


New Paltz and
the Power of



Six Big Ideas





Introduction

The mission of SUNY New Paltz embodies the core values of the State University of New York: “To Learn, To Search, To Serve”.

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

Our vision is closely aligned with the Six Big Ideas and the specific initiatives outlined in the Power of SUNY. In this document, we describe the intersection of the New Paltz vision with the future directions of SUNY.



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SUNY and an Energy-Smart New York



New Paltz uses its full complement of resources, ranging from faculty to staff to community involvement, to create a culture that values sustainability. Our educational programs, co-curricular activities and physical plant initiatives work together to serve the needs of an energy-smart New York.

CURRENT EDUCATIONAL EFFORTS

New Paltz currently offers nearly 50 undergraduate environmental/energy (E/E) focused courses. Many of these interdisciplinary courses are part of the General Education program, providing access to students from all majors. We offer courses such as Renewable Energy (Engineering), Stats and Public Policy (Mathematics), and Environment and Culture (Geography). In addition to the GE offerings, there are many Environmental/Energy elective courses, including Natural Resources, Utilization and Management (Geography), American Environmental Politics (Political Science), and Conservation and Environmental Impact (Geology). In addition to these courses, we also offer a minor in Environmental Studies and a major in Environmental-Geochemical Science.

We offer many other ways for students to learn about energy and the environment. For example, the School of Science and Engineering sponsors a Colloquium Series featuring guest lectures on energy and the environment. Further, the Environmental

Task Force (ETF) has been a driving force for sustainability on campus and around the community. The ETF, comprised of faculty, students, and staff, addresses the environmental problems facing the campus. The ETF has also hosted a number of speakers and presented films on such topics as organic agriculture, green building, global warming, and alternative transportation.

EXTRACURRICULAR ACTIVITIES

New Paltz encourages students to take part in extracurricular activities and clubs focused on learning more about energy and the environment through teamwork and hands-on experiences. NYPIRG, the Recycling Club, and the New Paltz Solar Car Racing Team (NPSCRT) are examples. The NPSCRT is currently the only active college-level solar car racing team in New York State. The NPSCRT is supported and funded by many sources, including local industry and governmental agencies. The Department of Energy (DOE) has provided a \$150,000 grant to cover start-up costs. With this money, the team was able to build a new car and participate in its

first over-the-road race, competing against some of the most prestigious engineering schools in the country. The team qualified to race and completed all of the grueling 1200 miles, finishing an impressive eighth place out of 22 teams. NPSCRT is actively involved in community service, attending local events to display the car and creating an “Engineering Day on the Road” for local school districts.

DIVERSITY MATTERS

Another means for obtaining research experience can be found in the summer undergraduate research sponsored by the State University of New York’s Louis Stokes Alliance for Minority Participation. During this past summer two engineering students investigated the effects of temperature on the lifespan of Lithium-based batteries. Their research was so successful that they were awarded first prize in the technology field in the poster competition at the Collegiate Science and Technology Entry Program (C-Step), which was held in April 2011.

In addition to the summer research program, students may join one or more of our diverse organizations. The National Society of Black Engineers, Society of Women Engineers and the Society of Hispanic Professional Engineers offer our student population an outlet in

which they can network with professionals, work together to solve problems and provide community service.

UNDERGRADUATE RESEARCH

New Paltz students have the opportunity to pursue senior research projects that relate to energy and the environment. Students in the School of Science and Engineering participate in research and projects related to energy, some as capstone experiences. For example, in the area of Environmental Geochemical Science (EGS), a student performed energy research in a project entitled, “A Comparison of Biodiesels Synthesized from Algae Oil.” In the Department of Engineering, such experiences are often tied to projects that are industry sponsored. For example, Indian Point Nuclear Facility sponsored a project in which a group of students designed a working “Fuel Storage Tank Level Indicator for Emergency Diesel Generator”. The Solar Energy Consortium (TSEC) sponsored several projects that provided energy audits, designs, and implementations for local facilities such as the Air National Guard, Kingston Hospital, and Wright’s Farms in Gardiner, NY. The farm project served as a model for other such farms throughout the state. Most recently a group of four students sponsored by several industry partners designed and implemented

a road-worthy electric vehicle (EV) conversion. This latest project has resulted in a new entrepreneurial venture between two of its members to build EVs in the Hudson Valley.

ON THE JOB TRAINING

In addition to capstone experiences, internship/coop experiences play an important role in a student’s educational experience. We have placed students in internships with the New York State Department of Environmental Conservation. Further, TSEC has secured several experiences for our students over the past few years. And most recently American Hydro Power provided opportunities for four of our engineering students working on a hydroelectric revitalization initiative that spanned the Northeast.

CURRENT FACILITIES AND INFRASTRUCTURE EFFORTS

New Paltz currently embraces energy efficient & sustainable design practices for facilities development. All buildings and site designs endeavor to implement these recognized practices where possible. As is true with all SUNY facilities, all new implementations are LEED Silver certified or better. There are three major initiatives currently in place. The first is Energy Savings. Highlights of this initiative include upgrades in the following

areas: Transportation (Flex Fuel and Electric Vehicle initiatives), HTHW (High-Temperature Hot-Water Systems), Building Materials (new roofs with increased insulation), EMS (Energy Management Systems), Lighting (CFL's, T5's, occupancy sensors, and daylight harvesting), and Energy (Solar Photovoltaic.)

The second is Recycling/Reuse of Materials. Recycling efforts have been dramatically stepped up through capture process upgrades and paving materials and roofing stone has been part of the re-use initiative. Our building renovation projects require a maximum percentage of the demolition materials to be recycled. The Old Main Renovation is one example of where we were able to recycle 95% of demolition materials.

The third initiative is Proactive Design. In all facilities and site design on campus, whether large capital projects or smaller locally funded projects, New Paltz strives to reduce its carbon footprint through responsible design practices. New facilities and upgrades of existing facilities are all planned with environmentally responsible materials and methods such as low VOC paints and finishes, materials with high recycled content or that are recyclable at the end of their lifetime, low flow plumbing fixtures, heat recovery systems, 0 percent ozone

depleting refrigerant in new air conditioning systems, optic controls and occupancy sensors to minimize the use of artificial lighting, and engineered glazing for better insulation and the harvesting of daylight. Exterior improvements included in the Landscape Master Plan and site work surrounding other construction projects strive to reduce irrigation needs by utilizing native plants, reduce hardscape and storm runoff while improving the pedestrian experience and reducing the heat island effect that is created with asphalt surfaces. We also utilize trees and vegetation to shade buildings to further reduce artificial cooling needs.

Past (and current) projects have laid the groundwork for our future Energy-Smart initiatives. Educational opportunities in energy are currently being planned for New Paltz, two of which are already underway. A joint venture between TSEC and the School of Business will create a certificate program in Renewable Energy. Another is also planned between Central Hudson Energy Group and our Engineering department in which a certificate program in Power/Energy is being developed. This program will be offered in an on-line format and its motivation is to re-tool the displaced technical workforce. Engineering is also looking to improve its seated offerings in Power with plans on creating a new Power

laboratory. This laboratory will address the educational needs associated with the future power requirements in the United States. Included in these plans are a Smart Grid facility and a Solar Test and Characterization facility.

Another educational facility that has been discussed is for the creation of an Electric Vehicle Laboratory. Along with workspace for the campus' Solar Car, its intent is to look at additional projects associated with vehicular transportation such as re-using current service vehicles by converting them to electric power. These vehicles can then be powered via a solar-powered charging facility.


Other aspirations are to fully engage in the President's Climate Commitment Program, and through federal and state (NYSERDA) grants, install additional Solar PV, Solar Thermal, and Geothermal Systems, and to enhance the current infrastructure efforts.

SUCCESS STORIES

Most of New Paltz's Electrical and Computer Engineering graduates have gone on to become successful Electrical, System, or Design Engineers, Project Managers, while others have gone on to graduate school. Many of these are in charge of creating components and systems, or providing services for the

renewable energy industry. Several are LEED Accredited Professionals. A few have obtained their Professional Engineer's License. And one has started a successful business of green energy systems (Green Powered Technology, Charlottesville, Virginia) that provides sustainable, cost-effective energy solutions to governmental, commercial and energy-impooverished clients.

The Seamless Educational Pipeline



“SUNY sees education in New York State as a pipeline that extends from birth to retirement years – and finds ways to close the gaps that impede success.”

SUNY NEW PALTZ AND THE SEAMLESS EDUCATIONAL PIPELINE

SUNY New Paltz epitomizes an institution of higher education that has an impact in the educational pipeline of New York State and the Hudson Valley Region at all levels, from pre-kindergarten through graduate school and beyond. Nowhere is this more evident than in the character of the college’s 183 year history. New Paltz was founded in 1828 as the New Paltz Classical School and five years later, with the promise of support from the New York State Board of Regents, the school was expanded to an academy for the preparation of teachers. It became a State Normal School in 1885, State Teacher’s College in 1942, was one of the founding institutions of the State University of New York system in 1948, and in 1960, was one of the first four-year colleges authorized to grant a Bachelor of Arts degree in the Liberal Arts. Today, SUNY New Paltz is comprehensive institution comprised of six academic divisions – The College of Liberal Arts and Sciences, The School of Fine and Performing Arts, The School of Science and

Engineering, the School of Business, The School of Education, and The Graduate School.

Its long history of preparing teachers and educational leaders has and continues to have a profound and lasting impact on childhood and adolescent education; not only in the greater Hudson Valley, but throughout New York State. Ninety-two percent of New Paltz’s students are products of New York’s high schools and come to the campus either directly from high school or from one of the very fine SUNY community colleges located in the Mid-Hudson Valley. At New Paltz, the seamless educational pipeline includes outstanding rates of success. Over half of all New Paltz students entering as freshmen graduate in four years and New Paltz’s six-year graduation rate of 71% for the cohort entering in 2002 ranks the college in the top 10% of all public colleges and universities in the nation (The Chronicle of Higher Education, December 10, 2010). Therefore, the vast majority of New Paltz students successfully complete their degrees in a timely manner and move on to the workforce or to graduate school for further preparation in their chosen field of study.

ENSURING EVERY P-12 STUDENT A CERTIFIED, HIGHLY QUALIFIED AND EFFECTIVE TEACHER

New Paltz's primary contribution to the P-12 section of the pipeline rests in its School of Education and its roots as a college committed to the preparation of outstanding teachers and educational leaders. New Paltz has developed a solid reputation as the regional leader in teacher education. On average, 27% of all degrees awarded each year are connected to the field of education, including baccalaureate and graduate degrees leading to initial and professional K-12 teacher certification and advanced certificates leading to leadership appointments for principals, administrators, and superintendents.

COLLECTIVE LEARNING THROUGH PARTNERSHIPS

One of the hallmarks of New Paltz teacher education programs is the innovative school-university partnerships that foster a collective flow of knowledge and communication benefitting local P-12 schools and communities as well as School of Education faculty and students. This simultaneous renewal is vital to our mutual mission of preparing highly effective teachers, who are the primary determinants of K-12 students' academic success in our

knowledge economy. Students in initial certification programs at New Paltz engage in substantive pre-student teaching fieldwork and contribute to P-12 students' academic success. Every graduate of New Paltz teacher education programs has extended experience working in a "high-needs" school district serving students affected by poverty, which includes rural districts in Sullivan County as well as urban districts such as Middletown, Newburgh, and Poughkeepsie. These districts face persistent low-performance and are in communities characterized by high poverty and unemployment. The city of Newburgh has been at the center of a Federal effort to reduce gang-related violence.

Elementary and Secondary Education students have the opportunity to engage in fieldwork activities in a range of settings, both in community programs and in the schools, reflecting cross-sector collaboration. In the city of Newburgh, for example, pre-service B-6 and 7-12 teachers serve as tutors in science, math, technology, social studies, and the English Language Arts in after-school programs coordinated by the Newburgh Performing Arts Academy and the Boys & Girls Clubs. In the city of Poughkeepsie, secondary teacher candidates serve as homework helpers in partnership with Adriance Memorial Library's

Teen Programs. In Washingtonville School district, secondary teacher candidates have the opportunity to participate in a "Sustained Clinical Experience" model; unlike Newburgh and Poughkeepsie, this district is not "high-needs". Instead, it developed this model with New Paltz in order to recruit top teacher candidates with a commitment to its community. These aforementioned fieldwork and student teaching opportunities are in addition to "conventional" options involving sustained observations and teaching opportunities in over 50 school districts and pre-schools across the greater Mid-Hudson Valley. In addition, New Paltz supports long-distance student teaching opportunities in New York City through the SUNY Urban Teacher Education Center (SUTEC) and in Long Island.

As funding opportunities and programs develop, new partnerships will take form, such as the newly proposed MAT degree program in Teaching English to Speakers of Other Languages (TESOL) that includes partnering with Newburgh Enlarged City School District and with Today's Students, Tomorrow's Teachers (TSTT) whose mission is to support economically-challenged and culturally-diverse high school students through college and into employment as teachers and leaders who will inspire and strengthen their communities.

New Paltz is geographically proximate to both rural and urban high need districts and will be able to take advantage of as models and funding opportunities develop through The SUNY Urban-Rural Teacher Corps and other agencies. One example of New Paltz taking advantage of funding opportunities is the Mid-Hudson Region P-16 Partnership, which is supported by a New York State Department of Education initiative to encourage regional partnerships to engage issues of teacher quality and preparation. The School of Education at New Paltz, in conjunction with the Mid-Hudson School Study Council, initiated meetings beginning in 2009 with regional P-16 educational leaders to improve curricular alignment to ensure college success; and to increase the number of minority students in college, in STEM fields, and in teaching. Beginning in 2009, the Partnership has sponsored a day-long conference for area high school students exploring teaching careers called “It’s a Class Act: Future Teachers Information Day.”

DIRECT OUTREACH TO YOUTH AND THEIR TEACHERS

A distinguishing feature of New Paltz is its direct outreach to P-16 students and their teachers through a variety of programs, grants, and sponsorships. For example, as

a response to concerns raised by regional P-12 districts, New Paltz Admission staff work directly with secondary schools, helping districts align their curriculum to college standards and programs.

New Paltz also offers a number of programs designed to support disadvantaged youth and their teachers. The Mid-Hudson Migrant Education Outreach Program (MEOP), which works directly with migrant youth, in partnership with their parents, schools, and community members, to promote the academic success of migrant youth Sponsored by the School of Education, the U.S. Department of Education, and New York State Education Department, MEOP provides supplemental in-school academic support; in-home and in-camp academic support, including ESL and GED instruction for adults; an adolescent outreach program, Migrant Even Start, advocacy, community referrals, and summer school programs in Ulster and Orange Counties.

The Science and Technology Entry Program (STEP) provides math, science, and technology enrichment activities for historically under-represented or economically disadvantaged students from seven school districts in the Mid-Hudson Valley. STEP is funded by the New York State Education Department Title 1

Grant. The Talent Search Program at SUNY New Paltz housed in the Department of Special Programs and funded by a federal TRIO grant, serves first-generation, low-income, at-risk secondary students in 13 high schools and 8 middle schools in the region with financial aid counseling, and career and admissions advising. The program ranks 15th nationwide in total number of students served (1,344 in 2010-11), and it meets the needs of these students with considerably less funding than other comparably-sized programs.

The opportunity to experience and earn credit for college-level courses while in high school is another way to ensure college and career readiness. The University in the High School Program at New Paltz is a 20-year-old program that allows qualified students to earn academic credit at New Paltz or other SUNY colleges, including many other public and private colleges. Unlike the Advanced Placement (AP) model, this program focuses on teaching and learning rather than passing an end-of-course exam; high school teachers approved by New Paltz department chairs teaching courses in English, math, science, the humanities, education, pre-engineering, and foreign languages using the same syllabi as New Paltz faculty.

The Hudson Valley Writing Project (HVWP), a local site of the National Writing Project, offers sustained professional development to teachers. Through its “Project Outreach” the HVWP has a commitment to serving teachers who work in communities impacted by poverty. The HVWP also works directly with youth, from early childhood through high school in a variety of summer programs designed to develop student writing and offered in collaboration with school partners. Youth programs in summer 2011 include a writing program with New Paltz Central School District that serves children ages 5-8 who have been identified as at-risk readers and writers, most of them English language learners; a multimedia summer writing camps for teens in partnership with Dutchess Community College’s Computer Academy; and a Young Writers’ Institute focused on digital writing for middle school students in partnership with Poughkeepsie Day School.

NEW PALTZ AND ITS COMMITMENT TO ACCESS

New York State’s educational pipeline, to be effective, must be accessible to as many of its citizens as possible. To be successful, the pipeline must provide students with high quality educational experiences that contribute to lives and careers as fully contributing members of

society. Because demand for an education at SUNY New Paltz is vastly greater than its capacity, access is granted to those students with very competitive academic credentials. However, as a public institution, New Paltz offers an affordable college education to all New Yorkers, irrespective of financial resources. The college spends considerable resources recruiting students from all socioeconomic backgrounds and targets schools serving economically disadvantaged populations. The results are positive; 35% of New Paltz’s entering freshmen are first-generation college students and 51% attend with financial need that is covered by federal and state grants and/or subsidized federal loans, without which they likely could not afford a college education.

Many students who, either for economic reasons or because they are not academically strong enough to be accepted to New Paltz as freshmen, choose to attend a SUNY community college, earn an Associate’s degree, and transfer to New Paltz. Approximately 33% of all New Paltz undergraduate students entered the college as transfer students. This robust transfer population is by design and will be discussed in greater detail later.

New Paltz’s most powerful tool for offering access to underserved populations is its

Educational Opportunity Program (EOP). The program serves students from a variety of circumstances that may present barriers to academic success. Most EOP students are first-generation college students. To be eligible for admission through EOP, applicants must be ineligible for admission to New Paltz pursuant to academic criteria for general admission and must demonstrate that they are from historic economically-disadvantaged circumstances.

Beyond financial support, the strength of the program lies in its staff and the services they provide exclusively for EOP students. At any time, there are approximately 500 students in the program, representing approximately 8% of the full-time undergraduates. Program services include diagnostic testing for prospective and admitted students to determine their academic needs; academic tutoring; personal, academic, and career counseling to ease the adjustment to college life; and support and encouragement to capitalize on resources available for academic and personal development, such as involvement in student groups, leadership development, community service, and study-abroad experiences. The EOP population is, by definition, at-risk. These students lack the level of preparation deemed necessary to navigate the academic rigor of the undergraduate curriculum at a selective institution. At New

Paltz, which offers one of the most successful EOP programs in New York State, the level of student success in the program is phenomenal. EOP first-, second- and third-year retention rates exceed national averages for all four-year institutions as does the six-year graduation rate (Table 1).

NEW PALTZ AND THE SEAMLESS TRANSFER PROCESS

SUNY New Paltz is a pioneer in establishing articulation agreements with the University's community colleges. The college has the good fortune to have five community colleges within a forty-five mile radius of the campus. In the 1980's, New Paltz and the five community colleges – Ulster, Dutchess, Sullivan, Orange, Rockland, and Columbia-Green, formed the SUNY Alliance, a consortium of public colleges in the Mid-Hudson Valley. This led to the development of comprehensive articulation agreements between New Paltz and all five

members of the Alliance. These agreements greatly improved the nature of the transfer experience for students who chose to pursue their Bachelor's degree at New Paltz. Because these agreements worked so well, additional comprehensive articulation agreements have been developed with other SUNY community colleges in New Paltz's primary market area; Adirondack, Nassau, Westchester, Hudson Valley (Albany), Suffolk, and, in New Jersey, Bergen County CC.

Promoting an even more seamless transfer process than standard articulation agreements, New Paltz has developed programs which are jointly registered with the State Education Department. These programs provide students with a firmly established set of courses to take that lead to an Associate's degree and guarantee full-junior status and a four-semester plan to complete the Bachelor's degree. The student is guaranteed admission to New Paltz provided they meet the grade point

requirements in place at the time they began their studies in the jointly registered program. Unlike the more flexible course articulations, the jointly registered programs are prescriptive and highly structured, thus eliminating unnecessary courses or duplication of courses that meet specific degree requirements. The jointly registered programs are in early childhood, childhood, and adolescent education and have been developed with Columbia-Greene, Dutchess, Orange, Sullivan, and Ulster county community colleges. New Paltz is currently launching an effort to develop jointly registered programs in majors other than education including but not limited to business, engineering, communication and media, studio art, and biology.

Technology has provided a platform to substantially enhance the transfer experience for students entering New Paltz from any accredited two- or four-year college or university. At the time of admission, the students transfer courses are added to New Paltz's course database and articulated with New Paltz courses and/or requirements. The student has free access to his/her progress report, which shows what degree requirements are met and what are remaining. Additionally, the New Paltz transcript specifically lists the courses and grades taken at their former

TABLE 1

Cohort Category Entering in 2004	Total #	Retention 1st Year	Retention 2nd Year	Retention 3rd Year	Graduation 4 Years	Graduation 5 Years	Graduation 6 Years
National Averages		74.4%	NA	NA	36.4%	52.3%	57.3%
EOP Admissions	127	90.6%	80.3%	78.0%	29.9%	62.2%	66.9%

Source: Division of Enrollment Management, SUNY New Paltz; U.S. Dept. of Education.

institution(s). All of the courses articulated in the database, including those from all formal agreements, are available on the New Paltz website for student and prospective students to peruse.

New Paltz also has a unique outreach program with the Alliance colleges which entails having a professional transfer advisor on campus for several full days each semester to meet with perspective students. This is the Advisor in Residence program and has added a personal and professional touch to the process of considering the option of transferring to New Paltz and provides students with advice concerning what courses to take and what New Paltz requirements are right from their first semester at the community college. Additionally, perspective transfer applicants are always advised to complete the Associate's degree before transferring because it is in their best interest to do so relative to timely progress to degree.

DIVERSITY MATTERS

The diversity of New Paltz's student community has been a defining characteristic of the college. For the past three decades, more than 20% of the undergraduate students have been members of traditionally under-represented racial minority groups.

Throughout the last decade, the number of underrepresented students has continued to increase and currently represents 25% of the undergraduate population and 23.4% of the total population, including graduate students. International students comprise an additional 5% of the student community. Having a diverse student body is central to the educational mission of the institution and has been embraced by the university community as one of its core values. This is aptly reflected in the following excerpt from the New Paltz mission statement: *We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum, which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity.*

The Office of Undergraduate Admissions concentrates its efforts to recruit students from traditionally under-represented groups through its Multicultural Recruitment Program. This program includes a full-time coordinator who specializes in recruiting students from diverse neighborhoods and school districts within New Paltz's primary market, principally the five boroughs of New York City and Nassau and Westchester counties. As Table 2 shows, although there has been some volatility, the diversity of New Paltz's entering freshman during the past four years has ranged from 25% to 31% of the class coming from traditionally under-represented groups. Following the May 1st deposit deadline for freshmen entering in fall 2011, the class is the most diverse since 2003 and the number of people from traditionally underrepresented groups is the highest of any freshman class in New Paltz's history.

TABLE 2 – SELF-REPORTED RACE/ETHNICITY OF ENTERING FRESHMEN

FALL SEMESTER	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
% WHITE	72%	66%	71%	77%	73%	72%	75%	71%	71%	69%
% BLACK	8%	11%	9%	7%	9%	7%	6%	7%	6%	7%
% LATINO	14%	15%	15%	12%	12%	15%	14%	12%	15%	16%
% ASIAN	4%	6%	5%	4%	5%	6%	5%	7%	6%	7%
% OTHER	1%	1%	1%	1%	1%	0%	0%	3%	1%	1%

Source: Division of Enrollment Management, SUNY New Paltz

The diversity of the college's student community is a defining characteristic of the institution. Moreover, because the population is diverse in many ways; race and ethnicity, geographic origin, socioeconomic background, and academic aspiration, the learning environment is enriched and students graduate from New Paltz with an expanded world-view and the global competence achieved by living, studying, and working with people who are different from themselves.

KEEPING THE PIPELINE MOVING – RETENTION AND DEGREE COMPLETION AT SUNY NEW PALTZ

For the State's educational pipeline to be effective, beginning with childhood and adolescent education and continuing through to undergraduate and graduate education, students must succeed in meeting their educational goals, whether it be an Associate's, Bachelor's, graduate degree, or professional certificate. The higher the proportion of students who successfully complete their academic and professional education, the more capable New York's citizens will be relative to contributing socially and economically to the overall success of the State itself.

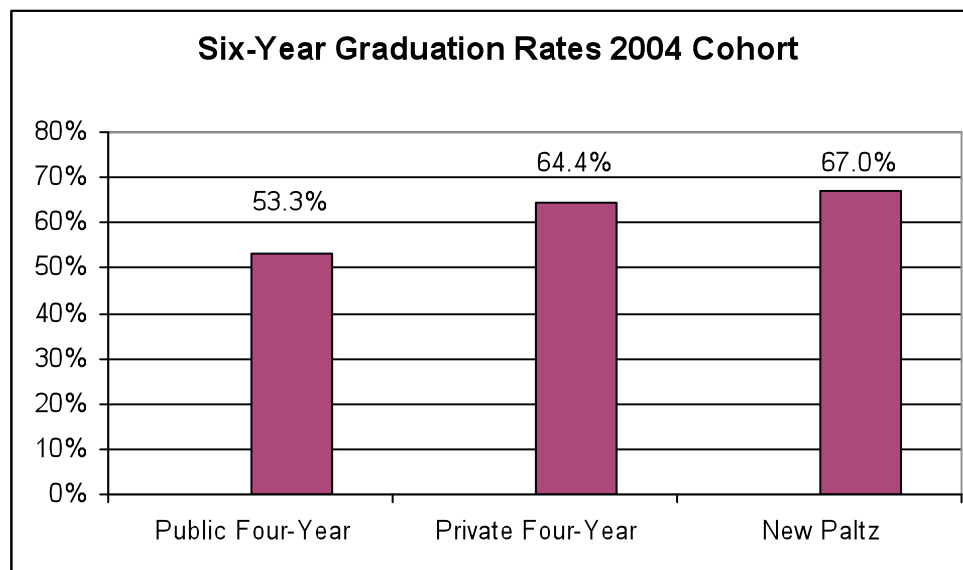
Beginning in 2002, with 1st year retention and four-and six-year graduation rates below

national averages, New Paltz developed a strategic initiative to increase persistence and success rates among its students. The initiative contained approaches; 1) substantially increased the resources available to support academic advising, 2) increasing the number of full-time faculty and reducing reliance on part-time faculty, 3) spreading course offerings out over the days of the week and time-zones in order to avoid conflicts and congestion, 4) developing a comprehensive online progress report for students that helps them track their progress through college-wide and major

requirements, and 5) initiated an informational campaign that starts at orientation and continues throughout a student's career which highlights what needs to be done to graduate on-time.

The results of this strategic initiative have been impressive. New Paltz's six-year graduation rate has hovered around 67% to 70% for the cohorts graduating in the past three years and compares favorably to national averages for both public and private four-year institutions.

FIGURE 1 – COMPARATIVE SIX-YEAR GRADUATION RATES, 2004 COHORT



Source: National Center for Educational Statistics, U.S. Department of Education, 2009

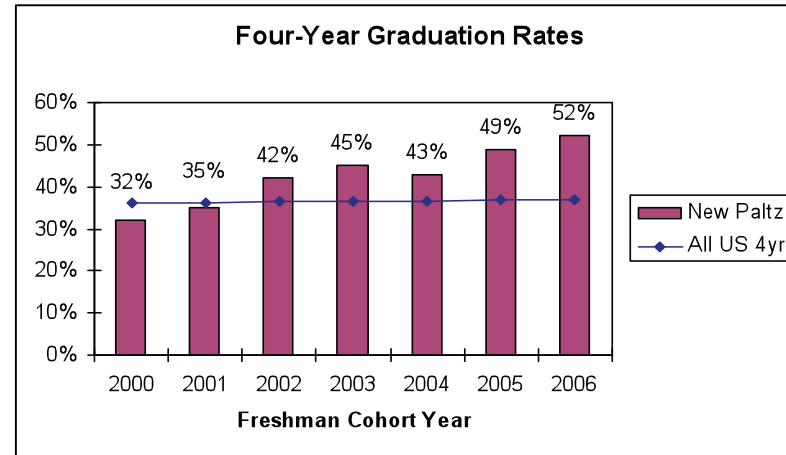
Although the six-year graduation rate has become the benchmark for measuring degree completion performance at U.S. colleges and universities, New Paltz's four-year graduation rate also has increased significantly in the past decade as illustrated in Figure 2.

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

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

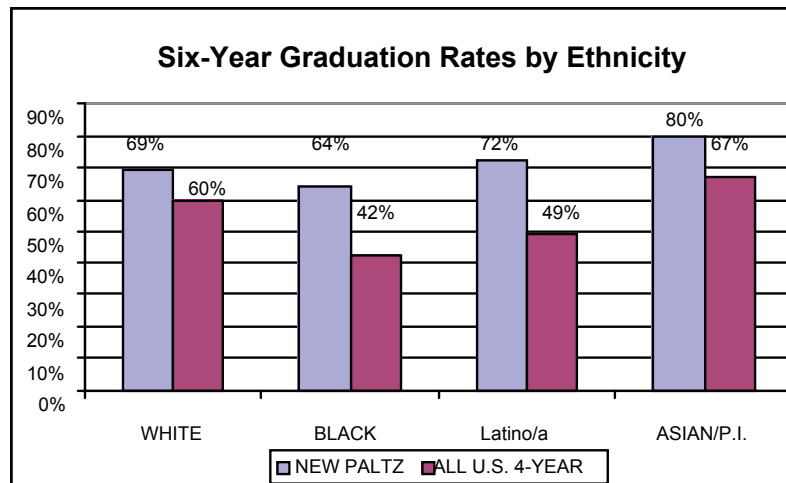
At New Paltz, 33% of the current undergraduates started, not as freshmen, but as transfer students. Because transfer students come to campus with varying numbers of academic credits and completed major degree requirements, they cannot be analyzed as a single cohort. The best group to analyze

FIGURE 2 – COMPARATIVE FOUR-YEAR GRADUATION RATES



Note: All US 4-year data is available only for 2000, 2001, and 2002 entering cohorts; 2003 – 2006 rates are predictions extrapolated from prior year trends.
Source: National Center for Educational Statistics, U.S. Department of Education (national data) and New Paltz Division of Enrollment Management

FIGURE 3 – COMPARATIVE SIX-YEAR GRADUATION RATES BY ETHNICITY FOR 2003 COHORT



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

is comprised of those who transferred to New Paltz with an associate's degree, which is a considerable number because of the strong articulation agreements New Paltz has with regional community colleges. As Table 3 shows, New Paltz's four-year graduation rates for transfer students compare favorably with the six-year graduation rates for freshmen.

New Paltz will continue to strategically improve its graduation rates in order to provide the State with well-prepared and credentialed citizens who are ready to contribute to New York's economy and its social and civic health.

BEYOND A DEGREE ...

New Paltz has multiple non-degree programs designed to provide participants with expanded

professional options in response to regional needs and a changing economy. The Institute for Disaster Mental Health (IDMH) offers training and ongoing support for disaster providers (professionals, paraprofessionals, and community members) in conjunction with the New York State Department of Health. Programs include conferences, workshops, and seminars. Some professional training programs are accessible through DVD-ROM Training Packages. Several non-degree programs are offered under the aegis of the Center for Research, Regional Education and Outreach (CRREO), which provides academic faculty with critical institutional support to ensure program relevance and outreach. (The Graduate School also supports non-degree certification programs and surveys area teachers and school

administrators regarding continuing education needs.) One such program is the Summer Certificate Program in Digital Marketing Communications that examines social media applications and marketplace trends. CRREO increases program accessibility through online and extension courses and also offers a "Professional Development Institute" to provide organizations with customized professional training programs.

The School of Education, in partnership with several organizations, offers a number of programs for educators who seek non-degree opportunities for professional development. Programs include the Classroom Technology Institute designed for teachers to more effectively integrate technology into their classroom and a Post-Masters Certificate Program in Multicultural Education, designed to help educators be more effective teachers and advocates for all students. New Paltz is awaiting the New York State Education Department's response on two certificate programs: A Certificate in Instructional Technology and a Certificate in Teaching English Language Learners, designed to expand the skills of the region's practicing teachers as well as New Paltz students with non-education degrees who plan to teach English abroad.

TABLE 3 – GRADUATION RATES OF TRANSFER STUDENTS ENTERING NEW PALTZ WITH AN ASSOCIATE'S DEGREE

First Semester	Number of Students	2-Year	3-Year	4-Year	5-Year
Fall 2002	398	34%	64%	72%	73%
Fall 2003	383	31%	60%	66%	68%
Fall 2004	383	36%	61%	67%	69%
Fall 2005	382	33%	62%	68%	
Fall 2006	369	37%	62%		
Fall 2007	345	41%			

Source: Division of Enrollment Management, SUNY New Paltz

Teachers seeking non-degree professional development focused on strengthening literacy instruction will find a range of programs offered by the Hudson Valley Writing Project, which offers programs in partnership with regional school districts and also the Ulster County BOCES and the Mid-Hudson Teacher Center. These programs include an Invitational Summer Institute, year-round Study Groups, a Saturday Seminar Series, and conferences. In 2010, HVWP programs served 1,089 pre-service and in-service teachers

A LIFETIME OF LEARNING...

The SUNY New Paltz Lifetime Learning Institute is sponsored by the Office of Regional Education and is affiliated with Elderhostel/Road Scholar. LLI provides opportunities for members to share their love of learning by offering noncredit and noncompetitive courses. With the college's administrative support, this volunteer, member-run organization serves approximately 250 members who are 55 or older. About two dozen courses are offered each semester covering a wide variety of topics in history, literature, the arts, science, philosophy and self-improvement. Classes are offered on campus as well as at several sites in the New Paltz community, including the recently opened retirement community and are taught by volunteer instructors including many SUNY New Paltz faculty emeriti.

SUNY and a Healthier New York

SUNY New Paltz offers inwardly focused, student-centered academic programs while providing outwardly reaching, community-engaged collaboration and leadership. Our programs build the healthcare workforce and supply knowledge that inform decisions for key constituencies in the Hudson Valley region and beyond. We have distinctive informational incubators for health-related research, information dissemination and planning. Within our own communities we nurture wellness and prevention initiatives. We provide guidance and support to the community through innovative resources with expertise from variety of professionals.

ACADEMIC PROGRAMS

Our collaborative academic programs provide a conduit for careers in healthcare and allied healthcare fields for students. We offer programs for future healthcare providers in speech language pathology, audiology, mental health counseling, human services, medicine and optometry.

The Communication Disorders program offers pre-professional and professional academic programs. The service through the Speech-Language & Hearing Center are integral to these programs and offers diagnostic and treatment services in language, voice, speech, hearing loss at significantly reduced cost to the community.

- 26 pre-majors, 170 majors, 46 post-baccalaureate students who are competitive candidates for graduate study in the fields of speech-language pathology and audiology.
- 12-15 undergraduate and graduate students engage in on-site specialty clinics in adult brain injury and early intervention each year.

- 54 students in the online post-baccalaureate program. This program is offered for students with a degree in another field to obtain prerequisites coursework and advising to gain admission into graduate programs in speech-language pathology.
- 41 graduate students receive practical training at over 120 regionally affiliated sites including hospital and school settings. Graduate students provide services to communication disordered and hearing impaired individuals including but not limited to providing hearing assistance technology, diagnostic and treatment services.
- The New Paltz Speech-Language & Hearing Center is primarily a professional training facility for graduate and undergraduate students majoring in Communication Disorders. It provides clinical practicum experience for these students with a variety of individuals suffering from speech, language and hearing disorders. There are over 2000 patient visits per year receiving a variety of services from students and clinical staff at a reduced rate.

Two pre-health programs are offered in coordination with the Department of Biology.

- Doctor of Osteopathic Medicine, a dual degree program between New Paltz and the

New York College of Osteopathic Medicine in Old Westbury, NY. This program includes a seminar/mentor experience. Students are assigned a mentor from one of the physicians at the Institute for Urban Family Health (IUFH) -- they shadow this physician for the next two years. They also participate in various activities in the residency program at Kingston Hospital and the IUFH. There are 26 students enrolled in this program

- The Doctor of Optometry Program is a joint program with SUNY Optometry. Students are placed with local optometrists as a fieldwork experience.

The School of Business offers field work experience in healthcare.

- 5 students were placed with Health Quest, the Mid-Hudson Valley's largest healthcare system providing the highest quality care across a broad spectrum of services. The students completed a time-motion study to record physicians' hospital rounds times.
- In 2010, Business students learned a new electronic health record system and trained physicians on how to use the new system at the three hospitals operated by Health Quest.
- Students conduct an annual hospital image survey for Health Quest.

The Counseling Graduate Program offered through the department of Psychology trains highly skilled mental health and school counselors knowledgeable in both the practice and science of counseling.

- 24 students are in the school counseling program. These students participate in fieldwork and internship experiences in schools in the Hudson Valley.
- 44 students are in the mental health counseling program. These students participate in internships in such diverse settings as Benedictine Hospital Oncology Unit to the Center for Change, an outpatient Intensive Psychiatric Rehabilitation Treatment (IPRT) program.

The Concentration in Human Services through the department of Sociology is a comprehensive educational program that prepares students for generalist practice in the field of human services.

- 105 students in diverse internships and fieldwork experiences including but not limited to hospital and rehabilitation settings, in nursing homes, in agencies serving people with developmental disabilities, and settings serving people with emotional, social, and psychiatric disabilities.
- Close to 50% of the cohort belong to traditionally underrepresented groups.

- One-third of the students graduating in the field of human services are from traditionally underrepresented groups; principally African American, Latino/a, and Asian American.

The Concentration in Human Services (CHS) and the Resource Center for Accessible Living (RCAL), an Ulster county advocacy program for people with disabilities, received a Specialized Respite Training grant. Every semester, CHS student interns are provided intensive training in Autism Spectrum Disorder by RCAL staff and provide respite for families, who have a relative with Autism.

www.rcal.org/2010/12/02/poem-about-autism/

REGIONAL HUB FOR HEALTH-RELATED COLLABORATION AND EDUCATION

SUNY New Paltz acts in partnership with a variety of community and regional agencies to conduct research and offer educational programs and training on health related issues. These efforts are driven by two unique programs – the Center for Research, Regional Education and Outreach (CRREO) and the Institute for Disaster Mental Health (IDMH).

CRREO collaborates with local governments, business and not-for-profit organizations to conduct research on topics of regional interest

and concern. The results of such research are brought to the public domain to foster discussion with community stakeholders and advance the public interest in the region. Examples of collaborative research projects in health-related areas are as follows:

- “Is There a Doctor in the House? Physician Recruitment and Retention in the Hudson Valley” – a Discussion Brief identifying the difficulties in recruiting physicians to the Hudson Valley and offering recommendations to remediate the problem.
- Ulster County BMI Study – as part of the Ulster County Healthy Eating and Living project, this study explored the epidemiology of Body Mass Index among our youth and offered information useful to the development of obesity prevention initiatives for the county.
- Ulster County Youth Risk Evaluation – this research project provided the analysis and interpretation of a county-wide youth risk survey and the development and evaluation of an anti-inhalant prevention program.
- Regional Well-Being – as part of CRREO’s comprehensive well-being study, an extensive examination of the impact of premature mortality was conducted for Dutchess, Orange, Sullivan and Ulster Counties.

The Institute for Disaster Mental Health works in collaboration with academic departments and community agencies to offer education and training in disaster mental health for students as well as community professionals and paraprofessionals. IDMH has offered professional trainings on disaster-related topics across New York State to employees of the Office of Mental Health and the Department of Health. The following is a list of IDMH conferences for students, professionals and paraprofessionals:

2003: Lessons from Disaster – this initial conference presented the latest issues and best-practices in the area of disaster mental health.

2005: Helping in a Time of Crisis – topics included Psychological First Aid, Long Term Treatment of Traumatic Stress Reactions, and Vicarious Traumatization and Self-Care.

2006: Treatment Innovations for Disaster/Trauma Survivors – focused on the long-term treatment of trauma survivors suffering from Post Traumatic Stress Syndrome and/or complicated grief reactions.

2007: Our Community Prepares – focused on improving the quality and availability of response services in the Hudson Valley by examining disaster preparedness.

2008: Healing the Scars of War – presented evidence-based best practices for treating Vets returning with stress-related symptomatology.

2009: In the Wake of Disaster: Effective Mental Health Interventions – promoted disaster preparedness and planning to all community responders who will be providing assistance to disaster survivors.

2010: Cognitive Processing Therapy: Two-day Training for Treating PTSD – a two day professional training on one of the most effective evidence-based treatments for PTSD.

2011: Lessons from Adversity: Strengthening Preparedness with Reflections from 9/11 – in preparation for the ten-year anniversary of the 9/11 terrorist attacks, this spring's conference will present a careful review of the lessons learned over the past decade.

In just the last two years, the IDMH offered educational programs and training in disaster response to 278 students, 51 Faculty and Staff, and 318 community members and professionals.

FOSTERING A HEALTHY AND SAFE COMMUNITY

Embracing the idea that prevention and wellness are proven cost-effective ways to

improve our health and our health system, SUNY New Paltz offers award-winning prevention initiatives that foster healthy and safe lifestyle choices. These programs involve significant community collaboration extending their impact across campus borders and into the community at large. Below are some examples of such programs:

- Tavern Owner's Agreement – in 2001, SUNY New Paltz was one of only six universities nationwide recognized for its model program through a U.S. Department of Education grant award. One of the strategies spotlighted in this award was community/university collaboration which focused on New Paltz being (at that time) only the third college in the nation to work directly with local elected leaders, tavern owners and the police to create an environmental strategy to reduce high-risk drinking. In February 1999, New Paltz bar and nightclub owners signed the "Tavern Owners Agreement" which outlined specific standards and guidelines for limiting promotions and drink specials that encourage high-risk drinking and sexual exploitation. The Tavern Owners continue to meet with campus representatives and the Town Police at least once a semester to proactively discuss alcohol-related concerns and bring new establishments into the fold.

- National Eating Disorders Awareness Week Program – educational programs are presented to students, community members, and treatment professionals to raise awareness about Eating Disorders, the cultural influences that contribute to them, treatment issues, and available resources. Such programs have included theater presentations, film documentaries, panel presentation of people in recovery and treatment professionals, and lectures by nationally acclaimed authors such as Marya Hornbacher ("Wasted: A Memoir of Anorexia and Bulimia") and Steven Levenkron ("The Best Little Girl in the World"). Outcome research has consistently shown a statistically significant increase in 1) knowledge about Eating Disorders, and 2) awareness of campus resources, following these programs. This data was presented at the 2010 American Psychological Association conference.
- SUNY New Paltz faculty and staff offer their expertise in prevention and wellness programming to community stakeholders by sitting on a variety of regional and county-wide committees, bringing evidenced-based best practices into the regional high schools, and developing educational resources (such as our recent "It Gets Better" video targeting suicidal adolescents and young adults) that can be utilized by community agencies and organizations.

SUNY New Paltz and The World

Engagement with the international community has long been an established hallmark of SUNY New Paltz, and that historic commitment continues to grow and expand in an ever increasingly globalized world. It dates as far back as 1901, when New Paltz hosted fifty Cuban women who came here to study American educational practices. It extends today to the dedicated effort to produce informed citizens of the world who will be prepared to take their place in a 21st century workforce.

PROGRAMS AT HOME AND ABROAD

Our programs extend in dual directions: forty-five distinct Study Abroad experiences for New Paltz students, spanning the globe from Europe to Asia to South America to the Middle East, while the campus hosts international students here for semester, academic year as well as undergraduate and graduate degree study. Specialized programs housed within academic departments enrich the lives of all students by exposing them to exceptional opportunities both inside and outside of the classroom, broadening their knowledge and understanding as they take their place as global citizens.

STUDY ABROAD

Study Abroad programs are available in twenty countries on six continents, in such locations as Paris, London, Prague, Brussels, Seville, Madrid, Stockholm, Urbino, Rio de Janeiro, Buenos Aires, Nanjing, Perth, Sydney, Tokyo, and Cairo. The Center for International Programs assists approximately 340-400 students per year who participate in these programs: about 60% are SUNY New Paltz students, 40% are other

SUNY students, and the remaining 10% are non-SUNY students.

ACADEMIC PROGRAMS FOR INTERNATIONAL AND NEW PALTZ-BASED STUDENTS

SUNY New Paltz hosts approximately 650 international students per year on our campus. They hail from 50 different countries, with the largest contingents coming from India, Turkey, Japan, the People's Republic of China, and South Korea. Reporting for 2009 included 258 students in undergraduate programs, 174 in graduate programs, 58 in the non-degree/intensive English program (HELP), and 160 students completing Optional Practical Training (OPT).

The College takes pride in five programs specifically established for international students. The SUNY-Yok Dual-Diploma Program was created as a joint effort with the Turkish Higher Education Council, and enables students from Turkey to earn degrees in business, economics, and liberal studies/ Teaching English as a Foreign Language both at New Paltz and at one of three participating Turkish partner institutions. The Institute for International Business (IIB) prepares English-speaking international students for

the global marketplace through a combination of academic study at New Paltz, followed by full-time internships with leading firms in New York City. A dual diploma program with Universidad Carlos III de Madrid provides up to \$15,000 for an academic year of study for SUNY Economics majors through Santander Sovereign Bank Scholarships. The Haggerty English Language Program (HELP) provides four levels of non-credit courses and support for non-matriculated and conditionally-admitted international students to develop their linguistic proficiency and ease their cultural integration. It is one of four, year-round intensive English programs in SUNY, and the only one based at a four-year comprehensive institution. The Chinese Living Learning Community is offered as a unique residence life experience, pairing New Paltz students from the U.S. with those from China, as a way to build intercultural bonds of friendship and to facilitate increased understanding of and respect for cultures other than one's own. This is a pilot project, co-sponsored by the Center for International Programs, the Asian Studies Program, the Office of Residence Life, and the Department of Languages, Literatures and Cultures, with an intention to expand the range of countries of origin for the international students who wish to participate in it in the near future.

The college's General Education program, which all students must complete, contains a Global Perspectives requirement that includes study of a foreign language, as well as one course selected from the World Civilizations and Cultures category.

There are a variety of department-based programs that include academic coursework on the study of specific cultures, such as the Latin American and Caribbean Studies Program, and the Department of Languages, Literatures and Cultures, which offers two majors, three minors and instruction in eight languages. The Department of Political Science and International Relations houses an undergraduate, interdisciplinary major in International Relations, which was one of the first of its kind across the nation, when it was established in 1975, and serves as a model for academic study of world politics. The Asian Studies Program at New Paltz has a long history that dates back to the 1960s, and was the first among the four-year SUNY colleges to offer a major and a minor in this field of study. It has retained a loyal following among its alumni, and has generated \$75,000 in its fund-raising efforts. An International Business major is offered by the School of Business.

EXTRACURRICULAR ACTIVITIES FOR ACADEMIC CREDIT

There are also enrichment activities offered each year for academic credit with an international focus to them: the Harvard Model United Nations (HMUN) brings twenty New Paltz students each year to Harvard University to participate in a UN General Assembly simulation; the SUNY Model European Union, currently housed in the Department of Political Science and International Relations at SUNY New Paltz, and offered in international locations in alternate years, along with a 10-day localized study mission, brings students together from international partner universities for a Council of Europe simulation; and the popular and unique 6-credit United Nations Semester course every Spring semester that brings New Paltz students to the United Nations each week to meet with foreign diplomats and UN staff.

ECONOMIC IMPACT OF INTERNATIONAL STUDENTS ON LOCAL COMMUNITY

The local community benefits in a variety of ways from the presence of international students on the New Paltz campus. One tremendous side-effect is the impact on local businesses generated from spending

by international students. A 2009 report by NAFSA: The Association of International Educators indicated that these students contributed approximately \$14.3 million to the local economy.

NEW PALTZ STUDENTS, FACULTY AND ALUMNI IN THE WORLD: PRESTIGIOUS FELLOWSHIPS, RESEARCH, AND EXEMPLARY GLOBAL PUBLIC SERVICE

STUDENT SCHOLARSHIPS

SUNY New Paltz originated the idea for the \$11 million State Department Benjamin Gilman Scholarship that makes study abroad possible for students from underrepresented groups, with the goal of sending them to non-traditional international locations. Six students benefitted directly from this support in 2009-2010, and another eight students received this funding in 2010-2011.

FELLOWSHIPS FOR GRADUATE STUDY

Upon completion of degree study at New Paltz, our graduates are becoming increasingly successful in receiving prestigious fellowships to support graduate study in international institutions and for careers in government service. In years 2009-2010 and 2011-2012, Fulbright

fellowships were awarded to one graduate for each of those respective time periods.

In 2010, a New Paltz graduate received the Charles B. Rangel Graduate Fellowship to support two years of graduate study in international affairs at Georgetown University and summer internships with a congressional foreign affairs committee one year and in the U.S. Department of State the following year, with appointment, upon completion of the program, as a Foreign Service Officer in the Department of State.

FACULTY FELLOWSHIPS

Faculty receive Fulbright fellowships each year, with one awarded in 2009-2010 and one in 2010-2011. Additionally, a faculty member was awarded a Humboldt Fellowship in 2009-2010.

INTERNATIONAL RESEARCH PROJECTS

In 2009-2010, faculty received \$477,137 of external funding for international research projects. One of these projects, a Fulbright Hays Group Project Award, funded travel to India for twelve faculty members.

PEACE CORPS VOLUNTEERS

SUNY New Paltz has had an outstanding record of service in the Peace Corps. Our

alumni have volunteered, from the program's inception in 1961. Since that time, more than 138 New Paltz graduates have served in fifty-six different countries. New Paltz is surpassed only by SUNY at Albany in the number of SUNY alumni who have volunteered for Peace Corps service.

SUNY New Paltz and The Vibrant Community

New Paltz is one of many SUNY campuses that proudly bears the name of its home town. For nearly 200 years, New Paltz has served as the local crossroads, enabling people from many different backgrounds to meet and deepen their mutual sense of belonging. SUNY New Paltz creates a powerful attachment to place for our alumni, faculty and staff. It brings together individuals from all backgrounds to create a living and learning community ready to embrace and conquer the challenges set before us.

Set in a region of stunning beauty New Paltz is a natural magnet for young, talented, and creative people who are the backbone of a strong and vibrant community. New Paltz graduates remain in our region. They are our teachers, our volunteers, employers, advocates, leaders and they are our neighbors.

COMMUNITIES WORKING WITHIN COMMUNITIES

New Paltz faculty and staff are dedicated to working together to make our community better. Each year our faculty and staff volunteer approximately 140,000 hours in our region. Faculty and staff help to set a positive example for our students to follow. New Paltz students are encouraged and applauded for their community service initiatives. New Paltz students take great pride in their engagement with the community through programs like Make a Difference Day, Habitat for Humanity, Big Brothers Big Sisters, New Paltz Clean Sweep, and Circle K. Moving forward we need to preserve and continue to build our long-term commitment to the larger community. We need to ensure that community involvement and problem solving are built into the courses and degrees of students at New Paltz. Each year, hundreds of New Paltz students earn academic credit for internships, generally unpaid, with local businesses, social service agencies and not-for-profit groups.

COLLABORATION AND OUTREACH

Strong communities are at the heart of our economic revitalization and New Paltz will help lead the way. SUNY New Paltz has nearly 500 partnerships with local businesses and organizations, and 42% of our faculty report having collaborated locally with teachers or community researchers. The Center for Research, Regional Education and Outreach's (CRREO) works to build community collaboration. One key aspect of CRREO's mission is to conduct studies on topics of regional interest; bring visibility and focus to these matters; foster communities working together to better serve citizenry; and advance the public interest in our region. The Leadership Institute of the School of Business works toward developing leaders in the Hudson Valley to face tomorrow's challenges. They provide business professionals and students the tools to respond to the changing needs of business by updating their managerial, interpersonal and critical thinking skills. Our economic revitalization hinges on the experiences of faculty, staff and students working together with the community to make the most of our combined knowledge.

A CULTURAL HUB

Art and cultural events make life richer for everyone and helps to connect us to one another as a community. The cultural efforts of New Paltz are critical building blocks in the development of a new creative economy. As a cultural hub for the region in which we work and live, more than 27,000 people each year attend events and exhibits hosted by our School of Fine & Performing Arts. The Dorsky Museum is one of the largest museums within the SUNY system. Through its collections, exhibitions, and public programs, The Dorsky Museum seeks to support and enrich the academic programs at the university, present a broad range of national and international art for study and enjoyment, and serve as a center for Hudson Valley arts and culture of both the past and the present. The Distinguished Speaker Series is a way to connect community members, alumni, friends, faculty, staff, students and their families with well-known authors, policy makers and leaders, scientists, media experts, business people, and other luminaries, on our campus. New Paltz also serves as a regional hub for many community-based activities, including summer youth sports camps, athletic team playoffs and practice fields. Our newly-established Observatory and Planetarium introduces school children and members of the local community to the wonders of the night sky.

CREATING BONDS THROUGH INSPIRATION

The New Paltz initiatives will enhance the strong relationship that exist between town and gown while proposing new ways for New Paltz and the communities it serves to form stronger bonds with one another. We want to create a community that allows us to be both teacher and student; one that allows us to make a lasting difference. Moving forward New Paltz should be a community that inspires and drives its members to seek out new ideas and meaningful ways to create change.

SUNY and The Entrepreneurial Century

Preparing our students for lives and careers in the regional, national and international economy is a cornerstone of the New Paltz mission. We have positioned ourselves as a source of innovation, research and support for businesses of all sizes within the Hudson Valley and beyond. Our links with entrepreneurs and managers provide our students with hands-on experience, and facilitates their transition to employment. Businesses benefit from their access to our faculty and facilities as they move from innovation to application.

AN ENGINE FOR GROWTH

New Paltz is proud of its role in the growth of The Solar Energy Consortium (TSEC), a not-for-profit organization dedicated to the national adoption of solar energy and the establishment of statewide solar research, development and manufacturing. The School of Science and Engineering and the School of Business work as partners with TSEC in supporting their efforts to develop leaders in the solar energy industry. In this regard, New Paltz is developing a Center for Business Development focused on renewable energy.

Our faculty is active in sponsored research. Between 2001 and 2010, New Paltz experienced a 45% increase in total direct and indirect grant expenditures. Sponsored research currently results in over \$4.6 million in expenditures, fueling the economy and the generation of new ideas.

New Paltz makes a significant impact on the regional economy as shown in each of our recent economic impact statements. In 2010, New Paltz generated \$338 million in economic

activity and 3,331 jobs. It is clear that New Paltz provides rich opportunity to the region and the state.

CLASSROOM TO REAL-LIFE

Part of promoting entrepreneurship and business development is exposing students to opportunities to practice business while studying. The School of Business offers a wide array of opportunities for students. The Business Plan Contest and Entrepreneurship class require students to develop a business idea, and work with a mentor to complete a full business plan. Students present their plans at the Business Plan Contest, judged by local business people. The Investment Competition is a similar program in which students compete head to head on the basis of their simulated investment portfolios, and are judged by financial advisors. Engineering students complete a senior design project in conjunction with local businesses. The Applied Math club works in the community to showcase the ways in which math supports innovation and creativity. Conferences like “Building Bridges in STEM: Expanding SUNY’s Collaboration among Community Colleges and Four-Year Institutions” are critical in our efforts to streamline science and technology curriculum around the state.

SHARING OUR EXPERTISE

Community outreach is key to the process of fostering entrepreneurship. New Paltz plays an important role as a business resource, and also reaps the benefits of local business involvement in our curriculum. The Business Institute and the Leadership Institute, both sponsored by the School of Business, conduct training programs and consulting services. Through faculty consulting projects, we have helped regional communities and businesses, finance and health care sectors in particular, to understand their customer needs and to identify their competitive advantages. Chamber of Commerce development programs are taught on-campus, as are the Tax Practitioner Institute Seminars. Events like the “Entrepreneurship in the Hudson Valley Conference”, co-sponsored by the Ulster County Development Corporation bring business leaders to campus to share ideas. The Business Advisory Council provides valuable input to the School of Business about curriculum and changing business trends.

A FLEXIBLE RESOURCE

New Paltz has demonstrated its ability to change with the economic times, adapting to the business resource needs of the community. While New Paltz has enjoyed a close

working relationship with small businesses in traditional industries, we are ready to take on new challenges such as the renewable energy technology, particularly solar energy. Our educational community is poised at the cutting edge of innovation, and we look forward to supporting entrepreneurship in the fast changing 21st century.

