Foundation's permanently restricted assets.

The provost's creation of an Applied Learning Team to develop a campus plan for experiential/applied learning activities has heightened attention to the importance that our campus places on students' engagement in high-impact learning practices. It is our belief that high-impact learning activities foster students' engagement and retention.

II. SUMMARY OF SUNY NEW PALTZ'S RESPONSE TO RECOMMENDATIONS

This section of the PRR provides a review and critical analysis of achievement of all of the recommendations from our 2011 self-study. Our responses follow the sequencing of the standards, and we have grouped recommendations, when appropriate.

Progress in meeting the recommendation pertaining to Planning – Standard 2

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.

Development of the Strategic Plan

In its May 2011 summary report, the Middle States Evaluation Team concurred with the recommendation of the self-study that the College develop a Strategic Plan that builds upon the Mission Statement and Vision Points that have served the institution so well. The team also agreed with the self-study recommendation that the Strategic Plan initiative should involve broad community consultation to foster a sense of ownership and facilitate implementation.

The development of a new [Strategic Plan](#) was one of Donald Christian's first priorities after his appointment to the presidency in June 2011. During his inaugural presidential year, he began researching and reviewing approaches to strategic planning. This included consulting with presidential colleagues, conducting a "strategic audit" seeking input from faculty, staff, administrators, students, and external stakeholders regarding the "…hopes, concerns, challenges, and aspirations of the college and its members and supporters," and retaining Dr. William Weary as strategic planning consultant.

The process followed the timeline below:

1. September 2012: Strategic Plan Steering Committee finalized and met with Dr. Weary to recommend materials for review and people to interview.
2. October 2012: Dr. Weary conducted confidential interviews with a range of campus constituents, including faculty, staff, students, administrators, alumni, community members, Foundation Board and College Council members, and SUNY System leaders.
3. November 2012: Seventy-five students, faculty, staff, administrators, and alumni took part in a day-long retreat led by Dr. Weary and focused on articulating concerns, issues, and a shared sense of direction for the College.
4. December 2012/January 2013: Steering Committee developed a first draft of the plan for review by the College's senior leadership. After review and editing, a draft was ready for review by the College community.

During the spring 2013 semester, the Steering Committee developed and implemented a process to receive input on the draft plan from the broader college community. The process included open forums with faculty, staff, and students and meetings with specific groups such as Administrative Council, College Council, the Foundation Board, and the Budget, Goals and Plans committee. The draft plan with a video introduction was also placed online with an email address for comments and

feedback. At the end of the spring semester, a final draft of the plan was submitted to the President who shared it with the faculty and accepted it in June 2013. The eight broad initiatives identified as areas that will improve the institution, our contributions, and the quality of education we provide for our students and the region are as follows:

Essential Initiative I –Nurture Innovation and the Learning Environment
Essential Initiative II – Establish an Engaged Living and Learning Environment
Essential Initiative III – Strengthen Philanthropic Relationships and Success
Essential Initiative IV – Engage Alumni in the Life of the College
Essential Initiative V – Market New Paltz Internally and Externally
Essential Initiative VI – Improve Internal Processes and Address Institutional Capacity
Essential Initiative VII – Build Quality Online Education
Essential Initiative VIII – Strengthen Regional and Community Engagement

Implementation of the Plan and the Role of the Strategic Planning Council

In June 2013, the President formed the Strategic Planning Council (SPC) to oversee the campus-wide implementation of the plan. The charge to the council was to play a primary role in developing metrics and benchmarks to assess the progress for each of the eight Essential Initiatives, monitor the progress of implementation and report on such to the Cabinet and college community, advise the President and his Cabinet of priority action items, and consult unit leaders on strategic initiatives and objectives.

Following best practices, the first objective of the SPC was to develop templates to guide and assess the progress of each Essential Initiative. The template outlines objectives, action items, metrics/benchmarks, offices/departments responsible, timelines, and resources/budget for a particular Initiative. The templates were presented to the campus as a work in progress to be modified in collaboration with those individuals and departments most involved in achieving a particular objective or action item. In addition, the point was made in numerous communications that the templates and the plan itself must have the flexibility to incorporate and respond to the new opportunities, needs, and challenges that will inevitably present themselves in the years of the plan.

Throughout the early stages of implementation, Council members made presentations on the plan and its implementation to various committees and departments. These included WONK (the College's senior leadership), Administrative Council (consisting of all VP's, Deans, Chairs and Directors), the Chairs' Forum, Divisional retreats, and numerous academic and administrative departments. Community updates were sent out electronically and signs and bookmarks with a summarized version of the Essential Initiatives and their objectives were disseminated throughout the campus.

Two members of the Strategic Planning Council were assigned as liaisons to each Initiative in order to foster momentum and collaboration. The role of the liaison is to monitor progress toward the objectives of the initiative, offer support and assistance to identified Lead Units, help identify metrics and benchmarks, and report back to the Council regarding progress and challenges. The liaison relationships have also been helpful in maintaining the campus focus on the Strategic Plan and how it aligns with departmental initiatives.

The College also contracted with the Education Advisory Board (EAB) to offer research-based expertise and consultation to the Strategic Planning Council and Cabinet throughout the implementation process. EAB is a division of The Advisory Board Company, one of the world's largest research, consulting, and data analytics firms serving over 550 colleges and universities in the

United States, Canada, and Europe. They provided research briefs, webinars, phone consultations, and on-campus presentations on a variety of topics relevant to our Strategic Plan.

During the first half of our five year implementation process, much time and effort was spent finalizing the metrics and benchmarks for the Essential Initiatives, collaborating with Institutional Research to collect correct and accurate data, and working with the Office of Communication and Marketing to develop Strategic Plan Dashboards. These Dashboards demonstrate the level of achievement for each of the Essential Initiatives, and the metrics and benchmarks used to assess such progress.

The Strategic Planning Council continues communication with the campus regarding progress and upcoming priorities and events. It regularly updates the Cabinet, WONK, and Administrative Council on progress and challenges, and the Chair of the Council meets with the Deans individually 1-2 times a semester. The Strategic Planning Council coordinates with the Administrative and Academic Assessment Councils, and the Middle States Periodic Review Committee. This is to insure that these bodies are working in concert and that the relationships among planning, assessment, and budgetary and programmatic decision making are effective and transparent.

The Council also plays a role in sponsoring events that can facilitate progress towards a strategic goal or objective. For example, the Council initiated bringing George Kuh to campus to give a number of presentations on providing High Impact Learning Practices both in and out of the classroom. This is a primary objective of Essential Initiative I - Nurture Innovation and the Learning Environment. The Council also hosted two luncheon workshops; one with academic Chairs and Secretaries, and one with administrative Directors and Secretaries, on policies and procedures that unnecessarily hinder office workflow and how they might be improved. These workshops led to numerous changes that streamlined a range of administrative policies relevant to Essential Initiative IV – Improve Internal Processes and Address Institutional Capacity.

As demonstrated by the metrics, and corroborated by the liaison reports given to the Council, we have made significant progress on all of our Essential Initiatives. However, there remains much work to be done and progress to be made over the next few years.

Performance Improvement Plan

In fall 2014, SUNY Chancellor Nancy Zimpher announced that the University had agreed upon key measures of a system-wide performance system called SUNY Excels, representing the University's commitment to continuous improvement, to excellence, in five key areas: access, completion, success, inquiry and engagement. To ensure accountability to internal and external publics, each campus developed comprehensive Performance Improvement Plans in 2015 that included a narrative about their strategic priorities as well as data commitments through 2020-21 on a standard series of metrics. New Paltz's Performance Improvement Plan (Appendix C), which was approved by Chancellor Zimpher on behalf of the SUNY Board of Trustees on December 22, 2015, will be updated annually to reflect new developments and to report on progress.

Progress in meeting the five recommendations pertaining to Leadership & Governance, Administration, & Faculty – Standards 4, 5, & 10

1. *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.*

In 2012, New Paltz appointed the first Executive Director for Compliance and Campus Climate. One of the roles of this position is to oversee employee search processes, which has resulted in a comprehensive review of hiring practices and increased attention at all levels on inclusive processes that attend to many dimensions of diversity. While climate change, even as related to search processes, may take time, New Paltz has increased the number of faculty from historically underrepresented groups (including women in engineering) for the past three years, as follows: 13% in 2012-13; 17% in 2013-14; and 19% in 2014-15.

In a particularly notable accomplishment, SUNY New Paltz, through the SUNY System Diversity Office and their Faculty Diversity program, has been awarded funding for two successive opportunities to hire faculty members of color in the Theatre Department, and we completed one hire who began in fall 2015. The success of these grant applications has been largely based on the intentional work the Theatre Department has done in addressing student concerns about lack of curricular, faculty, and production diversity. Members of the Theatre Department are sharing their model with other departments on campus, and they have been asked to present to the next SUNY Diversity Conference on their successes.

Our commitment to increasing the number of full-time faculty is supported by our investment of tuition increases, particularly after the significant budget cuts of 2011, in new faculty and staff positions. Since 2011, we have had a net increase of 37 new tenure-line positions and 45 total full-time faculty (see chart below). We continue to work on the balance between full-time and part-time instructors.

Instructional Positions	2010	2011	2012	2013	2014	2015	% change from 2010
FT Total	325	313	337	347	357	360	11%
PT Total	325	293	297	302	310	304	-7%

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

In accordance with the SUNY Policies of the Board of Trustees, SUNY New Paltz evaluates academic employees for the purposes of reappointment, tenure, and promotion (RTP) using five very broad criteria. These criteria are used at all levels of review (departmental review committee, department chair, dean, central committee, provost and president). Faculty are informed about guidelines and procedures via the Academic Affairs website, at new faculty orientation, and at annual forums sponsored by the provost's office, as well as in direct communication with faculty with upcoming reviews. In 2013, the provost initiated the development of discipline-specific guidelines to provide greater context for excellence in scholarship, teaching, and service. To date the schools of Business and Science & Engineering and the Library have developed unit-wide guidelines, and 75% of the remaining academic departments have submitted departmental drafts. Work on the guidelines is ongoing, as is discussion about how these departmental guidelines will be fully integrated within the RTP process. In a recent survey, more than half the respondents reported that the guidelines have

been used in the deliberations of their home departments. Respondents rated the guidelines positively, both for departmental deliberations and for guidance of their own careers (average ratings exceeding 5 on a scale of 1 to 7, where 1 is "least useful" and 7 is "most useful.")

Attention to questions of faculty compensation and salary equity has been at the center of the discussion of effective hiring and retention practices at New Paltz. With a goal of creating a more regular and comprehensive review process related to salary, the Offices of Compliance and Campus Climate and Academic Affairs have developed and refined search processes (particularly those relating to faculty) and reviewed salaries across units and in response to individual requests. For the past two years, the President has set aside a pool of funds to be used in salary adjustments relating to internal equity. As a part of this attention to compensation and equity, a review of chair stipends was undertaken in 2013, and existing stipends were, in most cases, increased based on comparative department data (number of faculty/staff, courses offered and enrollment, and number of majors).

3. *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.*

The process for reappointment, tenure, and promotion is outlined in a document, "Structures and Procedures," which dictates, for example, the composition of departmental RTP committees. Some departments have long-standing bylaws that address procedures for RTP, discretionary salary awards, and terms and responsibilities of chairs. These departments, most notably those in the School of Education, have been revising and updating their bylaws. Other departments, including those in the School of Fine and Performing Arts, are in the process of developing bylaws. The deans are overseeing ongoing development and revision efforts, so that all departments will have working by-laws.

4. *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.*
5. *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.*

At a time when campuses are under increasing pressures from both external and internal requirements, an effective faculty governance system is vital. A survey of governance conducted in 2010 suggested that many faculty were comfortable with our current system, despite its complexity. However, although perceptions of the effectiveness of our governance system have not been studied formally since that time, there is a growing awareness that it does not serve us optimally. Some committees have done everything possible to streamline their processes. For example, in concert with administration, the curriculum committee, has revised its forms and procedures to create a transparent system that moves proposals through swiftly. Nevertheless, the concerns remain about the complexity, the system of representation, and the sheer numbers of academic and professional faculty required to support committees and functions. The increasing demands for faculty service on assessment and accreditation committees, as well as the loss of on-base discretionary salary increases as an incentive, have further exacerbated the problem. These issues came to the forefront recently during the work of our new liberal education curriculum. The requirement for a full-faculty vote

became problematic because of lack of attendance at faculty meetings, and the fact that there is no time during the week that all faculty are available to participate. The result was multiple meetings that ended when a quorum was called for and not met.

The issue of service workload was addressed in a study by G. Benjamin, M. Rosenberg, and S. Simpson in 2014. They gathered data on service roles and available personnel in each of the College's five divisions. Their analysis included departmental and division level service roles (search committees, accreditation committees, etc.,) in addition to campus governance positions. They analyzed different scenarios with respect to the distribution of this work-load across sectors of the academic faculty (i.e., the proportion of the workload being assumed at different academic ranks.) Overall, the results suggest that, with our current system, faculty would each need to serve on an average of two to three committees if the service load were distributed equally. However, that load is not equally distributed within divisions, and it is higher overall in some divisions than others. The authors suggest that the governance system could be modified. Per the report, "Potential strategies for reducing the demand for faculty time given to governance include reduced number of committees, smaller committees, less layering of governance structures, and … reconsideration of the design of our representation institutions."

Although this study sharpens the focus on the challenges of our governance system, it did not address the question of whether service is adequately rewarded. This perception has almost certainly changed since the renewal of the UUP contract in 2013, which resulted in a loss of on-base discretionary salary increases. Formerly, service was a contributory factor or at least something of a prerequisite for on-base discretionary salary increases. This program has been replaced with one-time discretionary salary awards, and anecdotally, this has drastically reduced the incentive to participate in service, with the greatest impact at the level of central committees; the more pressing needs for search committees, accreditation activities, etc. generally take precedence. This has led to a growing awareness that a reform of our governance system, with the goals described above, would be beneficial.

In spring 2015, an ad hoc committee on governance was convened. As a first step, the committee has undertaken a review and analysis of the governance systems of 11 SUNY comprehensive colleges. The president of the SUNY Faculty Senate, Peter Knuepfer, visited campus during the spring 2016 semester and met with several groups of faculty and administrators to discuss governance models. He has offered to provide support and consultation as the ad hoc committee continues its work during the 2016-17 academic year.

Progress in meeting the four recommendations pertaining to Student Enrollment, Admissions, Retention, & Graduation Rates – Standard 8

1. *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.*

Not unlike national trends, graduate enrollments at New Paltz have been declining, particularly in the School of Education (SoE). In July 2011, the College commissioned SimpsonScarborough, a market research firm, to investigate the market demand for programs offered by our SoE. The investigation (SimpsonScarborough Report, Appendix D) provided information on (a) education programs that have shown strong growth, (b) offerings by competitor institutions, (c) the structure, delivery, scheduling and pricing of competitors' programs, (d) gaps in offerings in comparison to strengths within our SoE, and (e) suggestions for expanding our education program offerings. In response to the information, the SoE has engaged in program development and revision; however, more needs to be done to expand the School's online offerings, which is a programmatic delivery format that the SimpsonScarborough research indicated would likely expand enrollments.

Concerns regarding unstable graduate enrollments have resulted in the engagement of a number of strategies, including development and implementation of a Strategic Plan (Graduate School Strategic Plan, Appendix E) for the Graduate School. Seminal areas for attention and action included in the plan are (a) development and implementation of an integrated approach to marketing, recruitment, admission, and enrollment, (b) implementation of innovative approaches to teaching and learning that include online, hybrid, and non-credit bearing offerings, and (c) program development and revision. Exploration, analysis, and implementation of actions to ameliorate the declining graduate enrollments remain as priorities for the Graduate Dean, other senior campus administrators, president, and faculty and staff. At the School level, for example, the Business School is adding online to its MBA seated course offerings. Fine and Performing Arts is seeking to answer the question: Why, despite our world-class faculty, facilities, affordability, and proximity to NYC, are our MFA programs not consistently fully enrolled?

A comprehensive study (Graduate School Needs Assessment, Appendix F) initiated in July 2015 by the Benjamin Center and Institutional Research is designed to inform the Graduate Dean of directions for future growth and sustainability. The study utilized both quantitative and qualitative methods including labor force statistics and projections as well as current job demand and surveys of outgoing seniors, graduate students, regional human resource departments, and faculty. Interviews were also conducted with regional job placement organizations and New Paltz college administrators. The final report with recommendations was based on a meta-analysis of these data sources to identify among other significant planning information: (a) variables that are affecting enrollments; (b) our competitive position among other regional graduate programs; (c) programs that are most desirable to prospective students; and (d) what current students and alumni say about their experience as graduate students at New Paltz. The study, which was completed in June 2016, will inform future decisions and actions.

2. *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.*

The College met or surpassed the retention and graduation targets specified in the foregoing, with one exception. In fall 2014, the first-year retention rate for the first-time cohort was 89%, which missed the target by 1%. The College's overall longitudinal trend in retention and graduation rates is therefore favorable, as illustrated in the graph below.

Even though these percentages exceed national averages for four-year public and private institutions, as conveyed in the Strategic Plan and the Performance Improvement Plan (Appendix C), the institution is committed to continuing to increase student retention and graduation rates beyond current levels. These goals are identified in our Performance Improvement Plan:
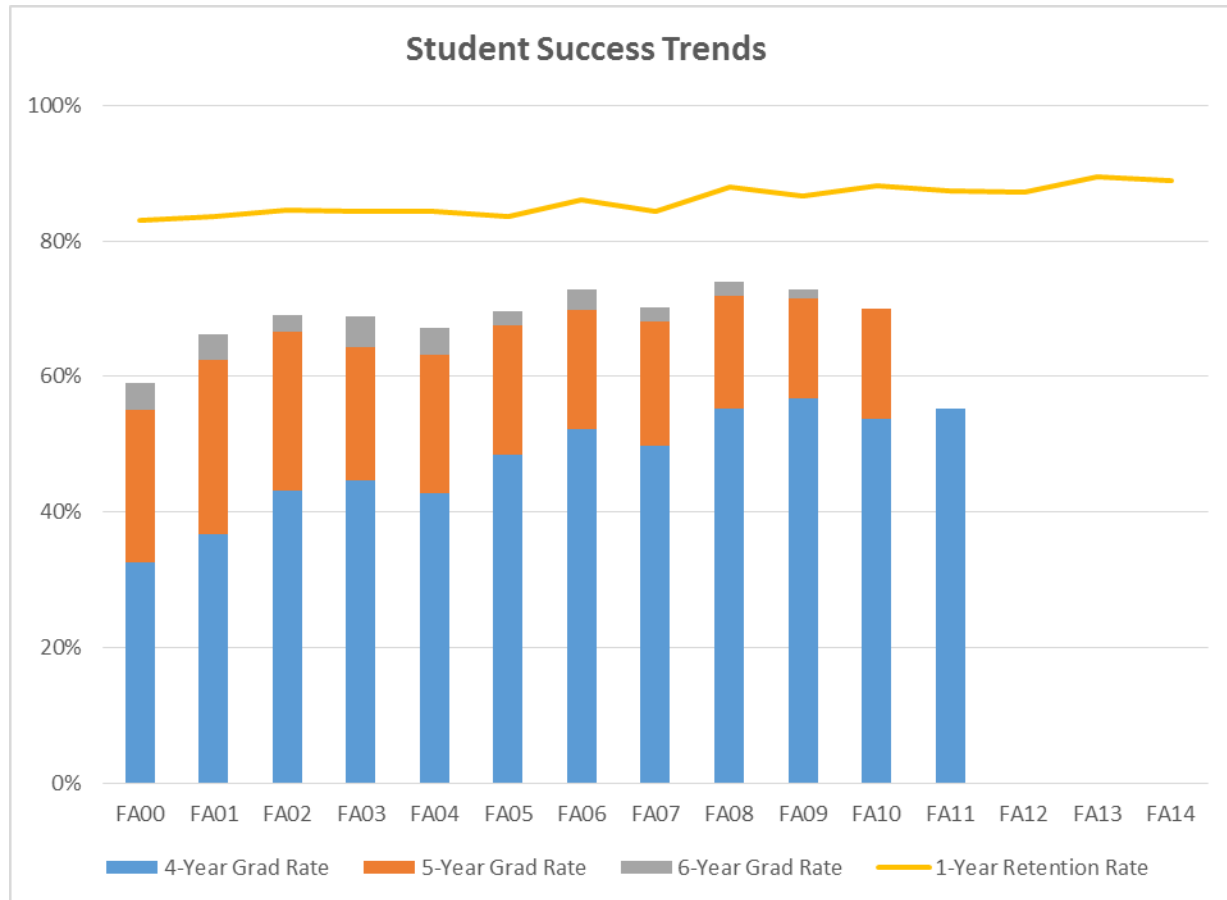
- Continue incremental gains in first-year retention, with a goal of 93% by 2020.
- Increase second-year retention by about 1% annually to increase to 85% by 2020.
- Improve four-year graduation rate, from the current 55% to 62% by 2020.
- Improve six-year graduation rate, from the current 73% to 79%, which would be or approach best in sector.

In an attempt to foster student retention and graduation rates, the College has identified and addressed areas where we must achieve meaningful incremental improvements. These include course availability, advising, and reviewing and updating academic program requirements, including major and minor plans, college wide requirements, and the general education program. Below are key initiatives that the College implemented to address retention and graduation:

Course Availability

- In 2012, we conducted an external review of the course scheduling process that resulted in the development and implementation of policies that reduced time and day conflicts and improved the use of classrooms and academic resources across the days of the week and time zones.

- The President created the Course Availability Taskforce, comprising senior level academic and administrative leaders, to fast-track changes to the course scheduling system and process.
- Records & Registration created a specialized administrative unit with responsibility to manage course scheduling and classroom utilization to ensure that students have access to the courses they need, in the sequence they need them, and to foster on-time degree completion.
- Instructional Technology and the Registrar's staff are working on software applications that will incorporate data in the student information system (Banner) and degree audit program (Degree Works) to improve the ability to predict the courses and number of sections to offer so that students will meet all of their outstanding degree requirements in a timely manner.
- The College instituted a January term in 2013 to help students stay on-track toward graduation. The term offers intensive three-week, high-demand undergraduate and graduate courses on-line. Because of its immediate popularity, courses have been added each year and in the most recent 2016 term, increases in number of students enrolled are illustrative.

Academic Advising

- In 2014, the Provost created the Academic Advising Advisory Council, comprising principal stakeholders from academic and administrative areas, to continuously review and assess the performance of the academic advising system and to make recommendations for structural and programmatic improvements.
- To provide students and academic advisors with the tools necessary to monitor an individual's progress toward their degree completion, we adopted Degree Works (a degree audit system) to provide accurate, real-time information concerning what has been completed and what requirements remain unmet. Additionally, users can run scenarios to determine the impact of adding or changing a major or minor program on an individual's time to degree.

Curriculum and Degree Requirements

- During the 2014-15 academic year, each academic department engaged in curriculum mapping to provide an in-depth review of major program requirements, courses offered to meet those requirements and their relationship to program learning outcomes. Following curriculum mapping exercise, departments created, updated, or affirmed their 8 semester program of study plans, which are used to support academic advising and course scheduling initiatives.
- We are adopting a new software (CourseLeaf) to manage the contents of the college catalog. This enhancement will provide greatly improved and real-time articulation between curriculum decisions made by the faculty and authorized by the Provost, information published in the on-line catalog, and the degree requirements that are the foundation of the degree audit program used by students and faculty to manage progress to degree and course selection.
- We are concluding a five-year redesign of the general education program, with an anticipated fall 2017 implementation date.

Assessment data through the Student Opinion Survey, Graduating Senior Survey, and graduating senior focus group research, have all consistently indicated that academic advising and course availability are areas of institutional performance at New Paltz that fall short of expectations. Moving forward, the College will continue to use these instruments to routinely assess progress in meeting its student success goals.

3. *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 College has made significant investments in its institutional development structure and capabilities with the goal of growing its endowment. A larger endowment will go toward increasing recruitment scholarships, retaining students, etc. Examples of investments in development include:

- Creating a Cabinet level vice president for development position and hiring a new vice president responsible for providing leadership and direction to the Advancement Division and the New Paltz Foundation, as well as adding a fundraising voice to the College's senior policy-making group.
- Hiring two additional major gift officers and a professional staff to the alumni relations office.
- Increasing the number of donor and alumni receptions around the country from one or two in 2011 to 27 in 2015.
- Conducting powerful and well attended annual philanthropy and fundraising training for faculty, staff, and volunteers.
- Creating an Alumni Relations Strategic Plan.
- Establishing a new SUNY New Paltz Alumni Association, replacing a previous independent organization.

At New Paltz, endowed scholarship funds represent 58% of the Foundation's permanently restricted net assets. During 2011-15, the endowment for scholarships increased by a remarkable 32.21%, from $5,047,419 to $6,673,229. However, a seven-million dollar endowment only produces, on average, $300,000 per year. Put in perspective, a modest but competitive $5,000 per year scholarship guaranteed for four years constitutes a financial commitment of $20,000 per recipient. This yields an ability to fund fifteen new scholarships per year because prior year commitments to continuing recipients must be honored. Nevertheless, the endowment is growing at a healthy pace, making it possible to offer endowment-based financial assistance to an increasing number of students.

4. *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.*

The academic years 2011-12 through 2015-16 have been, as predicted in our decennial self-study of 2011, very volatile ones for U.S. institutions of higher education. The constant stream of news concerning enrollment driven faculty and staff layoffs, institution closings in the small not-for-profit and large for-profit sectors, high cost of attendance, student loan debt aversion, and declining public financial support, clearly illustrate the high-stakes recruiting environment that exists for the nation's colleges and universities.

New Paltz has weathered the storm on its "personality" and "good looks" and its increasing financial aid for scholarship leveraging. In a competitive environment where the College's private competitors are discounting tuition at a rate of 49% to first-time students (NACUBO, Tuition Discount Study 2015) and adjacent public universities are offering scholarship incentives to accepted applicants, cost of attendance and value have become more important than ever in the College search process. Therefore, New Paltz has had to develop strategies for providing much needed institutionally based financial support to its accepted applicants. Because the College's growing scholarship endowment is only capable of supporting the equivalent of 15 four-year awards covering most of the annual cost of tuition ($5,000 annually), it became necessary to utilize the only other source of funds available – operating funds primarily funded through tuition revenue. The following table shows the 2011-12 to 2018-19 financial commitment to support recruitment scholarships through operating funds:

YEAR	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
TOTAL	$124,900	$144,900	$169,900	$425,900	$772,900	$1,048,000	$1,251,000	$1,335,000

This investment, at its peak of $1,335,000 in 2018-19, will support approximately 86 scholarships awards each year at $5,000 per recipient per year for four years. This represents awards to roughly 7% of each incoming first-year class. Coupled with the growing scholarship endowments (see previous recommendation response), the number of students receiving financial assistance through recruitment scholarships will exceed 100 per incoming class.

New Paltz is well positioned to make this investment. The College's ability to meet or exceed its enrollment targets provides surplus revenue that supports the scholarship fund, but also supports a wide range of one-time investments to improve the campus infrastructure and academic programming. Additionally, the requirements of SUNY's rational tuition policy (small, predictable annual increases to tuition) mandate that the proceeds of increased revenue are to be used to support instruction and to promote access through institution-based financial assistance. The SUNY rationale tuition mandate, covering the period 2011-2015, was not renewed.

Progress in meeting the five recommendations pertaining to Educational Offerings, GE, & Related Educational Activities – Standards 11, 12, & 13

1. *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.*

New Paltz identifies the establishment of "an engaged living and learning community" as an essential college initiative, and is committed to a philosophy of teaching and learning that is "hands on, collaborative, and inquiry based" (SUNY New Paltz Strategic Plan).Credit-bearing experiential learning opportunities are undertaken within courses, all courses have syllabi that are reviewed, and all syllabi have student learning outcomes. With a well-established commitment to applied or experiential-learning, we have a broad range of high impact teaching and learning activities on- and off-campus, and our faculty and staff continue to build on these credit bearing and non-credit bearing experiences in accordance with our Strategic Plan. In fall 2014, the Provost created an Applied Learning Team to think about how our campus definitions for applied learning activities fit within the SUNY definitions and ultimately to develop a plan (Applied Learning Plan, Appendix G) for how

we will compile data on and assess these activities. Additionally, on May 6th, 2015, the SUNY Board of Trustees passed a resolution that SUNY will develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016-17 academic year, and to enfold individual campus plans in the SUNY plan. To advance local campus efforts, a SUNY-wide Applied Learning Steering Committee, which includes a New Paltz representative, was created in September 2015 to provide support to campuses and for sharing ideas among campuses.

In 2011-12, the College introduced a Co-Curricular Transcript (Co-Curricular Transcript Brochure, Appendix H), a web-based official document, in which students can document approved out-of-classroom experiences. The transcript provides an opportunity to list the learning outcomes of individual student experiences as a way for the reader, whether it be a prospective employer or graduate school, to identify the applicable skill sets gained through these experiences. To give the Co-Curricular Transcript an official "stamp of approval," every approved experience that is submitted by a student must be validated by a supervising college official. This program is a collaborative effort between Student Activities, the Career Resource Center, Records and Registration, and Computer Services. Student participation and requests to Records and Registration for copies of "official" co-curricular transcripts to accompany academic transcripts has increased every year, going from 50 students and 250 initial registered experiences in 2011 to over 1,000 active and certified experiences on the New Paltz campus. Since its inception, we have modified the approach so that every incoming student automatically is assigned a co-curricular transcript, but not every student undertakes and documents eligible activities. We have set a goal of expanding student use of co-curricular transcript by 5% annually.

Career Resource Center professional staff are assigned to academic schools, and collaborate on experiential learning opportunities. Staff members work with alumni affairs, academic departments, and employers to sponsor on-campus career programs. Three "Communities at New Paltz" were developed in fall 2015, offering living-learning programs that combine residence hall living, an academic course, and a thematic experiential focus. A fourth, "Career Exploration," will be implemented in fall 2016. There has been an increase in experiential learning opportunities, including community service opportunities and internships, coordinated through the Career Resource Center.

2. *GE competencies should be integrated throughout students' programs of study and fulfillment of the competencies should be tracked.*
3. *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.*

We address recommendations 2 and 3 more fully in the section below titled, "Recommendations Pertaining to Assessment of Student Learning—Standard 14." Briefly summarized here, in December 2015, the GE Board revised and disseminated a GE proposal to the College for review and feedback. The Curriculum Committee, which is currently accepting comments, will present the proposal to the full faculty for a vote later this spring. Recommended in the draft proposal is the integration and tracking of the Board of Trustees' GE competencies across four years of a student's undergraduate studies.

4. *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.*

Full- and part-time faculty are mentored by GE Board members, associate deans, chairs, and faculty colleagues to align GE categories and competencies to student learning outcomes course content, assignments and assessments. We also describe in a later section of this report (see response to recommendation 1 under "Recommendations Pertaining to Assessment of Student Learning—Standard 14") other forms of support that faculty receive in developing GE assessment plans and in assessing their courses.

5. *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.*

In compliance with directives from the Provost Office in spring 2014, all five academic divisions have been engaged in curriculum mapping. The mapping exercises resulted in faculty's examination of how learning outcomes are developed across their programs, how courses align with program learning outcomes, of where signature assignments and assessments were embedded, and of assessment data to determine students' mastery of courses and programs. Where curriculum mapping revealed redundancies, programs have revised their curricula. Conversely, some programs added courses to close curricular gaps. Departmental and school curriculum committees pay close attention to the relationship between courses and student learning outcomes.

Progress in meeting the three recommendations pertaining to Integrity, Support Services, & Related Educational Activities – Standards 6, 9, & 13

1. *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.*

Centralization of access to all student services is progressing. Effective fall 2016, the Office of Academic Advising will relocate to a renovated facility that will also house Records and Registration, Student Accounts, and Financial Aid. This is the culmination of an initiative to create a student service area where students are able to manage the intricate and complex tasks associated with choosing and registering for courses, and managing the financial elements of enrollment in one physical location. Assessment of students' knowledge of the new locations, as well as self-reported use of services (to measure increases) will be carried out in summer and fall 2016.

2. *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.*

The College's commitment to supporting under-represented students is well-documented and has been recognized. Nationally, we received top honors when we were awarded the Institute for International Education (IIE) 2015 Andrew Heiskell Award for Study Abroad, for "*innovative programs and services to make study abroad more accessible to a broader student population.*" A March 2016 press release noted that New Paltz will receive $290,000 of recurring funding, from the

SUNY Investment and Performance Fund, to expand its award-winning Educational Opportunity Program (EOP). The funds will provide stipend support for 100 new students (a 20% increase) and add a new counselor. EOP at New Paltz has long been recognized for its success with students. First-year retention rates typically exceed the 89-90 percent rate for all New Paltz students, and six-year graduation rates for EOP students are 65 percent—well above the 57 percent average graduation rate for all students across all U.S. public institutions.

Evidence of support to under-represented students is seen in their increased participation in study abroad programs, and in the number of scholarship to students enrolled in our Educational Opportunity Program (EOP). Between 2011 to present, 1,532 New Paltz students have participated in a study abroad program. Approximately 19% (277) of these students were students of color, and about 8% (120) were EOP students. In addition, the number of scholarships to EOP students increased from $7,750 prior to 2011 to $221,000 between June 2011 and December 2015. Between fall 2011 and fall 2015, 16 travel awards totaling $12,000 were awarded to EOP students.

Faculty and staff, assisted by our Office of Sponsored Programs, have secured external funding for student services and support programs. Between 2011- 2015, they submitted 18 grant proposals for services/support programs for historically under-represented students, and 15 (88.3%) (External Funding Serving Underrepresented Students, Appendix I) were funded for a total of $2,411,986.

The College administers a Scholars' Mentorship Program (SMP) for historically under-represented students of color who are admitted via general admission. In 2010, alumni of the Black Studies department launched a Margaret Wade-Lewis Memorial Scholarship fund, in honor of the SMP program's founder and, as of spring 2015, 25% of the $1 million endowment goal has been met. The endowment will be used for recruitment scholarships to underrepresented students at New Paltz.

The College has been recognized for its distinctive support of students of color. For example, we received the 2011 Innovation in Education Abroad Award, in recognition of best practices, from the Diversity Network.

2. *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.*

Several actions have been taken to address cases of academic misconduct. These include discussing the policy with students, making it ADA-accessible, and requiring faculty to include the policy in their syllabi, discuss academic integrity standards with their students, and identify and report violations of academic integrity. As of summer 2011, students are required to verify, electronically, that they have read the academic integrity policy and understand their responsibility. Before then, students who attended orientation signed off on a written document, after they received a tutorial on the Student Code of Conduct.

The Dean of Students enforces the Code of Conduct and is responsible for ensuring that faculty are aware of the consequences that students face for violating the Code. An important goal is to increase faculty awareness that their documentation of a first offense enables the Dean of Students to have repeat offenders face judicial action and sanctions, regardless of whether the prior infraction was in their School or not. In addition, to meet Federal Guidelines, there is now an "Identity Verification Statement" for online course participants. Discussions on creating a standardized reporting form and an online process for reporting incidents of academic misconduct are being explored.

Progress in meeting eighteen recommendations pertaining to Institutional Assessment and Assessment of Student Learning – Standards 7 & 14

We have grouped recommendations that are similar. Next, we discussed our progress in meeting the recommendations related to institutional assessment, followed by our achievements in GE, and then our assessment progress in undergraduate and graduate majors.

Institutional Assessment (Standard 7)

1. *We should increase the visibility of the Campus-Wide Assessment Advisory Council (CWAAC) by updating the linkage and content of the CWAAC website 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.*

For many years, the Campus-Wide Assessment Advisory Committee (CWAAC) was the only group that was charged with supporting, promoting, and coordinating assessment across the campus. Recognizing the insufficiency of CWAAC to coordinate assessment campus-wide, in the 2011 self-study, the campus recommended the formation of two committees to replace CWAAC. This recommendation, which was endorsed by the Middle States evaluation team, led to the reconstitution of CWAAC, in fall 2011, into two separate committees; the Administrative Assessment Council and the Academic Assessment Council. The separation of CWAAC into the Administrative Assessment Committee and the Academic Assessment Committee has helped us to focus more attention and resources on the administrative areas.

The Academic Assessment Council is helping our campus to (a) develop a comprehensive and systematic assessment plan for student learning, (b) improve student learning outcomes and programmatic assessments, (c) review assessment reports and recommend policies, procedures, and resources to support student learning and academic program assessments, and (d) strengthen and sustain our assessment process. It consists of the associate deans of the College of Liberal Arts & Sciences and School of Science & Engineering, the assistant deans of the Schools of Business and Fine & Performing Arts, the School of Education's Assessment Coordinator, the General Education Board Chair, the Sojourner Truth Library's Coordinator for Distance Learning, the Director of the Teaching and Learning Center, the Assistant Provost, and the College's Academic Program Specialist. Chairing the Council is the associate provost for academic affairs, who coordinates assessment across the campus, and an associate dean serves as co-chair.

Likewise, the Administrative Assessment Council is (a) facilitating the campus' development of a comprehensive and systematic assessment plan to assess our progress in administrative and student affairs divisions, and (b) review and recommend policies and procedures for the assessment of institutional effectiveness. Further, the committee is helping fellow staff to develop measurable outcomes that reflect our mission and the Strategic Plan's essential initiatives, and to use the results of assessment results to improve day-to-day processes and functions. Members of the Administrative Assessment Council are the Assessment Directors of the Divisions of Enrollment Management, Student Affairs, Administration and Finance, Development & Alumni Relations, Communication and Marketing, and the Associate Provost. The associate provost and assessment director for the Division of Enrollment Management chair and co-chair the Council, respectively.

The Administrative Assessment Council has produced an *Administrative Assessment Plan* (Appendix J) and the Academic Assessment Committee, a *Programmatic & Assessment of Student Learning Plan* (Appendix K). These plans align with the College's mission and goals and Strategic Plan, provide outcomes assessment data from the administrative and academic divisions, and therefore support and provide evidence crucial for determining institutional effectiveness.

We have acted on the recommendation to update the campus' assessment website, which now has current assessment committee membership lists and resources, as well as active links to departmental and campus websites (e.g., Strategic Planning Council, Institutional Research, and GE Board) containing relevant assessment information and resources. With respect to reporting progress in assessment to the wider campus community, members of the Administrative and Academic Assessment Councils report assessment progress to faculty via email, the GE Board website, departmental websites, curriculum meetings and retreats, and in program self-studies. In addition, the President, vice president for enrollment management, associate provost, assistant vice president for institutional research, and the chair of the Strategic Planning Council periodically report findings and outcomes of assessments at various meetings (e.g., Wonk, Administrative Council, Cabinet, Academic Deans Council, and GE Forums). We have not reported the findings of assessment at regular faculty meetings, leaving such reports for settings where they have the potential for the most impact, such as the ones previously described.

Assessment in Administrative Divisions (Standard 7)

2. *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.*
3. *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.*
4. *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.*

Recommendations 2-4 relate to assessment in the administrative divisions. The College's 33 administrative offices are organized in the divisions of Administration and Finance, Enrollment Management, Communication and Marketing, Student Affairs, Development and Alumni Relations, and the President's Division. The Divisions of Student Affairs, Enrollment Management, Administration and Finance, and Communication and Marketing have each had an assessment director for over 10 years, with appointment of assessment directors in other administrative divisions following in spring 2014. Nominated and charged by the vice presidents to coordinate their division's assessment efforts, these assessment directors report their assessment activities to their vice presidents and the associate provost periodically and are evaluated annually by their supervisors. The assessment directors serve as members of the campus' Administrative Assessment Council.

Vice presidents' appointments of assessment directors and their requirement of annual assessment plans and summary reports sends a clear message of their accountability for assessment. Likewise,

administrative assessment directors' support and leadership for assessment has fostered understanding, engagement, and use of assessment results by staff in their day-to-day functions and decision-making. Assessment directors' collection of annual assessment plans and summary reports, which are housed on divisional websites, has assisted in creating a culture of assessment, increased individual accountability, and made it easier to complete assessment reporting assignments.

5. *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.*

Schedules for conducting assessment in the administrative units vary. However, we require annual assessments and submission of assessment reports in August and September. Page nine of the *Administrative Assessment Plan* (Appendix J) outlines a step-by-step timeline for conducting assessments and for reporting findings. Reports show that assessment efforts in the administrative divisions have gained significant momentum. Since the 2011 self-study, 100% of the administrative offices have assessment plans and (94%) have assessment summaries. The assessment summaries provide evidence that institutional assessment findings are used to improve student success, enhance programs and services, and assist in planning and resource allocation for programs and services. Here are a few examples of assessment efforts and results in administrative departments.

Assessment within *Undergraduate Admissions* revealed inefficiencies in notifications to students about missing application items. So, with help from Computer Services, Undergraduate Admissions installed an automated notification system that has resulted in significant reduction in the length of time it takes to inform students of application deficiencies. Automation of this process also resulted in cost savings of approximately $5,500.
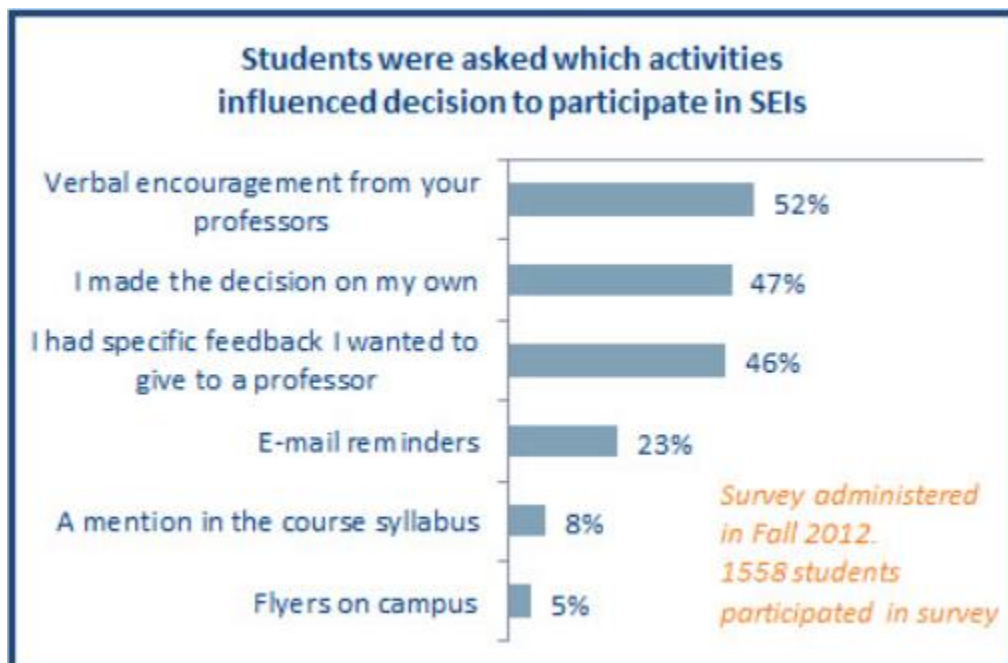
As previously mentioned, **Records and Registration** (R&R) implemented a new degree reporting tool, DegreeWorks, to promote students' on-time graduation. In 2014, R&R surveyed 316 students regarding their experiences with DegreeWorks and the results showed that 94% of the students found it helpful (60%) or very helpful (34%); easy (84%) or very easy (42%) to understand; easy or very easy to understand GE (88%) and course requirements (87%); and almost two-thirds that it made it very easy or easy to understand where they were in relation to graduation. While these results are positive, R&R will again survey students in AY 2015-16 about their use of DegreeWorks.

Student Accounts, a unit within the Division of Administration and Finance, installed an online billing and delinquent system and, since its installation, a majority of students now settle their accounts online. This change eliminated the need to print and mail invoices and supporting documents, thereby saving the office approximately $23,000.00 over a four semester period. Academic Computing, which is also housed within Administration and Finance, investigated students' awareness of the availability of Virtual Desktop Infrastructure (VDI) and its usage. Findings revealed that VDI usage is not widespread. However, when used, VDI was accessed most often via a lab PC rather than from off-campus via a personal device. Further, user experiences with VDI seem to have been fairly intuitive and relatively trouble free; when used – it worked. That said, interest in and demand for this particular capability is relatively low. Reactions to these results will include raising awareness of our VDI environment. Students have requested by a large margin (74 percent) that Academic Computing send more emails on the subject of VDI. Additional communication methods suggested are video creation (10 percent) and conducting workshops at 13

percent. The Office also will continue its e-newsletter program, increase lab proctor training on VDI, provide flyers in the labs and at the helpdesk, and create a Facebook presence for student computing.

Within *Academic Advising*, students who are placed on probation are administered a self-assessment to identify factors that contributed to their weak academic performance. Findings from the self-assessment led to the creation of an Assistant Dean of Academic Advising position. This staff works with new transfer students on transfer course articulation matters, schedule and course availability concerns, and on other academic issues that arise. She also works with academic departments and guided changes in transfer orientations to allow students more time to learn about major requirements and academic policies.

The *Office of Institutional Research* (IR) supports a wide range of assessment activities on our campus. Assessment support includes administering surveys (e.g., to determine if students found the new system more helpful than the prior system), data analysis (e.g., generating reports on retention and graduation rates for students in certain cohorts such as the Education Opportunity Program or the Scholars Mentors Program), and supplying departments with raw data for their own analyses. Since the 2011 self-study we have transitioned to an online administration of our Student Evaluation of Instruction (SEI). Before administering the online SEI, IR conducted a large marketing campaign (e.g., posters around campus, small displays on tables in the dining halls, and campus newspaper and radio advertisements). Results showed the fall 2011 response rate was 71%, spring 2012 response rate 69%, and in fall 2012 the response rate was 73%. After the fall 2012 administration, IR surveyed students and faculty to determine what influenced students to respond and what could be done to maintain a high response rate, respectively. The survey results, shown in the table below, reveal that faculty encouragement increased survey completion rate and that the marketing campaign had very little effect. Since fall 2012 IR has focused its efforts on educating faculty on the value of encouraging student to complete the SEI. It also has added information on the SEI on its website as a resource for faculty. The SEI response rates have been between 66% and 74% for every fall and spring semester since fall 2012.

Students were asked which activities influenced decision to participate in SEIs

Activity	Percent
Verbal encouragement from your professors	52%
I made the decision on my own	47%
I had specific feedback I wanted to give to a professor	46%
E-mail reminders	23%
A mention in the course syllabus	8%
Flyers on campus	5%

Survey administered in Fall 2012. 1558 students participated in survey

The *Center for Student Development* has for several years administered, "NORMS: New Observations on Rape Myths," a sexual assault prevention program, to all incoming first-year students. In 2013, student concerns that the program needed revision, triggered an examination of the results of the 2013 Orientation survey to gain insights into the program's efficacy. Data from the survey showed that (a) 47% of the students found that the workshop only moderately enhanced their understanding of how gender misconception can occur, (b) 23% felt the workshop would have little to no impact on their behavior and interactions with others, and (c) 39% it would have a moderate impact. Armed with this feedback, staff created a new program, "Let's Talk about Consent," that was implemented with the summer 2014 incoming first-year students. Students who completed the new program were surveyed and the results revealed that 67% and 74% of the students who competed the program in 2014 and 2015, respectively, believed it would have a moderate to great impact on their behavior during interactions with others. In both years, more than 95% of the respondents stated that verbal consent must be given every time a person is intimate with someone else, and 93% (2014) and 96% (2015) indicated that persons are unable to give informed consent if they are intoxicated. Although the new data set show improvement, the staff will continue to modify and assess the program yearly, as it is still fairly new. Additionally, the staff plan to measure students' retention of the workshop materials nine months later, by including questions on the end-of-first-year survey.

General Education Assessment (Standard 14)

1. *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.*

Faculty are required to teach and assess their GE courses and a critical mass have improved their proficiency in conducting the assessments. In accord with our practice of assessing our GE curriculum each spring, we offer annual GE forums to assist faculty to conduct the GE assessments. The forums provide information on the GE content and competencies to be assessed; components of the assessment plans for submission to the GE Board; setting performance standards and reviewing and norming rubrics; etc. Throughout the fall and into early spring, the associate provost provides information to faculty about the GE assessments, including reminders about reporting requirements. Associate and assistant deans and chairs help faculty to develop assessment plans and comment on close the loop reports. Augmenting this support are curriculum retreats and workshops, often underwritten by the Office of the Associate Provost, where faculty receive information on GE and assessment, integrative learning, liberal education, and best practices in applying assessment results.

Realizing that added support for faculty is needed, the GE Board has proposed that support for faculty who teach and assess GE be part of department chair training. The new GE proposal (discussed more fully below) includes a mechanism for establishing a stronger sense of community among instructors who teach GE. The section below on "Recommendations Concerning Undergraduate & Graduate Majors" also contains information on attempts we have made to increase faculty's involvement and expertise in assessment. Taken together, the support provided to the faculty has increased their proficiency in developing and carrying out the GE assessments and to make evidence-based decisions.

Recommendations 2-5 (below) relate to the GE curriculum and its revision. In accordance with SUNY policy, we adhere to a regular schedule for revising our GE program. Consistent with this practice, in fall 2010, faculty approved a "SUNY New Paltz Action Plan" (Appendix L) that called

for the formation of a Liberal Education Ad Hoc Committee. The Ad Hoc Committee, which began its work in January 2011, researched, deliberated, met with on-campus experts, and held focus groups to garner an understanding of the perceptions of GE. The Committee produced a set of resolutions, reflecting the College's commitment to liberal education, which the full-faculty endorsed on May 9, 2012. Essential principles in the proposal include (a) enfolding GE objectives into a four-year liberal education plan; (b) fulfilling AAC&U's essential outcomes in undergraduate education at New Paltz; (c) providing students regular and repeated opportunities to practice critical thinking, oral and written communication, information literacy, and ethical reasoning; (d) steadily developing such skills in consistent and measurable ways, and where possible infusing these skills in all disciplines at the introductory, intermediate, and advanced levels; (e) ensuring that students become familiar both with disciplinary and interdisciplinary approaches to knowledge; (f) aligning curricular structures to support active and integrative student learning; and (g) infusing creative learning and cultivating creative dispositions and skills throughout the four-year liberal education plan.

A Futures Committee, also called for in the Action Plan, produced a set of ideas (Futures Committee Ideas about Liberal Education, Appendix M) for revising GE. The Liberal Education Committee found overlapping themes in their work and that of the Futures Committee (e.g., recommendation for a first-year seminar, call for efforts to ensure faculty understanding of the benefit of a liberal education).

A second Liberal Education Committee (LEC), elected by the faculty, was formed in November 2012 to develop curricular structures to implement the Liberal Education Ad Hoc Committee recommendations. In March 2014, after extensive consultation and research, the LEC presented an ambitious proposal (Liberal Education Proposal, Appendix N) to the faculty for review and approval. Concerns regarding the proposal resulted in several meetings with faculty, students, and administrators. The most controversial element of the proposal became the menu of GE courses, which prompted several other proposals. There also were fiscal concerns related to the requirement that every student participate in a first-year seminar. There was, however, consensus on some elements of the proposal such as making college level math, a capstone experience, and a diversity course graduation requirements, and not part of GE. After what could be described as an impasse, the full faculty charged the GE Board, a standing committee of the Curriculum Committee (CC), to develop a revised GE curriculum that incorporated the elements that the faculty had already approved. In fall 2015, the GE Board solicited feedback from faculty, reviewed previous committee" work, and conducted additional research. These activities resulted in a comprehensive draft GE proposal (GE IV Proposal - Fall 2015, Appendix O) which the GE Board circulated to the campus in December 2015 with a request to review it and to provide feedback to the CC in spring 2016.

The CC collected feedback on the draft GE proposal through department reports, focus groups, and surveys in spring 2016. Results showed faculty's preference for Option 3, the SUNY BoT 10 of 10 categories (i.e., Mathematics, Basic Communication, Foreign Language, Natural Science, The Arts, Social Science, Humanities, United States Studies, Western Civilizations, and World) and Critical Thinking and Information Management competencies. The CC then presented Resolutions for Revising GE IV to the Academic Senate and the Full Faculty, respectively, and these bodies voted overwhelmingly to approve the resolutions (Resolutions to Revise General Education at SUNY New Paltz – April 27, 2016, Appendix P). GE IV will go into effect in fall 2017.

The new GE IV curriculum addresses the following self-study recommendations:

2. *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.*

GE IV is informed by our campus' experience of teaching and assessing GE. To avoid faculty and student confusion and to ensure a more straightforward assessment process, the campus elected to fully align its GE student learning outcomes with the SUNY BoT requirements. We therefore will no longer use two sets of GE student learning outcomes, one for New Paltz and one for the BoT. We will also revise our assessment practices to make curricular reflection and improvement a more direct result of the formal assessment of GE and the curriculum.

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

GE IV is designed to foster a more purposeful approach to the GE curriculum and alignment of its components. The newly-approved GE proposal proposes a structure that facilitates the progressive development of skills related to the competencies. This structure will ensure that students are introduced to the competencies through GE and that they will have learning opportunities at the intermediate and advanced levels in the major. This approach will allow programs greater control regarding where they focus on writing, speaking, critical thinking, and information management. It will also allow these competencies to be addressed in ways that fit particular majors while retaining rigor in the university-wide learning outcomes expected for all graduates. Through departmental assessment and five-year program reviews, faculty are already asked to report how they develop students' abilities. This structure would give concrete evidence of how that is done. It will also better introduce new faculty to the structure of the curriculum and the different levels at which any individual course, from introduction and GE to capstones, educates students.

4. *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.*

Information Management will be infused into more courses within GE and the major.
5. *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.*

The new GE IV proposal requires faculty to design the curriculum around the progressive development of Information Management (IM) and Critical Thinking (CT). At the introductory stage, courses in IM and CT will most often (though not universally) also be courses in GE. At the intermediate level, departments will need to identify and develop courses in these two competencies to be taken soon after students declare their major. At the advanced level, typically within the newly required capstone course, majors will reach the ultimate training in those competencies expected for our students. This will result in a substantial increase in our IM and CT courses, and will ensure that learning in those competencies is integrated and interdependent.

Assessment in Undergraduate and Graduate Majors (Standard 14)

1. *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.)*
2. *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. These activities should focus on strategies for obtaining valid, reliable data and on using data for the advancement of programs.*
3. *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.*

Full-time and adjunct faculty play a primary role in advancing assessment on our campus, and are provided modest support to conduct this work. They assess student learning outcomes, programs, GE courses, etc. Although we support faculty to carry out assessments, we would like to do more to recognize their much-appreciated contributions. We provide professional development workshops to faculty through our Teaching and Learning Center. Additionally, several faculty receive financial support from the Offices of the Associate Provost and Provost to defray expenses to attend professional development assessment-related conferences and for curriculum retreats. Here are some of the on- and off-campus workshops (Examples of Support for Assessment, Appendix Q) that faculty have attended. In exceptional cases (e.g., to write specialized professional association reports), full-time faculty are compensated for assessment-related work. The Office of the Associate Provost provides small honoraria to part-time faculty for their participation in GE assessment. The associate provost, associate deans, GE Board, and Academic Assessment Council all provide expert advice and strong support to faculty to carry out assessment activities. Special attention has been given to refining the validity and reliability of assessment tools (e.g., rubrics and survey instruments) that include standards to which students' performance are compared. As a result, the soundness and consistency of those measures has improved. We remain committed to ensuring that the assessment tools that we use are valid and reliable, and that we set appropriate standards for students to demonstrate academic competence.

An assessment award, created by the associate provost to acknowledge faculty and staff for contributions that are judged exemplary by their peers, remains in effect. Besides this, two members of our campus, whose nomination dossier included substantial documentation of outstanding assessment work, received Chancellors' Excellence Awards for professional service. Given our campus culture, we believe these next ideas, if realized, will be favorably considered by faculty and will garner their goodwill. The current annual faculty reporting form, for example, offers very limited opportunity to report assessment activities. Consequently, the Provost's Office has agreed to coordinate revisions to the form to address this concern, which we anticipate will lead to greater recognition and reward for such work. Further, the Academic Assessment Council's interest in assigning one of the Provost's Fellows an institutional assessment project (e.g., assessing diversity) has been conveyed to the Interim Provost.

4. *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.

5. *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.*

Our campus' assessment policies and procures are clearly documented in the previously mentioned *Programmatic & Assessment of Student Learning Plan, Administrative Assessment Plan*, and GE Board website. The associate provost also has worked with associate deans and assessment coordinators in each School/College to improve oversight for, and documentation of assessment policies and procedures. Below, we discuss assessment processes in each of the five Schools/College, provide examples of outcomes from these assessment processes, and discuss assessment activities and outcomes in the Graduate School, Honors Program, and the Sojourner Truth Library.

The narrative below substantiates our notable progress toward building a culture of assessment within the academic area that is appropriate to each division's organizational structure. Formal and informal assessment systems support processes that are consistent and sustainable; foster tracking of attainment of course and program learning outcomes and Strategic Plan essential initiatives, and help us to respond to requirements from accreditors. Assessments are appropriate to the outcomes being assessed, and benchmarks have demonstrable rigor. A significant accomplishment since our decennial review is our progress in closing the assessment loop, something to which we have devoted significant time and attention. The account below provides strong evidence, for example, that assessment results are leading to curricular modifications to improve student learning, to construct course sequencing and schedules, and to support staffing requests and other resource needs. With respect to the latter, in 2011, the School of Education hired a coordinator of assessment to help advance it assessment and accreditation goals. Likewise, the SoB appointed a faculty member assistant dean for assessment to assist in coordinating and furthering its assessment goals and priorities.

SCHOOL OF BUSINESS

The assistant dean in the School of Business (SoB) is charged with coordinating assessment within the School, which does not have departments. Assisting her is the associate dean and faculty. The SoB organizes its assessment efforts under the aegis of the Undergraduate Assurance of Learning Committee and the MBA Assurance of Learning Committee (AOL). The assessment program is based on six major learning objectives in the undergraduate program: Critical Thinking, Oral Communication, Written Communication, Ethics, Teamwork, and Content Knowledge. The MBA program has five learning objectives: Analytical Thinking, Global, Leadership, Ethics, and Communication.

Committees meet a minimum of once a month, and in the fall 2015 semester met fortnightly. The School generally assesses one goal each semester at the undergraduate and graduate levels in addition to administering the ETS test and other surveys. On the basis of the curriculum matrix and faculty discussion, the AOL committees determine which courses are best suited to assessing each goal. Faculty submit assessment plans and reports to the committees in October and March, respectively, and annual assessment reports to a centralized collection portal in November. The Associate Dean consolidates the assessment data and releases the results to the assessment committees, which discuss and disseminate them to the faculty for follow-up. Assessment plans and

reports, as well as other assessment documentation, are available on the School of Business Faculty blackboard site under the Assessment Surveys and Reports. We provide examples from these assessment reports below.

Use of Results from Assessments

The School of Business (SoB) has maintained a robust assessment program. Since the Middle States decennial review, the SoB completed its candidacy for AACSB accreditation, had its final visit in November, 2012, and received initial accreditation in January 2013. The visiting team was pleased that the School met the standards for student learning outcomes assessment, which we view as strong endorsement of the School's processes. AACSB has a rigorous review process and demanding goals for student learning outcomes assessment. Below, we describe some of the program-wide and course-level changes that have resulted from assessments.

*Teamwork***:** The faculty have assessed teamwork from the students' point-of-view because of results that showed that students were non-analytical in assessing their classmates' teamwork. Students' glowing assessments of each other left the faculty with little guidance about how to help them to improve. Consequently, faculty took the following actions: (a) Conducted focus group meetings with students to gather their impressions of the teamwork rubric; (b) Used the data to conduct factor analysis to determine the key factors emerging from student ratings. This was very useful in revealing three predominant factors, each with five corresponding measures; (c) Redesigned the rubric on the basis of factor analysis and student input; (d) Piloted the new rubric; (e) Analyzed data; and (f) Developed plans to establish a teamwork resources webpage for the SoB website for implementation next semester to assist students in improving their ability to work with others in group settings.

Course-level: At the course level, faculty have embraced assessment as a means of improving outcomes. For example, in Intermediate Accounting, faculty utilize an incoming student learning assessment to assess student learning in feeder courses. Findings have been fed back to both the Financial Accounting and Managerial Accounting courses regarding topics that require greater emphasis. This has improved the ability of Intermediate Accounting students to manage course expectations. Further, faculty have utilized in-class assessments of critical thinking to modify their courses. For example, faculty in the quantitative disciplines have begun to use group and social learning techniques in their classes for students to help each other learn difficult concepts. Data support faculty conclusion that students are improving in key aspects of critical thinking.

Revision of undergraduate & graduate majors: ETS survey results (undergraduate business survey from Educational Benchmarking, Inc.,) revealed a need to expand the breadth of the curriculum in the SoB. Consequently, the faulty are overhauling all of the undergraduate majors. In addition to introducing new majors and tracks, the number of core courses in some majors have been reduced and elective course offerings are increasing. For example, the management major was expanded to include three tracks: general management, entrepreneurship, and sustainability. The marketing area is discussing whether to add a food marketing track to the marketing major. The faculty also are in the process of creating a new data analytics major. At the graduate level, the MBA curriculum is being revised.

SCHOOL OF EDUCATION

The School of Education (SoE) has an assessment council, the Quality Assurance and Continuous Improvement Council (QACIC), which meets at least once each semester and in a day-long workshop/meeting in the summer. The Committee Chair monitors, discusses, updates, and follows-up on assessment policies and procedures, as well as compliance with assessment requirements. The rest of QACIC's work is done through email. QACIC members, and sometimes chairs and program coordinators, review assessment plans and provide feedback and support (e.g., curriculum retreats). The SoE's assessment guidelines are documented on the School's QACIC blackboard community site, under documentation. The School has an annual assessment cycle. The associate dean for assessment and accreditation provides faculty with a comprehensive data report in early fall and a smaller mid-year report in early spring. In the first week of October, program coordinators submit assessment data usage reports to the assistant dean for review, feedback, and support. There are plans to restructure reporting requirements by integrating close-the-loop reports within the data usage report. We provide examples from the SoE assessment reports below.

Use of Results from Assessments

The School of Education (SoE) has made significant strides in the area of assessment in the last four years. The hiring of an Assistant Dean for Assessment and Accreditation has given the School direction and focus in assessment-related matters. The School had been collecting assessment data for years, but the quality and use of those data were questionable, and faculty buy-in to the assessments themselves was low to nonexistent. The tool used for data collection was home-grown and static, and did not allow for growth. Based on these findings, the School adopted the LiveText assessment platform, which allows each program to have its own assessments (aligned with corresponding Specialized Professional Associations). Because the assessments are now meaningful to faculty, completion rates are higher, and programs are using the data to inform their practices. For example, four graduate programs were revised, primarily, on the basis of assessment information that revealed curriculum gaps and incoherent course sequencing. Below, we provide assessment reports from three departments within the SoE, describing other assessment outcomes.

Humanistic/Multicultural Education (housed within the Department of Education Studies)**:** In addition to conducting annual assessment of its four key SLOs, the Humanistic/Multicultural Education Program (HMEP) faculty designate one additional Targeted Student Learning Outcome to assess each year. In 2012, program faculty focused on the competency "Participatory Approaches to Instruction and Individual/Group Development." The SLO reads, "Students will employ participatory approaches in their instruction and individual/group development." An assessment rubric which includes four criteria: Design of learning experiences, integration of content, understanding of the experiential learning cycle, and selecting appropriate forms of reflection, and four standards: limited (1 point), developing (2), effective (3), and exemplary (4 points) was developed. The rubric was used to assess the targeted SLO in the course *Humanistic/Multicultural Approaches to Education and Human Services (Approaches)*. Results of the assessment revealed that the course explicitly addresses all four of the criteria outlined above and that the final course project is designed to demonstrate the degree to which students understand and can apply concepts and skills related to designing and facilitating activities that incorporate a participatory pedagogy.

Assessment scores from the spring and fall 2012 sections of *Humanistic/Multicultural Approaches* indicate a high degree of student competence in applying participatory concepts and skills. The average group score on the four standards, 16 point maximum score rubric was a 14.1 with a low group score of 13.2 and a high group score of 15.6. These scores seem to support the competency development approach used in this course. The four criteria identified in the rubric are all explicitly

introduced and practiced prior to the students' collaborative work in the course's cumulative Theory to Practice Project.

Special Education: During the 2010-2011 academic year, Special Education faculty researched and selected SLOs related to evidence-based practices (EBP) as identified in the field of special education in the following areas: Inclusive practices, instructional strategies, literacy, math, behavior, and assessment. Faculty then created Innovation Configurations (IC) listing EBPs within each of those identified areas to map the curriculum (e.g., [Instructional Practices Innovation Configuration)](). Data were collected at three points in five years to examine where and to what extent in the curriculum these EBPs are included (2011, 2012, & 2015). After extensive discussion of the SLOs for each course, faculty revised the syllabi in the 2011-2012 school year to deepen the level of application of EBPs by creating a more spiraled curriculum. In a spiraled curriculum students see similar topics throughout their program of study, with each encounter increasing in complexity and reinforcing previous learning. Assessments were completed in 2015 to determine the extent to which EBPs were still embedded within each course. Results showed a high degree of retention.

Over the past few years, special education faculty have focused on providing instruction in progress monitoring of student learning, specifically as it relates to practice-based evidence (PBE) and the edTPA. Special education faculty identified three points in the curriculum where candidates learn about and implement progress monitoring. The P-12 Learning Assessment is the first assessment which evaluates our candidates' ability to progress monitor. The PBE assignment in a required methods course (i.e., SPE731/741) is the second, and the PBE assignment in Special Education Practicum is the third. In each assignment, candidates are required to implement progress monitoring with either a single or small group of students. Each year, faculty use the data collected from these assessment points to evaluate candidate acquisition and application of EBPs through their progress monitoring assignments.

Elementary Education: During 2010-2012, the Department of Elementary Education focused its assessment efforts on the dimension of *Written Expression*. Analysis of the New York State Teacher Certification Exam (NYSTCE) scores on the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST) of Multi-subjects for B-6 revealed consistently lower scores on the constructed response sections of both tests. This and faculty dissatisfaction with students' general writing skill prompted the faculty to develop a plan to address this concern. The plan focused on revisions to courses and entry requirements to the combined Early Childhood Birth – Grade 2 and Childhood Education Grades 1-6 programs. Two courses were modified to include writing-intensive components; a B or better in Composition 1 and 2 is now required and applicants must now complete an in-person writing assessment. Faculty examined the results of the 2012 CST Multi-subject test to determine whether Elementary Education candidates' scores had improved. Initial results show an increase in candidates' mean scores on the constructed section of the test, thereby confirming the efficacy of the program revisions on candidates' ability to write. With regard to the onsite writing sample, the faculty pilot tested some samples and as a result more time was scheduled to read and evaluate applicants' writing samples.

Secondary Education: The Secondary Mathematics program redeveloped the delivery of the math methods course to better prepare candidates for the edTPA, an important certification exam which is used by all programs as an assessment. The subsequent cohort of candidates had a higher pass-rate, providing evidence that the changes have been beneficial. The program will continue to monitor this to see whether that trend is maintained. Additionally, based on Specialized Professional Association

report feedback, the Secondary Mathematics program now requires all candidates to take Probability and Statistics (previously an option with Combinatorics), and a History of Mathematics course. Finally, based on assessment findings, the Secondary Education Science program recalibrated their assessments, creating new ones that place emphasis on alignment among standards, course deliverables, embedded signature assessments, and edTPA.

SCHOOL OF FINE AND PERFORMING ARTS

Fine and Performing Arts assessment data are stored on the Blackboard Community site, under Fine and Performing Arts Assessment. This site does not list assessment policies; with the majority of F&PA's programs undergoing external accreditation, the School primarily works with the policies and guidelines provided by accreditors and, as appropriate, the policies listed on the GE Board website. The associate dean established October as the due date for submission of departmental assessment plans and assessment summary reports. The associate dean provides comments on the assessment plans and assessment reports to chairs and faculty. The dean and other college administrators provide resources and other supports to accomplish assessment recommendations. We provide examples from the F&PA assessment reports below.

Use of Results from Assessments

Fine & Performing Arts uses assessment data for various purposes including supporting requests for programmatic resources, program development and revision, and course revisions. For example, the Art and Art Education departments revised their BA/BS Visual Arts and MSED Visual Arts Education programs, respectively, on the basis of assessment data. The Art History department used data in support of a proposal for a joint position with Women's Studies. Likewise, the Music faculty undertook major revisions of their undergraduate and graduate programs in response to curricular reviews and market needs.

Further, Theatre Arts revised its curriculum in 2012 to include a new concentration in Theatre Studies and a minor outside of the program. Since then, a number of student/faculty initiatives culminated in another revision in 2016, fulfilling the department's commitment to creating a community reflective and inclusive of diverse voices, materials, perspectives and programming opportunities. Championed by a core group of faculty, the department responded to concerns from its students, including the small number of underrepresented students, by reexamining the curriculum, programming and production season. In addition to expanding course options rooted in non-traditional (western/white/male dominated) topics, it replaced two semesters in Western Drama with one semester in Classical Western Drama and one of the following: Asian Theatre, African American Drama, Race Gender and Performance, Gay and Lesbian Identity in Contemporary Drama. The conversations faculty had with students brought the issue of diversity and inclusion to the foreground, and is now central to Theatre Art's season selection and much of its tangential programming in terms of ancillary performances, guest artists, master classes, etc. The department also expanded the diversity of the faculty through the NYS Faculty Diversity Program Hire (previously mentioned).

Overall, Fine & Performing Arts continues efforts to use assessment data to improve teaching and learning and to address deficiencies and areas of concern in programs and courses. With the increased focus on assessment from accrediting bodies (National Association for Schools of Art and Design, National Association of Schools of Music, National Association for Schools of Theatre, and National Council for the Accreditation of Teacher Education), assessment practices have improved.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The associate dean of Liberal Arts & Sciences (LA&S) oversees the School's assessment activities. The LA&S dean's office began requiring departments and programs to file an assessment summary report in the 2006-2007 school year, including their plans to improve student learning in their majors as well as GE. Since then, each October, department chairs submit annual reports to the associate dean who reviews them and provides feedback. The College's assessment policies and procedures outlining the procedures for developing and revising assessment plans and for reporting assessment results are found on the school's Blackboard site. Below, we provide examples from LA&S's assessment reports.

<u>**Use of Results from Assessments**</u>

The College of Liberal Arts & Sciences' sixteen departments all engage in assessment. As the assessment process became more habitual, the focus shifted toward "closing the loop" activities, including ongoing conversations about what the data actually mean, strategies to improve student learning at the program and course levels, and monitoring activities for effectiveness and modifying them as necessary. Since LA&S is heavily involved in the GE program, many departments regularly participate in direct measures of student learning in GE. Departments also assess their majors using various direct and indirect measures. Examples of departmental assessments and outcomes are described below:

Several programs, including the Asian Studies program, use a rubric to assess portfolios of all graduating majors. Others, including History, English and Economics, use a major paper in a seminar or capstone course as the assessment vehicle. A hallmark of assessment in these majors is faculty collaboration in the development and refining of assessment rubrics, carefully considered approaches to training faculty and norming of assessments, and diligence in assessing the changes made in response to assessment information.

Some programs assess students at multiple stages. For example, Black Studies assesses SLOs in several survey courses and via a 30-page research paper in their seminar course to determine whether students are acquiring the skills they will need for their capstone course. Black Studies has seen continuous improvement in students' written work in the seminar course.

Faculty in some programs assess targeted skills. For example, in History, students' skills in formulating arguments are assessed in the seminar course. Students in Sociology are assessed on their ability to contrast two sociological theories. Languages, Literatures, and Cultures assessed language proficiency in selected 300-level courses.

Some programs revised courses and rubrics based on assessment results. Because students did not attain the level of achievement expected in GE courses, Anthropology faculty revised course assignments. Asian Studies revised the exit essay to make it a measure of reflection. The accompanying rubric also was revised. Communication and Media found that student learning improved in the GE competency Effective Expression-Written after the professor increased the number of short writing assignments required and emphasized persuasive writing throughout the semester. Philosophy saw some improvement in Effective Expression – Written after making a thesis statement and argument part of the rubric. History converted the Seminar course from 3 to four credits to allow more writing and to create a historiography course. After adding readings and a

prerequisite course in the *Race, Culture, Nation* cluster of electives, the *Women, Gender, and Sexuality Studies* program examined the Seminar course and saw improvement in students' research projects relating to intersectionality.

The Department of Communication has assessed different courses and course formats (i.e., face-to-face vs. online) using the same procedures and rubrics, and the assessment results showed that students were achieving learning outcomes across contexts. In addition, in 2013-2014 faculty used a rubric to examine speeches in CMM 104 (Public Speaking), a course taught predominantly by adjuncts, and found a number of areas needed improvement. Findings were shared with the adjuncts and changes were made to the course sections. As part of the closing the loop process, adjuncts teaching in spring 2015 provided a sample of student speeches for evaluation once again. Ten speeches were randomly selected (5 informative and 5 persuasive) and two independent reviewers analyzed the speeches separately. The alpha reliability for the independent reviewers was .89, which clearly indicated that the reviewers were systematically analyzing the speeches. Overall, these results demonstrated an improvement in public speaking between spring 2014 and spring 2015.

SCHOOL OF SCIENCE & ENGINEERING

The associate dean and dean of the School of Science & Engineering (SSE) coordinate the School's assessment activities. Departments tend to have several assessment projects ongoing all year but when Annual Faculty Activity Reports are due, departments submit their reports/close the loop highlights and proposed assessment plans for the next calendar year. Both Physics and Geology, for example, are in the midst of their five year self-study/reviews and so their final reports will be the basis of their next assessment plan. All departments either have a separate assessment sub-committee and/or meets as a committee of the whole to discuss assessment plans and results. The SSE Chairs' meeting are often the locus of school-wide assessment plans. Discussions of courses used widely as cognates in different departments are regular items on the agenda. This is where it was decided it was time to re-assess how math placement is done for entering freshmen each year. The School developed a plan and the Dean's Office (i.e., Dean, Associate Dean), the Math chair, and the math placement specialist worked with the Advising Office on a new implementation. Generally, assessment plans are presented to the SSE chairs at one of the meetings (but not all plans are). Often the results of assessments are presented to the SSE chairs. SSE assessment information is available on the SSE Assessment Blackboard site. We provide several examples from SSE's assessment reports below.

<u>Use of Results from Assessments</u>

The School of Science & Engineering (SS&E) made several changes to its assessment processes based on self-study evaluation teams' suggestions and recommendations. The faculty agreed to a standard assessment format for the entire school and are in the process of implementing this in each program. The first step in the process was the creation of program maps to assess where program learning objectives are taught, whether the objectives are taught in the correct order and without unnecessary duplication, and to determine the programs and courses that need special attention in the subsequent year's assessment plan. Program maps revealed dependencies within programs and uncovered programmatic weaknesses. For example, in Biology, discussion during the annual retreat revealed that an understanding of modern genetics is an expectation of instructors of most upper level classes in the major. As a result, the department implemented a major curricular change by requiring Genetics as a pre-requisite for most upper level biology courses. This appears to have had a positive impact on student success, but it is too early to tell how big an effect. Recognizing that many

students were failing Pre-calc and Calc I and II, a new (or revamped) math placement procedure was implemented in summer 2015. Results of assessments of this revamped procedure will lead to changes in the summer 2016 orientation and freshman advising. Step 2 of the School's common plan is to include assessments of capstone courses or capstone experiences. The third component of the school's common assessment plan is the development of departmental alumni assessment surveys to poll recent graduates regarding their experience in the program, and to find out what additional tools they wished they had when they graduated. Geology and Physics have provided models that may be adopted by other departments.

Over the past two years, faculty in Physics, Biology and Chemistry have been adding group activities for problem solving (*Process Oriented Guided Inquiry Learning,* aka POGIL) to their larger lecture courses. After several unsatisfactory semesters teaching General Physics in a traditional lecture format, one faculty in Physics will be employing a hybrid course format for General Physics this fall. Animal Behavior in Biology now uses a hybrid format with many of the typical lectures available online as "podcasts" and the bulk of the class time spent in group problem solving and faculty-led discussions and short quizzes. Assessments comparing student performance in hybrid format courses show increased performance in SLOs, which had been declining for years in the old lecture format.

Likewise, during Genetics, a new problem-solving approach was taken, based on assessment of SLOs, and the instructors surveyed students about that approach, using clickers to test their knowledge. As a consequence of formative assessment throughout the semester, the instructors decided to offer more problem-solving discussion sessions outside of formal lecture-class time (e.g., in the labs and in special sessions after class). POGIL style problem-solving activities in General Biology seem to be working but are still being adjusted. It is too soon to tell how much students are improving in their ability to solve problems.

Analysis of Biology's program maps as well as student performance in a number of classes in the major led to the conclusion that too many students were not meeting expectations for statistics and quantitative abilities. Consequently, several new initiatives were implemented: First the curriculum sub-committee worked with the full department faculty to develop revised curricula for the three major tracks in Biology. These revisions are being finalized and will be presented to and voted on by the Department faculty this spring (and then will be sent to the Curriculum Committee). As part of the revisions, a new required course (Evolution) was proposed to bolster students' statistical and quantitative abilities. It will be sequenced to follow right after Gen Bio 2 and Genetics will be moved to the 4th semester of the major after Evolution. The department also added a capstone requirement to the major plans. A few special 'discussion' sections associated with Gen Bio were also designed for at risk students to help with the transition from high school science to college level Biology. The results from those courses are still being analyzed and findings will be used to revise courses (e.g., Gen Bio) in a future closing the loop action.

Some issues were identified following one of the regular assessments of the Dual Degree medical programs (BS/DO and BS/OD). First, changes in the MCAT (Medical College Admissions Test) necessitated changing how our BS/DO students prepare for the MCAT. Now they must get a background in Biochemistry within their first two years at New Paltz before taking the test. Students in dual degree medical programs (not just ours) must take the MCAT at the end of their sophomore year—a full year earlier than a regular medical school applicant. That puts these students at a distinct disadvantage because medical schools now expect that students will take two-and-a-half to three years of coursework to prepare for the level of biochemistry on the test. In response to the new MCAT, the program resurrected a course that had been suspended, Biological Chemistry, which

while not exactly what medical schools say is needed, covered the published Biochemistry learning objectives for the MCAT. In comparing how well our students did on the Biochemistry subsection of the MCAT this year and generally, all of our students did well. It however is too soon to determine if Biological Chemistry will help enough to make up for students not being able to take a year-long sequence of Biochemistry 1 and 2. After looking at their resources and talking to faculty at other schools with dual degree programs, the faculty decided to revise the BS/DO program: Specifically, they are proposing to change it to a 4+4 program (rather than 3+4), allowing students to spend a full four years at New Paltz (giving them enough time to fully prepare for the MCAT) and improve their chances of a seat in medical school when they complete the program. This will be a major change in the way dual degree medical programs operate but will benefit our students. Assessment data (student performance and program mapping) played a big role in pursuing a 4+4 (Early Assurance) program to replace our current 3+4 program.

THE GRADUATE SCHOOL

The Graduate Office continues to assess its functions and processes. In accordance with this practice, they sought to achieve efficiencies in processing applications and in reducing the number of graduation deficiencies. In spring 2013 the Graduate School automated its application review process and now all applications are reviewed online, via Workflow. They have seen a 25% reduction in the time it takes to provide a decision to an applicant, when they receive a complete application. They would like to achieve a response rate of three weeks and plan to implement Ellucian Recruiter in fall 2016 to help to accomplish this goal. Ellucian Recruiter will allow applicants to complete their application entirely online, by uploading documents and requesting letters of recommendation from faculty members through the portal. Currently, our online application is run through our Banner student information system and offers applicants a bifurcated online application process. As such, we are in a minority of colleges who still require students to submit paper copies of letters of recommendation, admission essays, and transcripts. The conversion to Ellucian Recruiter will foster a more efficient application process. In addition to improving its application process, in fall 2016, the Graduate School plans to implement a degree audit system, DegreeWorks. The conversion to DegreeWorks will allow online access to plans of study, predictable course scheduling, enforcement of college policy, and decrease the amount of time that it takes to clear a student for graduation.

Committed to continuous improvement, the Graduate School developed and is implementing a Strategic Plan (AY 2013-2018). The Graduate School Strategic Plan Implementation Committees, chaired by Laurel M. Garrick Duhaney, associate provost and dean of the Graduate School, is overseeing the accomplishment of goals in these five critical areas: Program Development and Refinement, Marketing and Recruitment, Admissions and Enrollment Management, Student Engagement and Support, and Organizational Factors. Results from surveys of prospective students and market analyses led, in part, to the development or revision of several programs (including new 5-year programs in earth science and chemistry and three online programs). Enhancements to websites, in the use social media, and other marketing tools (e.g., programmatic brochures) have been achieved. All of these were accomplished in response to feedback from faculty, students, and international partners and counselors.

HONORS PROGRAM

Honors Program courses that fulfill GE requirements are included in campus-wide assessment processes. Results show that Honors students are meeting and exceeding GE learning outcomes. The Honors Program Director, in consultation with the Honors Program Advisory Council, developed a

plan to assess seminars that are distinctive to and characterize the Honors Program. Learning outcomes parallel expectations for high-impact teaching and learning practices as defined in the New Paltz Strategic Plan. Metrics assess active, hands-on, collaborative, and inquiry-based teaching and learning (high-impact educational practices as defined by George Kuh). The Honors Program includes the following high-impact teaching and learning practices: a first-year seminar; common intellectual experiences; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity/global learning; community-based learning; internships; and capstone courses and projects. Assessment is ongoing in the Honors Program and Honors students are meeting or exceeding the learning outcomes identified for Honors seminars.

SOJOURNER TRUTH LIBRARY

Sojourner Truth Library (STL) teams meet annually to assess progress toward the attainment of goals and to develop new ones. Many of these goals are discussed by the STL Library Management Team (LMT), which is made up of the Dean and team leaders. Members of the LMT set library-wide priorities based on the team discussions. Progress on these goals is published in an annual library report.

As an educational entity, STL has played a strong role in Information Literacy instruction both in seated and online classes. STL has had a long-term collaboration with the First Year Composition program on matters relating to the structure, content, and assessments for library instruction sessions. This collaboration has extended to the assessment of the GE Information Management competency every three years (most recently, in spring 2015). In the past two academic years, STL's teaching librarians have also deployed online readiness and learning outcomes assessments through paper-based forms and via Qualtrics. These data, which were discussed in multiple forums involving librarians and Composition faculty, resulted in a wider understanding of what students retain and consider most valuable in library instruction sessions; better articulation of learning outcomes; and modification of the amount of content presented in instruction sessions.

The Library's 2015 renovation has resulted in several short-term, ad-hoc assessment/close the loop opportunities. Throughout the renovation, wireless access strength, computer use, and space use were continuously monitored to inform the ways in which STL personnel directed patrons to library workspaces. Head counts were used to predict when the library would be most active and, as a result, when staff should direct patrons to other facilities on campus. Social media and word-of-mouth feedback were used to gauge patron satisfaction with these initiatives. These exercises influenced the ways in which STL used technology to facilitate access (e.g., employing an additional high-speed scanner; moving furniture, prioritizing the use of a PC and laptop/I-Pad availability application, designing signage for quiet study zones, supplying patrons with low-cost ear protection and extension cords) as well as longer-term library communication strategies. In fall 2015, polls and other feedback loops were deployed to gauge student employees' concerns about the new shared-services counter on the renovated main floor. These latter data are currently being used by a task force charged with examining structures and procedures for the new service counter. They also will be used to inform other goals for AY2015-16 (e.g., communication, marketing, and assessment of new initiatives).

Several ongoing (annual) data collections are being employed to inform library decision-making. Initiatives led by the collection development librarian to assess the collection use an evolving set of criteria based on fellow librarians' insights and experiences, as well as regional and national trends and usage data. STL staff have used measures of collection size (i.e., in volumes) as well as

measurement of the facility to plan post-renovation spaces and shift collections. These modifications are in turn monitored and will inform budget allocations, walk-up technology, and collection placement. Special collections access forms are currently being used to reveal collection strengths, and to drive short-term materials access, digitization, and post-renovation access policies. While the initiative is still in progress, early recognition of this assessment opportunity resulted in it becoming an AY 2015-16 goal.

III.   NARRATIVE IDENTIFYING MAJOR CHALLENGES AND/OR OPPORTUNITIES

This section of the PRR discusses some of our most important accomplishments and challenges that we are likely to encounter. We have identified the MSCHE standard to which these relate.

Enrollment and Student Success: Standard 8 – Student Admissions & Retention
As we indicated earlier, New Paltz has been achieving its enrollment goals while maintaining its high admission standards and selectivity. The College currently enrolls approximately 6,700 undergraduate and 1,100 graduate students, and is essentially operating at capacity in undergraduate enrollment. Since 2002, freshman applications have increased by 24 percent. For fall 2014, only 42 percent of first-year applicants were accepted. In recent years, 100 percent of general-admit first-year students were in the top two of five SUNY selectivity groupings based on SAT score and high school average. First-year retention has arisen to about 89 percent, second-year retention to above 80 percent, and four- and six-year graduation rates to 55 percent and 73 percent, all well above State and national averages for both private and public colleges.

The College has achieved these successes despite significant facilities constraints. Our most recent space analysis (using SUNY standards) shows a non-residential space deficit of about 360,000 square feet. Our new 77,000 square-foot science building, currently under construction (expected completion 2017), and a new engineering innovation hub (20,000 square feet; currently in planning for completion in 2018) will make only a small dent in this deficit. Our shortage is most apparent in faculty offices, mid-size and large classrooms, clinical and laboratory space, and space and facilities for special programming. Planning for our science building was largely completed before the dramatic upswing in our STEM enrollments, noted below. We will continue to use modular classroom and faculty office space, some dating to the early 1990s.

At the same time, New Paltz has the fewest residence hall beds per 100 students of any SUNY comprehensive college sector campus for which we have comparable data, and no campus or campus-linked apartment-style housing. Even with the August 2015 opening of the 225-bed Ridgeview Hall, our student housing capacity is far below the average for our sister campuses.

These space constraints are a constant factor in our operations and planning, and bear on our recruitment of students. While many existing facilities are outdated and some in poor repair, we have made significant recent improvement in several facilities, including the 2010 renovation of the Student Union Building and addition of the now-iconic glass "Atrium;" the 2012 renovation of Old Main (the College's oldest building); full renovation of two older residence halls with a third in planning to begin in 2016; renovation and repurposing of the 1960s-era Wooster Building to house several student-services offices, two academic departments, and engineering

laboratories (completion in 2016); renovation and modernization of the Sojourner Truth Library (completion in fall 2015); renovation of the Service Building housing University Police Department, Facilities, and Environmental Health and Safety (some renovated space to be occupied in fall 2015).

Budget Status. Standard 3: Resources
Campus leaders at New Paltz characterize our budget status as "sound but constrained." With the advent of rational tuition in 2011, we have added 40+ new full-time faculty positions, additional staff in key student support areas (e.g., a veteran and military services coordinator, a psychological counselor), increased financial aid, and made other investments heavily focused on our academic mission and student success. We have ended most recent years with slightly positive budget balances, allowing us to make one-time investments (especially in infrastructure and facilities, seed funding for new initiatives like a Digital Arts and Humanities program) while maintaining cash balances in the low to middle portion of the SUNY recommended range. We planned and executed significant cuts to our core instructional budget in both 2008-09 and 2010-11 in response to reduced State funding. Those reductions, totaling about $6 million each year, were allocated each year to about 20% in academic/direct instructional areas and 80% in other areas. Those difficult actions have positioned us to be able to invest new tuition revenue, when it has not been directed primarily to contractual salary increases, into our highest priorities. We manage our financial resources cautiously because of key uncertainties in the near future, especially the renewal of NYSUNY2020 and its rational tuition plan, the potential for increased State taxpayer support, and maintaining or increasing enrollment in a very challenging student recruitment environment.

Environmental Factors: Standard 2-Planning, Resource Allocation & Institutional Renewal
Several significant environmental factors play a major role in our strategic plan priorities. The significant academic, academic-support, and residential space constraints we face were noted above. We are aware of the limited likelihood of significant state capital funding in the near future to achieve significant gains in our non-residential space. Similarly, constraints and demands on our residence hall program funding mean that we will need to pursue non-traditional approaches if we are to address our student housing constraints. The SUNY New Paltz Foundation recently decided to no longer pursue a housing project it had been pursuing with a private developer to help address the College's housing needs. That decision was made after continuous delays and the lack of town approval for this project after review, planning, and consultation dating to 2009. The College and its Foundation are considering other options to address this pressing need.

We are cognizant of the steady declines in the number of high school graduates in New York since 2009. Those declines are less pronounced in the Mid-Hudson region and Long Island, our primary recruitment areas, than in other parts of New York. That fact is favorable for our student recruitment, at the same time we are aware that other colleges and universities throughout New York, public and private, may be increasing their recruitment efforts in these areas. These considerations, along with frequent feedback from alumni and community members that New Paltz is a "best-kept secret" underscore the priority on increased marketing in our strategic plan initiatives.

Current Enrollment: Standard 8 – Student Admissions & Retention
The College's enrollment has fluctuated between 7,600 and 8,000 headcount. The majority of graduate and nearly all undergraduate students are full-time. Additional pressures have been put on instructional and support services by the significant increase in undergraduate enrollment that offset the decline in graduate enrollments since about 2008; these have been particularly steep in the School of Education. The decline in graduate enrollments has been almost entirely part-time students. Undergraduate headcount increases have been predominantly full-time, driving up AAFTE and the demand for academic resources and support services. At the graduate level, capacity exists to return to pre-recession numbers, requiring a 25% enrollment increase (300 headcount) representing a roughly equal mix of part and full-time students. Such growth would include a mix of seated, hybrid, and on-line course offerings and degree programs.

IV.   ENROLLMENT AND FINANCIAL TRENDS AND PROJECTIONS

This section of the PRR discusses the College's enrollment and financial (both operational and capital) status and projections. Enrollment information has been categorized by undergraduate and graduate levels and by School/College. Related to this section and included as appendices are such documents as the College's Strategic Plan and other planning documents, audited financial statements, and financial information submitted to IPEDS.

Enrollment

One of the most important roles for enrollment management is to ensure sufficient enrollments to meet and hopefully exceed institutional budget requirements. During the past five years, New Paltz has operated at or near capacity enrollment levels and has experienced stable enrollments, ensuring financial stability on the revenue side of the budget. Changes that have occurred in enrollments pertain to enrollment mix and the characteristics of new students. The most significant changes in the mix are outlined below.

Undergraduate Students
During 2011-2015, undergraduate headcount remained relatively flat going from 6,699 to 6,698. The campus made a choice to focus on full-time enrollment over the past 10+ years. Campus resources, including the library, residence halls, lounges, food service areas, recreational facilities, and parking are being fully utilized. At the undergraduate level, the institution is operating at capacity, with no room for growth.

Graduate Students
Since fall 2010, there has been a steady decline in graduate enrollment which appears to have stabilized in fall 2015. Enrollment in fall 2009 was 1,403, declining to 1,059 in fall 2015. The decline has been primarily in the School of Education with a 22% decline in majors in those programs. The change in teacher education and lower market demand for new teachers have resulted in fewer students in the program. Demand for graduate level teacher certification is expected to rebound over the next several years. The MFA program has also seen a downturn of 31% in enrollment since 2011.

Within the graduate headcount enrollments (see chart below), the full-time/part-time mix has

changed. In 2011, 45.3% of graduate students were enrolled on a full-time basis, and in 2015, despite declines in headcount enrollment, 49.7% were full- time. Part-time enrollment declined by 16% since 2011. One of the factors contributing to this change is the increase in international graduate students, who are, by definition, full-time students. The full-time international student enrollments are primarily in Computer Science, Electrical Engineering, and Business.

Declared Graduate Majors by School

A bar chart showing declared graduate majors by school for Fall 2011 through Fall 2015. The y-axis ranges from 0 to 700. Categories: Liberal Arts & Science, Business, Science & Engineering, Fine & Performing Arts, and Education. Education has the highest values, with bars around 585 (Fall 2011), 520 (Fall 2012), 490 (Fall 2013), 460 (Fall 2014), and 455 (Fall 2015).

Enrollment Projections

Every year, the campus must submit a long-term enrollment plan to SUNY System to outline expectations over the next 5 years. Our most current enrollment plan, spring 2015, shows that we anticipated modest enrollment growth and have efforts underway to increase enrollment or increase graduation rate and decrease time to degree.

Enrollment increases (25 new first-year + 25 new transfer students) are expected over the next few years in the new Mechanical Engineering program. New Paltz is currently constructing a new science building, as well as an Engineering Innovation Hub, the latter through the SUNY 2020 program. These new academic spaces will support modest continued growth in the STEM fields; however, even with these new spaces, we have serious deficits in academic space by SUNY standards. In addition, the construction of a new Residence Hall will help the College maintain modest enrollment growth, in part by expanding our ability to attract and support transfer students.

This year we began partnering with SUNY System to develop online courses and online program offerings, and we have completed 2 parts of the 3-part SUNY workshop. As we work through this final workshop, we will begin our planning for further online enrollment growth. The online Advanced Graduate Certificate in Trauma and Disaster Mental Health will attract new groups of students. As previously noted, we continue to expand our January "winterim" online course offerings, which have shown enrollment growth each year. We are developing new mechanisms to alert individual students to the availability of summer online courses that meet their specific, unmet degree requirements, as a way of expanding online enrollments and enhancing student progress to timely degree completion.

We are renovating clinical and other facilities ($1.6 million project; expected completion for spring 2017) to support expanded admission to the Communication Disorders graduate program, which has

shown excellent potential for further growth. An innovative certificate program prepares students with undergraduate background in other disciplines to enter our graduate program.

The Graduate School is implementing its Strategic Plan, at the same time we continue to analyze how a changing economic environment will influence enrollment, including Education graduate enrollments that have shown steep declines in recent years. We are making excellent progress towards expanding online and hybrid offerings in our MBA program, which we anticipate will help boost overall graduate enrollments.

The College has undertaken several initiatives in the areas of academic advising, curricular streamlining, clearer articulation of major and other degree requirements, and course scheduling – all with the aim of increased progress to degree completion and improved graduation rates.

While New Paltz is actively working on many initiatives to both increase enrollments and increase graduation rates, it is unclear how these initiatives will affect future enrollment projections. We will continue to monitor our enrollments and adjust our projections as the result of such initiatives becomes clearer.

In mid-fall 2015, New Paltz applied for additional growth funding through the SUNY Excels 2015 Performance Improvement Plan. Details of the Enrollment plan start on page 7 of the Performance Improvement Plan (Appendix C). The chart below illustrates the plan's projected enrollments in fall 2018 and in fall 2020.

Performance Improvement Plan Projected Enrollment

	Plan Fall 2018	Plan Fall 2020
Student Headcount Enrollment		
Total Students	**8,048**	**8,292**
% Full-time	84.9%	84.1%
% Undergraduate	85.0%	83.7%
Total Undergraduate Students	**6,844**	**6,942**
% Full-time	92.0%	92.1%
Full-time Undergraduates – Total	6,299	6,397
Full-time First-time	1,200	1,200
Full-time Transfers	700	725
Full-time Continuing & Returning	4,399	4,472
Full-time Other	0	0
Part-time Undergraduates	545	545
Total Graduate Students	**1,204**	**1,350**
% Full-time	44.4%	43.0%
Full-time Graduates – Total	534	580
Full-time New Graduates	274	320

Full-time Continuing & Returning	260	260
Part-time Graduates	670	770
AAFTE		
Planned AAFTE	7,131	7,311

Financial Trend Analysis

In the State University of New York system funds are acquired on an annual basis from several sources. Income sources, described below, followed by Figure 4.6, show the numbers for the state allocation items over the past five years and a discussion of the trends in each source over the past five years.

- *State appropriated allocations directed to the campus.* For the past several years, the major portion of the State appropriated allocations for the comprehensive sector of the State University has remained flat. There has been very little change in the State support provided to the campus.

- *State allocated funds managed by the State University Construction Fund.* Each year, the State allocates funds for a comprehensive list of specific projects for new construction, large-scale renovations and infrastructural improvements. These projects are under the complete control of this body, which functions independently of the system or, in effect, the campuses.

- *Tuition.* Campuses keep the tuition they generate; however, most (or for many campuses, all) of the tuition is built into the overall campus budget approved by the System Administration as the so-called "tuition target." All tuition received by the campus is forwarded immediately to System Administration and is then redistributed back to the campus. If the campus fails to make its tuition target, System Administration expects the campus to cover the tuition with other funding sources. If campuses exceed their tuition target, they can keep the additional funds.

State Allocations for 2011-12 to 2015-16

State Allocated Funds for SUNY New Paltz (Budget)					
All figures in thousands					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Personnel, Full-time					
Instructional	21,065	23,394	24,057	23,734	25,563
Non-instructional	24,856	26,182	27,347	28,231	29,177
Personnel, Part-time					
Instructional	2,726	2,353	2,778	2,855	2,878
Non-instructional	760	1,009	885	932	1,113
Supplies, Travel, Contracts, etc.	4,710	5,555	4,214	3,556	4,752
Tuition Scholarship	731	890	2,180	2,738	3,475
Utilities	2,488	2,550	2,601	2,902	2,684
Total Approved Budget	**57,336**	**61,933**	**64,062**	**64,947**	**69,643**
Tuition & Fees Target	41,526	45,938	48,068	48,740	53,518
Net Allocation, Tax Levy	**15,810**	**15,994**	**15,994**	**16,207**	**16,125**

State appropriated allocations directed to the campus. As is demonstrated by the bottom line of Figure 4.6, the funding provided by the State of New York from general tax levy funds has remained essentially flat since 2011-12, while the overall operating budget approved by our System Administration has increased by 21.5%. Tuition growth over the past five years is a factor of the SUNY2020 rational tuition plan. Under the rational tuition plan, a Maintenance of Effort (MOE) tax levy plan was implemented. Maintenance of Effort as per the governor's definition means that the state support will not decrease. Increases in tuition rates under SUNY2020 must first be used to cover the cost of contractual increases for our faculty/staff, minimum wage increases, regular inflation, and additional TAP (via the Tuition Credit program).

With regard to the specific numbers in Figure 4.6:

a) Instructional full-time costs reflect an increase due to the addition of 47 full-time faculty lines (all funds) combined with several contractual increases over the past 5 years.
b) The increase in non-instructional salaries reflects contractual increases and an increase of 47 professional lines, 6 Administrative lines, and 9 Service lines across all funds. Investments made in these administrative roles are reflective of our need to bolster our Marketing and Communication department to maintain an advantage in an ever-increasing competitive environment, further support our Development/Alumni Affairs division to increase fundraising, as well as to support general operations areas that saw staffing declines during troubled economic times.
c) Part-time costs have increased primarily due to contractual pay increase.
d) Maintaining utility cost is always challenging. We have been able to curtail costs by systematically upgrading our infrastructure and hiring an energy manager who closely monitors all systems. The campus recently completed our first-ever Energy Master Plan. This plan lays out specific steps that the campus can follow to achieve the State and SUNY mandated energy reduction goals. (Please note that the costs reflected in this document are only reflective of the core-operating budget. They do not include residence hall or food service area costs. These costs are accounted for in separate, self-contained fee-funded budgets for those areas.)

Financial Projections

The 2016-17 State budget failed to extend the SUNY 2020 (rational tuition) plan as well as the Maintenance of Effort (MOE) provision that the campus relied on over the past several years. Without the MOE and a tuition increase, the campus budget now shows a structural deficit of over $2M. To maintain current services, it will be necessary for the campus to balance the 2016-17 budget with cash reserves. The retraction of MOE leaves the campus (and our students) vulnerable to funding cuts and/or volatile spikes in tuition rates. Further, the uncertainty of tuition and State support, coupled with ordinary inflation and new mandates put upon the campus, will have significant impact on the campus' ability to maintain current levels of service or cause New Paltz to have a structural operating deficit for several years.

The campus submitted a multi-year enrollment plan to SUNY in spring of 2015, and subsequently showed updates to this plan when it filed the Performance Improvement Plan (PIP) in fall of 2015. These plans outlined small growth in enrollment in some areas. If the campus is able to achieve those

increased targets, it would temper the need to use campus reserves or diminish services in the coming years.

In addition to the unknowns with funding, several factors are contributing to anticipated increases in expenditure need: (a) the campus is about to open a new science building for which we do not receive state funding to operate and maintain; (b) New Paltz has committed institutional funding to increase the level of campus supported recruitment scholarships; (c) there are some State and SUNY-mandated services that the campus must provide, which will require hiring additional personnel, as well as potential increased contractual salary obligations. Currently, all of the bargaining units on campus are negotiating new contracts with the State.

Enrollment plans for 2016-2017 are currently being analyzed. It is hoped the campus will see modest increases in undergraduate enrollment; however, these increases in enrollment will not be enough to cover the entire funding gap.

Revenues and Expenditures

Revenue											
	2015-2016 Plan			**2016-2017 Plan**			**2017-2018 Plan**			**2018-2019 Plan**	
Tuition	$	53,518,400	77%	$	54,134,700	77%	$	54,862,768	77%	$	55,766,173	78%
State Support	$	16,125,200	23%	$	16,125,200	23%	$	16,125,200	23%	$	16,125,200	22%
Total Appropriated Dollars	**$**	**69,643,600**		**$**	**70,259,900**		**$**	**70,987,968**		**$**	**71,891,373**	
Expenditures											
	2015-2016 Plan			**2016-2017 Plan**			**2017-2018 Plan**			**2018-2019 Plan**	
Personal		$58,730,923	84%		$59,598,691	84%		$59,727,150	83%		$59,824,913	83%
Utllities		$2,684,100	4%		$2,630,418	4%		$2,577,810	4%		$2,526,253	3%
Other Than Personal Services		$4,753,173	7%		$4,853,236	7%		$4,950,301	7%		$5,049,307	7%
Tuition Scholarship		$3,475,404	5%		$4,176,453	6%		$4,806,959	7%		$4,806,959	7%
		$69,643,600			**$71,258,798**			**$72,062,220**			**$72,207,432**	
Deficit	$	-		$	998,898		$	1,074,252		$	316,060	

V. ORGANIZED AND SUSTAINED PROCESS TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

This section of the PRR discusses the evidence that helps New Paltz to determine that it is effectively fulfilling its mission and goals. As discussed, the College is implementing a new Strategic Plan that has eight essential initiatives. Much of the data and evidence collected to assess our progress in meeting these initiatives relate to the fundamental question of whether we are meeting our mission and goals. We have drafted an Institutional Effectiveness Plan (Appendix B), which formalizes our assessment practices. The plan, which will be vetted by the campus community in AY 2016-17, is buttressed by our Strategic Plan, Administrative Assessment Plan (Appendix J) and Programmatic and Assessment of Student Learning Plan (Appendix K). The IEP addresses student learning outcomes at the institutional, program, and course level.

Regular assessments of programs and services, within the administrative divisions, provide information that help us to determine our effectiveness as an institution. Likewise, we assess academic programs and student learning at the program and course levels on an ongoing basis. The information gathered from these annual assessments and from other sources (e.g., National Survey of Student Engagement, retention and graduation data, and Facilities Master Plan) enable us to gauge such things as how well students are learning, and the impact of resource planning and allocation decisions on institutional mission and goals such as providing high-quality, affordable education in a student-centered learning environment. Taken together, New Paltz has a coordinated system of assessment that enables ongoing evaluation of our overall effectiveness.
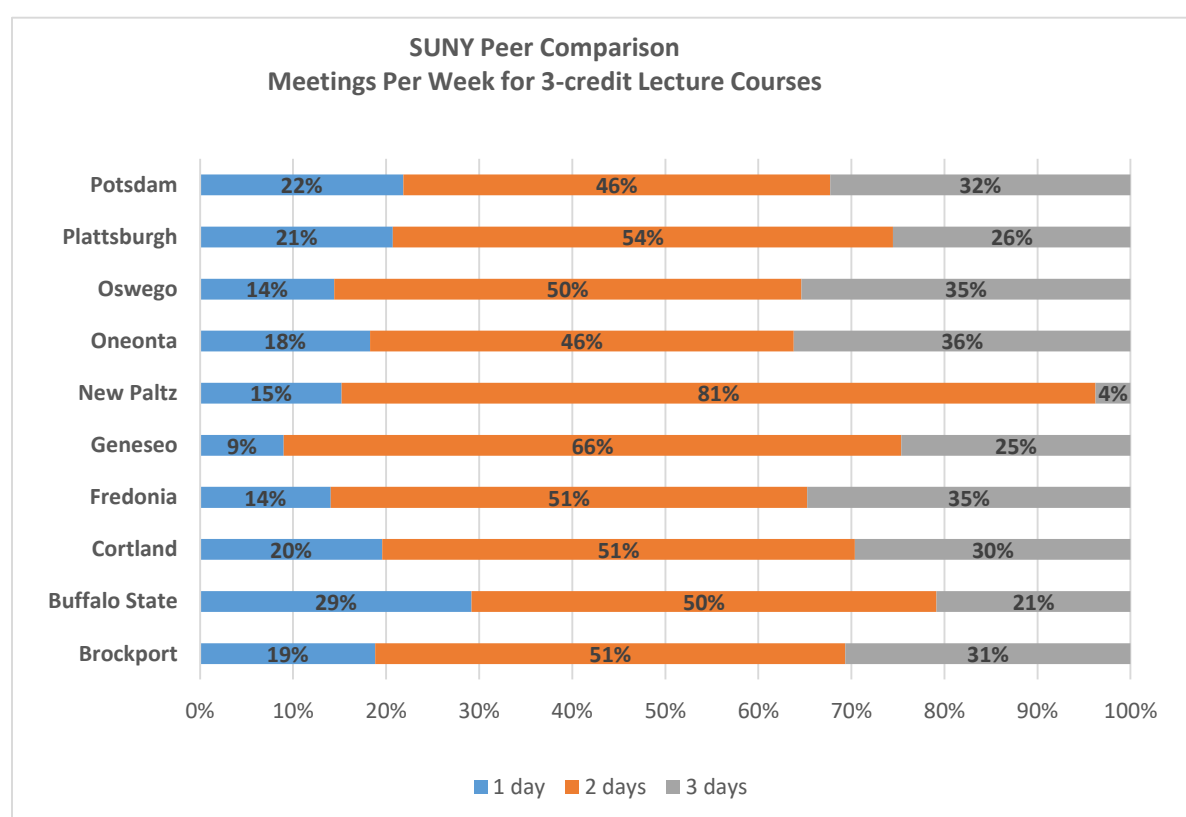
Strategies that we use to achieve institutional goals and student learning outcomes have been discussed in detail in Section II. All programs are involved in assessment and they continue to use multiple direct and indirect measures to assess programs and courses. Department assessment reports (discussed in detail in Section II) show improvements in course planning and assessment-related activities, including curriculum mapping and rubrics construction and use, and close the loop activities. In some cases departments have gathered additional information to acquire a better understanding of students' performance as a result of assessments. They continue to make changes to curricula, course and program requirements, and programmatic structures, as well as to other aspects of students' course of study. In 2011, Middle States recommended that we include SLOs in all syllabi. We are pleased to report that all syllabi contain SLOs that are mapped to program content, assignments, and assessments, and that SLOs are the same across course sections.

Institutional assessment opportunities include annual reporting requirements to SUNY, management of institutional strategic planning, accreditation reporting, five-to-seven year academic program reviews, and individual department proposals for resources to support teaching and student learning. The latter are vetted and prioritized by deans and vice presidents prior to submission to the Cabinet, which evaluates and selects proposals that are funded. Central to the formation of a budget request is the requirement to align need with the College's mission, goals, and with one or more of the Strategic Plan Essential Initiatives. This provides context for monitoring the attainment of institutional goals and for modifying resource allocations when necessary.

We share here an example of how the College and its administration has used evidence to inform major institutional decisions. We prefer to think of making "data-informed" rather than "data-driven" decisions. The latter terminology implies a cold calculus to making decisions about complex, multi-faceted issues. The former conveys the important role of judgment and consideration of multiple forms of evidence, and captures the notion that it is only through judgment and assessment that "data" become "information." And, we include both quantitative and qualitative data in our considerations.

Class Scheduling: We are revamping our course scheduling after growing indication that inadequate course availability is impeding students' academic progress. This decision resulted from the fact that requests to approve registration for courses with time conflicts had increased, as had frequency in the use of Independent Study "workarounds" to course scheduling conflicts. Our system will not let students register for two courses with overlapping times. Faculty were requesting waivers of that requirement, and registering students in independent study rather than the numbered course, thus allowing students into classes with overlapping schedules. At the same time, we had been seeing

frequent (as many as 800 per semester) "workflow" requests for course substitutions to modify requirements within the major, allowing students to substitute an elective course for a required one. Such requests are consistent with unacceptable levels of course scheduling conflicts. In addition, administrators noted a gradual shift to a schedule of courses meeting once or twice a week.

Such evidence led us to scrutinize our course scheduling patterns more carefully. We gathered data on the number of courses meeting once, twice, and three times each week among SUNY comprehensive colleges. As shown in the following chart, New Paltz is a strong outlier in having 97% of its undergraduate courses meet once or twice each week, compared with 73% for the next-highest campus and an average of 66% for the other campuses. Only 5% of New Paltz lower division courses were offered three days per week, compared with a range of 25%-50% for our sister campuses. No (zero) New Paltz lower-division mathematics courses were offered three days per week, while the average was 53% and the range 28-70% for other SUNY campuses.

SUNY Peer Comparison
Meetings Per Week for 3-credit Lecture Courses

Campus	1 day	2 days	3 days
Potsdam	22%	46%	32%
Plattsburgh	21%	54%	26%
Oswego	14%	50%	35%
Oneonta	18%	46%	36%
New Paltz	15%	81%	4%
Geneseo	9%	66%	25%
Fredonia	14%	51%	35%
Cortland	20%	51%	30%
Buffalo State	29%	50%	21%
Brockport	19%	51%	31%

Aside from pedagogical and student-learning issues, such a schedule clearly includes a higher frequency of 75-minute and 3-hour time slots. This in turn inevitably reduces options for students to assemble a class schedule that avoids conflicts. Such considerations prompted us to enlist the services of a consultant from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to evaluate our course scheduling structure and process during March 2012. That consultation, along with review of course scheduling "best practices" at other colleges and universities, affirmed the need for us to revamp not only our course schedule but also underlying scheduling processes that had contributed to the spread of poor practices. Virtually all of the "best practices" are clearly violated by our approaches.

During the spring semester 2012, we alerted faculty to the fact of this review and that it likely would lead to changes in course scheduling patterns. President Christian's "State of the College" address in August 2012 presented the basic logic and background for changing our approaches to course scheduling. In his September 2012 "monthly report" to the faculty, President Christian shared results of the 2012 SUNY Student Opinion Survey conducted every three years, which allow us to compare the ranking of our students' views with those of students on other campuses. New Paltz students' rating of "availability of courses in your major" ranked us #11 of 12 comprehensive college peers, and #24 of 27 SUNY 4-year institutions. Our students rating of "availability of general education courses" ranked us #11 of 12 comprehensive campuses and #25 of 27 4-year campuses. In our May 2012 Graduating Senior Survey, 39% of graduates who did not complete their degree in four years indicated that availability of courses to fulfill major requirements extended their time to graduation. Sharing data such as these with faculty illustrates our growing practice of using data not only to inform decisions but also to communicate their rationale and need for change.

The vice president for enrollment management wrote to the campus community in November 2012 outlining expectations for the development of the fall semester 2013 course schedule, partial realization of the above practices. The College's course scheduling was evaluated during 2013-14 and the information was used to inform more complete implementation of those best practices during 2014 and following. These changes have not fully addressed our course availability challenges. Campus leadership is evaluating further changes such as a MWF – TTh course schedule.

Institutionally we are committed to continuous improvement. Consequently, the entire campus community is involved in assessment, some more actively than others, and are using assessment and other information to make data-informed decisions. We have come a long way in creating a culture of assessment and are working intensely to maintain this momentum.

VI. LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

Budget Development/Resource Request Process

The College's mission and goals (many of which are aligned with themes in the *Power of SUNY* plan) and Strategic Plan guide planning, budgetary, and resource allocation decisions. The budget process (Appendix R) for each new fiscal year begins in late fall. Budget information is communicated to the campus in a multitude of ways including targeted meetings with campus administration and open forums during the fall semester; regular communication of budget detail in the President's monthly faculty reports; budget information on the campus' "Budget Information Center" on our internal web page; and email updates to the campus community with important budget information.

As discussed in Section IV, the College's ability to invest new or increased allocations is derived in large part from increased tuition revenue. Investments must be directly and clearly linked to elements of our Strategic Plan or be essential to the general operations of the campus. The campus has begun to track new funding by strategic planning priority. Table 6.1 shows the percentage of the budget that supported Strategic Plan initiatives and activities.

Percent of Expenditures Supporting Strategic Plan Activities/Initiatives

	2012-13	2013-14	2014-15
One Time	23%	77%	84%
Recurring	92%	86%	-

Annual requests for new or additional resources are developed through a bottom-up process. The process begins with individual department chairs and directors' preparation of realistic and prioritized budget requests. Departments are encouraged to submit both one-time and on-going requests for funding through this process. All requests flow up the reporting chain in the various divisions on campus. At each link in the chain, the requests are reviewed, approved and prioritized. If the funds happen to be available within the division, the requests may be funded within the division without further review/approval. When all requests have been received by members of the President's Cabinet and prioritized within each division, the Cabinet begins ranking all proposals on one master list.

In early spring, the prioritized master list is presented to the WONK committee (the WONK comprises the President's Cabinet, deans, associate and assistant vice presidents and a few other upper management positions). The WONKs are asked to provide critical feedback and advocacy for the priorities. After the presentation/discussion at WONK, the lists are presented to the next level of administration – the Administrative Council – for further discussion.

The State and SUNY budget processes dictate when the campus will be able to ascertain what/if any new recurring resources are available to invest. Typically, this occurs in April/May. Once it is known what resources are available, the President in consultation with the Cabinet makes the final decision as to which proposals will be approved and implemented. Should no new resources be available, the only way a proposal would be approved would be through reassignment of funds from attrition/retirements. All approved proposals are incorporated into future assessment activities in the individual divisions. If a request is submitted but not approved, the department may choose to resubmit the following year. Resubmissions are given the same consideration as the new requests for the next year.

One-time budget requests follow a similar path to approval, but may require additional steps. The budget office must first determine that the campus has an appropriate level of uncommitted reserves to prepare for future uncertainties in enrollment/funding levels. The President's Cabinet reviews the uncommitted reserve levels and determines what, if any, funding will be set aside for campus one-time initiatives. One-time funding requests often involve small renovation projects which must be vetted by the Design and Construction staff for cost and viability. Once a realistic estimate is generated, the project will go back to the Cabinet for final review and approval.

Facilities Planning and Resources

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 (see Appendix S) that was refined in 2010 and resulted in a Space Utilization Master Plan (Appendix T).

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.

While New Paltz benefited greatly 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, the capital funding climate changed dramatically in the past two years. Critical Maintenance funding has been significantly reduced and funding for new construction has come to a halt. As the campus wraps up the projects from the 2008-2013 plans, all future planned construction is uncertain, except for the Engineering Innovation Hub. Critical Maintenance funding at the current level is not enough to support any major renovation in the educational facilities and will only cover basic infrastructure repairs/upgrades. Without this crucial funding source, the future of the Facilities Master Plan implementation is in peril.

Sustainability & Energy Planning and Resources

In 2012, the campus embarked on a new Sustainability Plan. It invested funding for a Sustainability Coordinator and an Energy Manager. A Sustainability Committee has been formed and is leading the sustainability efforts. The campus has already embarked on a number of energy saving projects and has taken advantage of several funding sources to reduce the cost of implementing these measures. The College has worked with the local utility, Central Hudson, as well as the New York State Energy Research and Development Authority (NYSERDA) to leverage resources and develop projects. These efforts have paid off and the College was successful in obtaining over $550,000 in grants from both sources in recent years. The College developed an Energy Master Plan (Appendix U).

Technology Planning and Resources

Technology is supported by multiple funding sources, the largest of which is the technology fee. This student fee must be used solely to support the student-based technology infrastructure. The fee generates more than $2 million per year and supports academic, instructional, and library technology. In 2015, the Library saw the benefit of this funding in the way of new computers and other technology upgrades during the recent renovation.

A new Instructional Technology Strategic Plan (Appendix V) was drafted in 2015 to guide the campus in making technology decisions to support the Strategic Plan. Important initiatives include new software to support student learning (e.g., CampusPress); TLC improvements; wireless availability across campus; and creating innovative teaching environments, both online and on campus.

Development Planning and Resources

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

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

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

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

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

Conclusion

This PRR documents SUNY New Paltz's considerable progress in meeting the self-study's recommendations and those of MSCHE. The Middle States Review of 2011 endorsed our campus' self-study recommendation that we develop a new Strategic Plan, which was achieved in 2012-13. The alignment of expenditures with the campus Strategic Plan has improved significantly. Another notable achievement was the drafting of an Institutional Effectiveness Plan. This plan formalizes our assessment practices into one document; resulting in a more coherent campus-wide assessment process.

Responses to self-study recommendations validate that we have achieved significant progress in creating an inclusive assessment system that is not only organized and sustainable, and demonstrate that we are able to benchmark achievement of institutional goals and strategies priorities. Assessment procedures and practices within our administrative and academic divisions have become more habitual; the President and his Cabinet are using assessment and other information in institutional planning and resource allocation decisions; and assessment results are being used to improve student learning, administrative programs and services, and to strengthen GE and academic majors. Efforts to reform our GE curriculum have been robust but full-faculty approval of a proposal was delayed due to inefficiencies in faculty governance – something that we are addressing.

The PRR amplifies areas of distinction (e.g., assessment, planning and resource allocation, retention and graduation, success of economically and academically disadvantaged students), and

areas of opportunity (e.g., fiscal challenges, enrollment challenges – especially at the graduate level – and space needs). Our aim is to face these challenges and remain a strong intellectual environment of teaching, learning, discovery, and continuous renewal.