

Section 1: Campus Alignment with SUNY Excels

Introduction

SUNY 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 (www.newpaltz.edu) 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 New Paltz’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. Approximately 31 percent of undergraduate students and 18 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. The Educational Opportunity Program (EOP) at New Paltz 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 at 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 serving transfer students as well as incoming first-year students. Each fall, we typically admit about 1,100 first-year and 750 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.

Extensive research into the perception of SUNY New Paltz among current students, alumni, faculty and staff was completed and shared with the campus community in 2010; this study is being repeated in 2015. The College "identity" developed from this research is clear, as reflected in our "Branding Positioning Statement."

New Paltz provides one of the nation's most open, diverse, and artistic environments in order to prepare students to excel in rapidly changing times that demand creativity and worldliness. Our tradition of intellectual discovery is enhanced by a location of stunning natural beauty, in a dynamic college town, with easy access to New York City. Our unusually wide array of professional and liberal arts majors fosters a rich academic milieu in which students, selected through a competitive admissions process, can develop to their highest potential.

The growing strength of New Paltz has allowed us to make the following commitments to our enrolled students:

- 1. As a SUNY comprehensive college, we deliver an extraordinary number of majors in Business, Liberal Arts, Sciences, and Engineering and are particularly well known for our programs in Fine and Performing Arts and Education.*
- 2. We provide rigorous academics in a highly selective admission environment where students receive and create close personal links with real scholars and artists who love to teach.*
- 3. New Paltz embraces its culture as a community where talented and independent-minded people foster openness, diversity, artistry, and creativity.*
- 4. Our geographic location is stunning in its natural beauty, located in the heart of a dynamic college town, 90 minutes from metropolitan New York City.*
- 5. In keeping with the tradition of the nation's great public universities, New Paltz is linked to the health and vitality of the region, state, and nation through the education of its citizens.*

Mission / Standing

Mission. In the proud tradition of SUNY, the State University of New York at New Paltz is committed to providing high quality, affordable education to students from all social and economic backgrounds. We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum that reflects and celebrates the diversity of our society, and encourages and supports active participation in scholarly and artistic activity. SUNY New Paltz is an active contributor to the schools, community institutions and economic/cultural life of our region. We are selective in admitting students who show promise of thriving in a learning environment that is challenging, student-centered, and personalized. Our goal is for

students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions, and active citizens in a democratic nation and a global society.

New Paltz is the only public baccalaureate university in the Mid-Hudson region. We offer undergraduate and graduate programs in the liberal arts and sciences and in professional programs in the fine and performing arts, education, health care, business, and engineering. Our location provides unique opportunities for enriching our academic programs. We are a diverse faculty of distinguished scholars and artists who collaborate across disciplines and professional areas to inspire our students to a love of learning, a meaningful engagement with the life of the mind, and an involvement in public service.

Standing. The reputation and profile of SUNY New Paltz have grown substantially. This is the legacy of key strategic decisions made by previous administrations, and ongoing attention by more recent administrations to continuous improvement in a challenging external environment. The College continues to strengthen its academic profile, gain greater recognition, and build its reputation for high-quality, intellectually engaging undergraduate education in a personalized and student-centered environment, along with offering top-quality graduate programs primarily focused on meeting regional needs. The College competes successfully for strong students with excellent public and private colleges and universities across the Northeast.

Rankings. New Paltz's rising reputation has been acknowledged in college rankings publications. *US News and World Report* ranked New Paltz 4th among the best public regional masters universities in the Northeast, up from 7th in 2010 and 10th in 2004. New Paltz also ranked 24th among public and private regional masters universities in the Northeast, up from 50th in 2004. *Kiplinger* and *The Princeton Review* have named New Paltz a "best value" in higher education. The College has also been ranked No. 2 in the Affordable Colleges Online list of "Top 50 Affordable Colleges with a High ROI," a list of the nation's most affordable colleges with the biggest return on investment (ROI). *Business Journals* ranked New Paltz among the top 75 public universities in the nation in 2014. In 2015, New Paltz was included for the first time in *US News and World Report's* ranking of "Best Colleges for Veterans."

Enrollment and Student Success. Driven in large measure by its popularity, New Paltz has been successful in achieving its enrollment goals and dramatically raising its selectivity goals. The College currently enrolls approximately 6,700 undergraduate and 1,100 graduate students. It 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.

Space and Facilities. 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 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. 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.

Program Mix / Centers / Distinct Programs or Activities

Programs at SUNY New Paltz continue to build on traditional strengths in the arts, teacher education, and the liberal arts while broadening to include new areas and opportunities.

The College of Liberal Arts and Sciences (LA&S) is the largest and most diverse academic unit at SUNY New Paltz, 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. Many interdisciplinary programs and departments, including Asian Studies, Black Studies, Latin American and Caribbean Studies, and Women's, Gender and Sexuality Studies, are housed here. A large portion of general education/liberal education course offerings are in LA&S.

The School of Business was established as a School in 2000, and in 2013 earned AACSB accreditation. 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 associations 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.

The School of Education 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, literacy, special education, and humanistic/multicultural education, as well as certificates of advanced study in educational leadership. Most programs lead to recommendation for New York State certification. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE); is regional home to the New York State Master Teacher Program; and includes centers and programs such as the Center for Innovation in Education, a federal- and state-funded project to expand the clinically-rich preparation and on-going development of teachers and leaders, the Hudson Valley Writing Project; STEP, the Science and Technology Entry Program funded by the State Education Department, the Migrant Education Outreach Program, and multiple community outreach initiatives in literacy and other areas.

The School of Fine & 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 #1 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 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, the School of Science and Engineering also offers secondary education programs in the sciences and

mathematics. The College 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 multidisciplinary **Graduate School** offers more than 50 programs in business, education, computer science, engineering, fine arts, music therapy, and the liberal arts for students who have the equivalent of a 4-year baccalaureate degree, the largest graduate enrollments are in education. Graduate enrollments, especially in the School of Education, have declined in recent years and we are exploring new programs and modes of instructional delivery to renew and expand the advanced educational opportunities we provide the region.

Numerous programs and initiatives span academic units and disciplines, and bridge academic and student life programming to create opportunities for student learning; faculty research, scholarship, and service; and community outreach and engagement. Examples are:

The Benjamin Center for Public Policy Initiatives (formerly CRREO, the Center for Research, Regional Education and Outreach) conducts independent research on topics of regional interest; brings visibility and focus to these matters; fosters communities working together to better serve the citizenry; and seeks to advance the public interest in our region. Students are involved as apprentice researchers on nearly every project conducted in the Center.

The Samuel Dorsky Museum of Art presents exhibitions and supports art collections that enhance courses and our academic mission, and serve the broader community as well. “The Dorsky” is increasingly recognized as a leader and key partner with other Hudson Valley arts organizations working to develop a thriving regional, collaborative network dedicated to the arts. The museum hosts annual B.F.A. and M.F.A. student art exhibitions, and a summer exhibition of selected works by Hudson Valley artists.

A thriving **3-D printing/digital design and fabrication/additive technology** initiative developed as a collaboration with faculty and students in Fine and Performing Arts and Science and Engineering, building on and blending the creative talents of the arts and the technology focus of engineering and computer science. Through a combination of private grants and funding from the New York State Senate and state economic development agencies totaling \$2.3 million, the College has established a first-in-the nation “**MakerBot Innovation Center**” that provides students in many majors with an opportunity to conceptualize, design, and fabricate items. We now offer a **Digital Design and Fabrication** certificate curriculum. We have established partnerships with two of the leading manufacturers of industry-grade 3D printing equipment, with high-end equipment in our **Hudson Valley Advanced Manufacturing Center** supporting outreach and collaboration to regional business and industry, and educational institutions. Students, individually and in teams, from art, engineering, and business, gain valuable experience working on these external projects. The School of Education has developed programs that extend use of this technology to K-12 education.

The Institute for Disaster Mental Health (IDMH) was founded in 2004 to prepare students, community members, paraprofessionals, and professionals in the helping fields to care for others following a disaster via evidence-based disaster mental health interventions, content, and skills. IDMH programs include developing and presenting professional trainings in disaster mental health; research and dissemination on training needs to improve community preparedness; and an annual conference and training that brings experts in the field to the New Paltz campus. IDMH also supports an interdisciplinary undergraduate minor in disaster studies.

The mission of the **Honors Program** is to provide an enhanced intellectual experience in a climate conducive to interaction among highly motivated students and faculty. Honors students develop and intensify skills in a diverse multidisciplinary analytical environment that nurtures independent thinking, creativity, respect and social responsibility. Honors enrollment has grown more than two-fold in the past three years, and the program plays a key role in our recruitment of top-tier students.

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

The Undergraduate **Research, Scholarship and Creative Activities (RSCA)** program provides financial support and program structure that enables undergraduate students to experience the excitement of creating new knowledge or works. Faculty mentors direct and guide participating students as they work on a specific project (which may be a particular aspect of the faculty's research program) during a semester or in summer.

The **AMP (Louis Stokes Alliance for Minority Participation) and C-STEP (Collegiate Science and Technology Entry)** programs provide academic support and enrichment to underrepresented and economically disadvantaged STEM (science, technology, engineering, and mathematics) students. New Paltz just received the new CSTEP 5-year award at a time when funding was not renewed for several long-funded programs; the Phase 5 proposal to the National Science Foundation for LSAMP funding is in development. The AMP program has emphasized international research experiences (in collaboration with International Programs) and community college partnerships.

The Scholar's Mentorship Program (SMP) is a networking initiative open to all students but focused on attracting, retaining, and supporting talented and high achieving general admission students of color. Beyond networking, the program includes mentoring by peers and faculty-staff, programs and events, and shared courses.

The Office of Veteran and Military Services supports and guides military service members, veterans, and dependents in pursuing higher education, including: assisting with GI Bill benefits; military tuition assistance (TA); veteran scholarships; general questions regarding Department of Veteran Affairs' issues; and free parking permits for military and veteran students. A recently established mentoring program provides further support, networking, and community

development. The office was established less than two years ago; since that time, veteran and military student enrollment at New Paltz has grown from about 60 to more than 190 students.

Student Activities and Union Services promotes co-curricular opportunities and encourages student participation in all aspects of campus life. As the hub of student activities, the Union is a venue for students to safely explore their individual sense of self, and develop connections with others. As examples, the office offers several **leadership development programs** (Emerging Leaders, for first-year students, and LEAD – Leadership, Education, and Development), plays a key role in implementing the unique New Paltz **co-curricular transcript**, guides and coordinates the efforts of more than 160 **student clubs and organizations**, and provides high-quality, meaningful opportunities for student employment.

Residence Life programs at New Paltz are well-regarded by students, as evidenced by high re-contracting rates and strong scores and rankings on the SUNY-wide Student Opinion Surveys. Staff provide extensive programming, and we offer living-learning communities with different emphases, such as “East-West” (including domestic students studying Asian languages or Asian Studies along with Asian students at New Paltz), sustainability, leadership, service learning, and an LGBTQA community focused on developing a safe and supportive campus environment for all people and addressing issues of equity and social justice.

Post-Graduation Success

New Paltz, like every other institution, can list names and accomplishments of alumni who have been very successful in their lives and careers, but interpretations drawn from such anecdotal information are not especially useful. More systematically, the success of New Paltz alumni is reflected in measures on the recently released U.S. Department of Education “College Scorecard.” Those include a loan repayment rate of 88%, well above the national average of 67%, and second highest among SUNY comprehensive-sector campuses. The latest (2012) federal loan default rate for New Paltz graduates is 2.8%, second lowest among SUNY comprehensive campuses (Geneseo’s rate is 2.0%) and comparing favorably with the 2.8-2.9% of Stony Brook and Binghamton University; all of these rates are well below the national average of 11.8%. In a 2015 “Social Mobility Index” released by CollegeNET, New Paltz ranked #88 among 931 institutions included in the ranking. New Paltz is the only SUNY comprehensive campus in the top 100, joined by the four University Centers, SUNY IT, and SUNY Maritime in that grouping. That index is a measure of the upward socioeconomic mobility afforded by earning a college degree, considering the economic status of students attending an institution, graduation rates, and postgraduate earnings.

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

Alumni/Philanthropy

As described in the next section, strategic plan priorities at SUNY New Paltz include strengthening philanthropic relationships and success, and engaging alumni more effectively in the life of the College. Their high priority in our strategic plan recognizes that historically the campus has placed limited emphasis on fundraising and alumni engagement. Now we must play “catch up” in developing new capacities and levels of success in both of these areas. Since implementing our strategic plan, we have made significant improvements in these areas (e.g., fund-raising success in 2014-15 doubles that of the previous year). Further detail is provided in section 15 below.

Strategic Plan / Excels Goals

New Paltz is implementing a strategic plan that was finalized at the end of the 2012-13 academic year. This plan (<https://sites.newpaltz.edu/strategicplanning/>) established priorities to receive special attention during 2013-2018, with a likely one year extension to 2019. The plan is a framework that builds on 1) the distinctive identity of New Paltz, 2) an assessment of external challenges that we must address, and 3) a community sense of our past and where we are going. The plan provides guidelines to determine priorities and decisions for new initiatives or redirected effort at all levels of the institution, while we continue to provide the highest quality teaching, learning, residence life, and service programming that has characterized our recent achievements.

The planning process was community-based and guided by a consultant who interviewed 100+ members of the committee and guided conversations of about 75 faculty, staff, students, administrators, and alumni during a day-long retreat. A Steering Committee, in discussion with the consultant, drew major themes, recommendations, shortcomings, and ideas about priority initiatives from group reports of each retreat activity, including the final activity of identifying 3-5 tasks or projects. These take-homes form the basis of the plan, written by the Steering Committee in consultation with the broader community.

The following represent eight broad areas that will receive special focus during the life of this plan to improve the institution, our contributions, and the quality of education we provide for students and the region. Most bear directly or indirectly on our students and on improving their educational experience. Indeed, a sharpened focus on students and their success is an overarching framework for this plan and its implementation.

There is extensive overlap and positive alignment between the priorities of SUNY Excels and specific goals of our strategic plan. Many of the metrics for assessing our strategic plan progress will transfer directly to SUNY Excels assessment.

The essential initiatives are:

- **Nurture innovation and the learning environment** (build on longstanding commitment to active, hands-on, collaborative, and inquiry-based teaching and learning; refine curricula, improve course scheduling and delivery, co-curricular experiences; expand high-impact practices; improve faculty training and mentoring; improve advising)

- **Establish an engaged living and learning community** (expand living-learning communities and other residential living-learning programming; expand student involvement in leadership in and out of the classroom; recruit, support and encourage students across a broad spectrum of diversity; strengthen focus on inclusion, equity, and cultural competence).
- **Strengthen philanthropic commitments and success** (improve capacity of development operations; engage alumni and prospective donors more effectively; improve Foundation Board functioning).
- **Engage alumni in the life of the College** (Develop and implement a program of effective alumni relations and engagement; restructure alumni organization; expand geographic base of alumni; involve alumni in educational and other programming).
- **Market New Paltz internally and externally**, especially the *quality* component of our value proposition (increase impact of outreach activities and visibility of the campus; increase awareness to sustain undergraduate and grow graduate enrollments; engage and support departments in marketing of the College, stressing the College’s distinctive identity).
- **Improve internal processes and address institutional capacity** (clarify and streamline personnel, business, and academic processes and policies; use technology more effectively; revamp faculty governance).
- **Build online education** (a modest goal; expand online offerings to improve academic progress of current students and to engage new audiences, especially at the graduate level; improve faculty training and mentoring for effective online teaching and learning)
- **Strengthen the regional and community engagement** (position New Paltz as **the** public university in the region; expand and showcase College contributions to business and economic development in the Hudson Valley including student and employee volunteerism; advance and publicize the work of The Benjamin Center, Sojourner Truth Library, The Samuel Dorsky Museum of Art, and other academic and support units.

Advancing these initiatives requires targeted investment of new resources. From 2012-13 through 2014-15, three-fourths of our investment of new recurring and one-time funds (more than \$8 million) were in initiatives that advance goals and priorities of the strategic plan. The remaining one-fourth was in items that could not be assigned to any strategic plan initiative, representing the ongoing, “regular” work of the institution. Essential Initiative 1 (Nurture Innovation and the Learning Environment) received the largest financial investment (36%, including all new faculty lines that were assigned to this category). The seven other strategic plan initiatives each received 1% to 9% of the allocated funds.

Environmental factors

Several significant environmental factors play a major role in our strategic plan priorities and our vision for contributing to the goals of SUNY Excels. The significant academic, academic-support, and residential space constraints we face were noted above. We are aware of the limited likelihood of 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.

Investment Fund

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

- 1) **Expand the Educational Opportunity Program (EOP) by 100 students over four years and increase graduation and completion.** EOP students at New Paltz are retained and graduate at rates well above averages for **all** students at public institutions. We propose to grow our EOP program (already second largest in the SUNY college sector) by 25 students per year for four years, to provide even more students with access and pathways for degree completion.
- 2) **Expand participation of economically disadvantaged students in Study Abroad and other “high-impact” practices, and deepen our understanding of ways that such programs affect student success.** New Paltz has been recognized nationally for our success in engaging EOP students in Study Abroad. We seek one-time funding to support more EOP students in study abroad; to provide stipends for more economically disadvantaged students to participate in other high-impact practices; and to develop better approaches to encourage these students to engage in such programs.
- 3) **Create new facilities for an expanded EOP program.** An expanded program and our vision of enhanced quality demand new and larger space than current outdated, inadequate facilities. We seek support to renovate space and relocate EOP to a more high-traffic and visible location.
- 4) **Develop new programming in cultural competency for all students, and integrate them with expanding current leadership and service learning initiatives.** New Paltz has a maturing leadership development program and new “leadership” and “service learning” living-learning communities for first-year students. We have begun programming in cultural competency for students and employees, to help us develop and enact language and competencies surrounding diversity and inclusion. We propose to expand and integrate these initiatives to better support, mentor, retain, and ensure the completion and success of all students.
- 5) **Create a strong case for philanthropic support to expand educational opportunity for economically disadvantaged students.** Evidence from the above initiatives, and our

students' stories of the impact of this work on their lives, will be integrated into our ongoing fund-raising efforts, of which scholarship support is our top priority.

This proposal clearly aligns with and reinforces multiple elements of the New Paltz strategic plan, multiple priorities of this Performance Plan outlined below, and several goals of SUNY Excels. These include increasing the number of degrees awarded by direct enrollment growth; increasing student retention and completion; expanding student involvement in applied learning opportunities including study abroad, internships, and research; and supporting campus and SUNY goals of diversity, inclusion, and success of all students.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

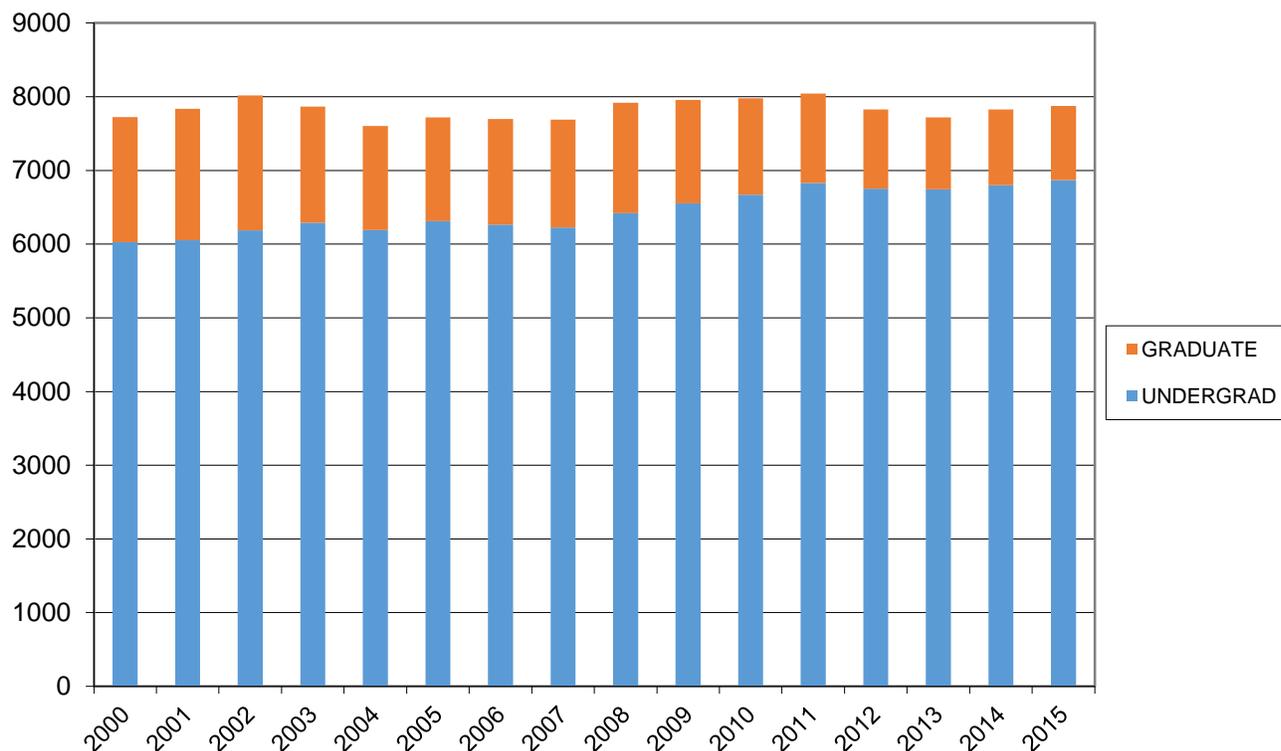
1. Full Enrollment Picture

Current Enrollment:

SUNY New Paltz has been operating at near capacity for well over a decade. Capacity as a traditional residential campus is constrained by full-time faculty numbers, classrooms, labs, and housing (especially apartments for upper division and graduate students along with other residence-hall beds), and, increasingly, student support staff and programming in areas such as psychological counseling.

As the chart below illustrates, 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.

NEW PALTZ ENROLLMENT HISTORY



Capacity issues – especially classroom and lab facilities, faculty resources, and housing – have become more pronounced in the last 7-8 years, when our undergraduate student population has approached or exceeded about 6,700 students. Such capacity constraints have been the major factor preventing us from completely offsetting declines in graduate enrollment with even further increases in undergraduate enrollment, because our traditional graduate student populations place less demand on resources than our undergraduate students – especially given the dramatic growth in undergraduate STEM enrollments. Even at lower levels, housing for new students is insufficient, resulting in restricting (or eliminating) residential housing options for new transfer students, international students, and graduate students.

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.

Near-term Plans for Enrollment Growth:

Our current actions and near-term plans to increase enrollment include several efforts currently in development. Some of these were developed as responses to reduced graduate program enrollment since the recession, others grow out of identified opportunities to better serve

students, to attract new groups of students, or to address a regional need. We are uncertain of the demand for online course offerings in all areas, thus are pursuing the targeted approach outlined below.

The following initiatives are currently in various stages of development and targeted for full implementation within the next academic year. The first three (Mechanical Engineering, Educational Opportunity Program, Veteran and Military Students) will be pursued with the goal of increasing total enrollment by the identified numbers. However, the constraints imposed by the absence of apartment-style housing for students along with inadequate academic space noted elsewhere may mean that we can grow by only a portion of these numbers – that is, we may need to reduce enrollment in other disciplines in compensation:

- **Mechanical Engineering:** Our mechanical engineering baccalaureate program was approved to start officially this (fall 2015) semester. As proposed, we envisioned this program attracting 200 additional undergraduate students over a 4-5 year period, and strong initial interest (56 majors in fall 2015) confirms that projection as realistic.
- **Educational Opportunity Program:** If our SUNY Performance Funding proposal to increase EOP enrollment is supported, we will add 100 new EOP students over the next four years, beginning in fall 2016 (current enrollment is 549 students). We have been explicit in our proposal that this growth requires full EOP funding for student support and a new staff position, and NYSUNY2020 or other funding that can be used for capital improvements to support a larger program.
- **Veteran and Military Students:** As noted above, with the launch of our Office of Veteran and Military Services, we have seen distinctive growth in numbers of these students. This is a population that we serve well, and we will continue to be aggressive in recruiting these students and supporting their entry and success. Having grown enrollment from 20-22 students in 2010-11 to 54-60 in 2012-14, to more than 190 in fall 2015, we are uncertain about the capacity for further growth, but we have identified a target number of 250 by fall 2018. Because many of these students are older and do not seek a residential living environment, our residence hall constraints are less pressing than for other groups of students, but the availability, cost, and attractiveness of housing options (especially apartment-style housing) in the community may continue to be barriers.
- **BS/DO Program:** New Paltz is finalizing a 3+4 BS/DO dual degree program with Touro College of Osteopathic Medicine in Middletown, NY, modeled after the very successful, longstanding cooperative program with New York Institute of Technology, College of Osteopathic Medicine. Students are admitted to this dual-degree program as first-year students only, and must maintain a high GPA standard and fulfill other program requirements. They spend three years at New Paltz completing requirements for a major along with general education requirements. They are then admitted as first-year medical students; one year later are awarded a BS in their major at New Paltz based on credit for two semesters of science electives; and receive the DO degree upon successful completion of four years of medical school. The new program with Touro promises to be very attractive to students, and will address a pressing physician shortage in the Hudson Valley, especially for general/family practice physicians. We anticipate that this new program will lead to additional enrollments of 10 students at New Paltz and the awarding of 10 more degrees 3-4 years later (some enter New Paltz with many college credits).

- Online MBA: The School of Business has been incrementally increasing online offerings in its current seated-hybrid program, with a goal of building a fully on-line MBA program.
- Five-Year (4+1) MBA Program: Recently developed and currently offered, beginning to attract new enrollment.
- Certificate of Advanced Study (CAS) in School Administration: The School of Education is also incrementally expanding online offerings to increase the flexibility and attractiveness of this program to working K-12 professionals, the target population for this program.
- BA/MAT 4+1 programs leading to a bachelor's and master's degree in teaching in the sciences: Two such programs are currently under review at SUNY and SED. These programs have remained credit-heavy, and it is uncertain how effective they will be in attracting new dual undergraduate-graduate enrollments.
- 4+1 programs in Adolescent Education/Spanish and Adolescent Education/Special Education: Under development, with credit requirements that should attract motivated students who wish to accelerate time to degree while ensuring excellent preparation.
- Hybrid formats: We are developing a targeted offering of programs in a hybrid format to foster greater enrollment by commuter students who will not need to attend seated class meetings for each scheduled class, a format that our surveys and other feedback have identified as attractive.
- We are evaluating possible post-baccalaureate and graduate certificate programs to attract nontraditional learners, likely in classes with a hybrid delivery mode. These certificate programs will enable us to attract learners who wish to supplement educational preparation to prepare for or to change careers; to develop new skills and knowledge for a current career; or to prepare for entry into a graduate program.

Metrics and Improvement Goals:

- Undergraduate student enrollment growth of 300 students by 2020.
- Graduate student enrollment growth of 300 students by 2020.
- Increased enrollment of mechanical engineering (to 200), veteran and military (target uncertain), BS/DO (to 20 total), and, if Performance Funding is awarded, EOP students by 100 students by 2020.
- Number of online courses offered, from 207 in 2014-15 to 325 in 2020.
- Number of hybrid courses offered, from 46 in 2014-15 to 125 in 2020.
- Number of five-year (4+1) bachelor's/master's degree programs offered, to 6 in 2020.
- More new certificate programs.
- More degree completions (not assessed until 2022).

A Hypothetical Enrollment Position:

New Paltz is a popular destination for college-bound high school graduates and SUNY community college transfer students. The College has enjoyed the distinction of receiving the most first-year and transfer applications of any SUNY comprehensive college for 26 years, and has an acceptance rate of just over 40% for freshman and transfer applicants alike. The College could increase enrollments and completions by admitting more well-qualified candidates who are

routinely turned away because of insufficient capacity to accommodate them while assuring a high-quality educational experience.

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.

To achieve a “stretch” goal such as increasing undergraduate enrollment by 800 students over a four-year period would require significant investment in academic and support assets. Notably, our current recruiting success is muted by our inability to aggressively attract transfer, international, and graduate students outside of commuting distance because of the lack of suitable on-campus or campus-affiliated housing – especially apartment-style housing to meet residential needs of a larger and more diverse undergraduate student population. While increased housing may allow more aggressive recruitment of graduate students from outside of the Hudson Valley, most of the opportunity for graduate enrollment growth will derive from programmatic enhancements such as those noted above.

As described earlier, our ability to finance student housing through our residence hall program is severely limited, especially given the extremely high per-bed costs of on-campus housing through programs currently available to us. This same consideration drove the decision by a previous administration to pursue housing through the College Foundation (on Foundation-owned land adjacent to the campus) working with a private developer. It was noted earlier that this project was recently abandoned after many delays and the inability to receive town approval for the project. New methods to finance housing beyond those currently available are needed if we are to break through this barrier to growth. These might include public-private partnerships to finance and construct housing on campus (state-owned) property.

Another major infrastructure addition necessary to address current space deficits and accommodate such growth at the undergraduate level is a new general-purpose classroom and faculty office building. We believe that faculty and support staff resources can be funded largely by increases in tuition revenue, assuming that state support increases to cover contractual salary increases and other cost increases.

2. NYS Residents Served by SUNY

Undergraduates at SUNY New Paltz comprise about 91% New York residents, including significant enrollment of Long Island and New York City residents; the remainder include primarily residents from neighboring states (especially New Jersey and Pennsylvania) and international students. Beyond a few select programs, the primary graduate student populations we serve are in-state; the primary exceptions are our M.F.A. programs in studio arts, especially metal, that recruit nationally, and our graduate programs in engineering and computer science that include a significant number of international students. Our major strategies to increase recruitment, for both undergraduate and graduate students, focus primarily on New York residents, even though we continue to expand our visibility in border states. Certainly our heightened efforts to recruit and retain veteran students and commuters emphasize residents of New York.

Several of the initiatives noted above will let us serve more New York residents, in degree programs and beyond. Our new Advanced Certificate for Trauma and Disaster Mental Health, which took in its first cohort of students in fall 2014, is expected to serve professionals in counseling and social work and those who seek additional preparation and expertise to better serve communities in New York State and beyond.

The Saturday Arts Lab offered by the School of Fine and Performing Arts engages Hudson Valley youth and adults in art, music, and theatre non-degree programs. The literacy programs in New Paltz and Newburgh offered by School of Education literacy faculty and graduate students provide non-degree educational programming for youth of those communities. The Dorsky Museum offers programming that brings the visual arts to members of our communities. The College's Smolen Observatory and John R. Kirk Planetarium offer regular programming and events that attract significant community participation, including K-12 school groups, area star-gazing and astronomy organizations, and the general public. Regrettably, we do not have full statistics on the numbers of residents served by these and other programs, but will become more systematic in collecting and reporting such data.

New Paltz has been an active participant in Seamless Transfer initiatives. Our faculty have collaborated in the establishment of more than 100 transfer paths, and our staff in Records and Registration and other units have helped lead implementation of Degree Works that is facilitating transfer efficiency. Our creation of a new staff position of transfer student coordinator will strengthen our effectiveness in serving Hudson Valley and other New York State residents. Even though our overall housing capacity is inadequate, the addition of Ridgeview Hall has let us expand (to 300) the number of beds we can provide for transfer students; this should allow us to draw more transfers from Suffolk and Nassau community colleges.

Metrics and Improvement Goals:

- More NYS residents served by graduate and certificate programs.
- Improved baseline measurements of number of residents served by the programs noted above, and new ways developed to advertise and market these opportunities in the community.
- Continued success attracting and serving community college and other transfer students from New York institutions, and increase transfer student enrollment within our capacity constraints (see Capacity, Enrollment Picture elsewhere in this plan).

3. Diversity

The goals and recommendations of the 2015 Diversity Task Force Report and the resulting policy approved by the Board of Trustees in September 2015 align closely with New Paltz priorities and work already underway. These include our increased focus on education in cultural competency, developing hiring practices and strategies that will enhance faculty and staff recruitment, and ongoing efforts to recruit and support a diverse student body and build an equitable, inclusive campus environment.

Our most recent internal statistics show that Black, Latino/a, and Asian-American students represent 33% of the 2015 incoming class (first-year and transfer students combined). Along

with the 2014 incoming class, this is the most diverse in our institution's history (evaluating records for the past 15 years). Retention and graduation rates of underrepresented students at New Paltz are well above SUNY, New York, and national averages.

Our work to create a diverse and inclusive campus climate embraces multiple dimensions of diversity. In fall 2011, under the leadership of a faculty and staff ad hoc group, the campus conducted a climate survey to assess the attitudes and campus experiences of students and employees at the State University of New York at New Paltz related to lesbian, gay, bisexual, transgender, and queer (LGBTQ) people and issues. Subsequently, in 2013 an LGBTQ Task Force of students, faculty, staff, and administrators prepared a report based in part on analysis of those survey results. While the overall findings about campus climate were positive, this work identified several areas for improvement. Recommendations that have been implemented include:

- Expand gender-neutral bathroom facilities, including modifying plans and investing significant resources to include such facilities in the Wooster Building renovation.
- Change policy in Campus Auxiliary Services/Sodexo to use preferred names for food and beverage orders.
- Implement policies and practices to use preferred names on many institutional documents.
- Increase availability of gender-neutral housing options.
- Establish an LGBTQ Allies Program.
- Additional training for health services staff and psychological counselors to support transgender needs.

Our funding request to expand the size and scope of EOP at New Paltz and further increase the success of students in this program reflects our commitment to continue increasing the economic diversity of our student body. Similarly, since 2011 we have invested significant institutional resources in increased financial aid (now up to about \$2 million) that increases the economic feasibility of a college education for more students. A top philanthropic priority in our three-year Major Gift Initiative is increased scholarship support including need-based support; we are finalizing details of a new donor commitment to establish a scholarship program that will provide additional financial support for EOP students.

The veteran and military students and the transfer students we seek to recruit in more numbers and better support and integrate into our community, are typically older than our traditional student population, and bring further economic, experiential, and other diversity to the campus. Recognizing that female students and faculty returning to the classroom after the birth of a child also needed attention and support, we created a Mother's Room for nursing mothers. One room is currently available in a central location on campus and we are exploring the feasibility of expanding this initiative in other areas of the College as space and resources allow.

We have been shifting culture and practice in our faculty and staff recruitment processes to increase the diversity of applicant and candidate pools; to improve and support search processes so that committee members and charging officers can focus more fully on evaluating candidates and less on routine process; and to help all involved think more broadly about essential qualifications in new faculty, staff, and administrators. We are looking at opportunities for cluster hiring and are working with search committees to consider candidates that can bring

multidisciplinary experiences. Such efforts are beginning to bear fruit in the diversity of our faculty hires. Supporting faculty with best practices, several search committees engaged in active recruitment connecting with many diverse scholars to increase the diversity of our applicant pools and our recent hires, with positive influences on the outcome of at least two recent searches. We recently recruited a new faculty member of color through the SUNY Faculty Diversity Program, a success that is fueling further interest and commitment among faculty and departments in identifying and nominating top candidates for this program on a regular basis. There is administrative support for efforts in this direction, recognizing the importance of aligning investment in new faculty hires with assessment of need and demand in different areas and disciplines.

We began programming and education in cultural competency last year with consultant Dr. Steven Jones. That work has received exceptionally positive reviews from participating students and student leaders, faculty, staff, and campus leadership, and will continue during 2015-16. It is being guided by Tanhena Pacheco-Dunn, Executive Director of Compliance and Campus Climate, with extensive collaboration with senior campus leadership, Student Affairs staff, and faculty. Participants have praised the change in their worldview and perspective resulting from the brief workshops we have offered so far. Many are clamoring for further programming to include more members of the community and to provide more “tools” for navigating difficult cultural boundaries and sustaining culturally responsive practices.

The broad aims of this increased attention to cultural competency education are to remove barriers to the success and graduation of all students, including those from economically disadvantaged backgrounds and those from historically underrepresented groups; to engage critical thinking around complex human interactions, preparing students for citizenship in a diverse world, and create a campus environment that supports the academic and personal success and degree completion of **all** students. This work includes better preparing faculty and staff with language and skills that support all members of our diverse living and learning community.

In addition to increasing awareness and competency of faculty, staff, and administrators, we will expand this programming so that more students understand their individual and collective roles in building a positive, supportive campus environment. Our student training to date has focused on particular groups of students, e.g., resident assistants, student athletes, other student leaders. We are continuing our work with these students, and as time and resources allow, will expand to include other students and link this work to several growing programs in leadership development and volunteerism. Students educated in best practices and tools by Dr. Jones will help develop a pipeline of students who will assume leadership roles, engage in peer-to-peer education, and apply their learning in their work on campus and in the community. This structure would promote sustainability of diversity and inclusion efforts, and would be open to all New Paltz students. We are making these efforts more proactive and ongoing by developing a standing “Inclusion and Campus Culture Committee.”

In addition to our work with Dr. Jones, the campus has developed other programming in inclusion, diversity, respect, leadership development, and community engagement. Many faculty seek opportunities to integrate such themes into their courses and curriculum.

As we develop our plans to hire a Chief Diversity Officer and define a process for developing a campus diversity plan, we reflect on guidance given by Dr. Jones in one of his sessions on

cultural competence. He spoke about the several stages in the transition to becoming an “inclusive organization,” and the hazards of developing an action plan that does not match an institution’s preparedness on the path to inclusion. As we approach our continuation of this work, we seek to balance 1) the sense of urgency for movement and progress and 2) recognition of the importance of further background work, honest assessment, and thoughtful investment. Hiring a Chief Diversity Officer without a sound foundation will not move us far, could harm some of the progress made, and will not create an environment for success, either for the new Chief Diversity Officer or for our community.

We are engaging Dr. Jones to advise and guide us in the “structure building” phase we are in, to help us assess carefully our assets, challenges, and opportunities to best plan reporting, staffing, financial support, and other elements needed to thoughtfully progress on these issues beyond simply “checking a box.” He will advise on the nature, structure and responsibility of an Inclusion and Campus Culture Committee, and on planning a process to develop our campus diversity and inclusion plan.

Metrics and Improvement Goals:

- Engage consultant in developing process for developing campus diversity and inclusion plan (fall 2015-spring 2016).
- Develop structure, role and position definition for Chief Diversity Officer (spring-summer 2016).
- Develop diversity and inclusion plan (spring 2016).
- Form Inclusion and Campus Culture Committee (in place fall 2016).
- Appoint Chief Diversity Officer (as soon as practical after summer 2016).
- Continue and expand cultural competency education, monitoring number of students, faculty and staff, and administrators who participate (ongoing).
- Continue and expand efforts to recruit diverse students, faculty, and staff (ongoing).
- Identify space for an additional “Mother’s Room” on campus.
- Grow EOP by 100 students over 4 years, if funding provided.
- Metric: increase percentage of incoming class from historically underrepresented groups.
- Metric: increase number of new faculty and staff appointments from historically underrepresented groups.
- Metric: increased number of veteran and military students.
- Metric: Upward trend in 2018 and 2021 on Student Opinion Survey scores on questions “acts of prejudice based on race (2015 score 3.7), sexual orientation (2015 score 3.9), or gender identity (2015 score 3.8) are rare.”

4. Capacity

New Paltz has added new programs and expanded or modified existing programs to meet changing demand. The new B.S. in Mechanical Engineering was created in response to identified demand among manufacturers and other businesses and industry in the Hudson Valley for Mechanical Engineers. We recently developed a five-year B.S./M.S. program in Electrical and Computer Engineering to respond to identified needs for more graduate-educated engineers. Faculty in several departments are collaborating to develop an initiative in “digital arts and humanities” that will integrate the use of new technologies into the study and advance of

traditional disciplines – developing the intellectual and technical capabilities of our students to meet 21st century needs and demands.

We regularly adjust course offerings and schedules in existing programs to respond to changing demand. However, New Paltz does not compare well with other SUNY campuses in student assessment of course availability, and we recognize this is an area where significant improvement is needed. The president recently appointed a Course Availability Task Force empowered to make prompt decisions to add course sections where needed, to assure funding for staffing those sections, and to remove policy or other barriers to student access to needed courses. This is a standing group that will work every semester to better align course offerings with student needs.

Our latest Middle States Review (2011) recommended that the campus better align expenditures with the campus vision/strategic plan. Since then, we have been evolving a budget process that prioritizes requests and initiatives that advance goals of the strategic plan, and that more clearly links reassignment of faculty vacancies or assignment of new faculty lines to areas of growing demand. At the same time, we also recognize the need for continued investment in regular operations or other key needs that may not be reflected in the strategic plan (some facilities needs fit this category).

From 2011-12 to 2014-15, the campus has allocated new recurring resources using this process. Since 2011 the campus has invested more than \$5M in recurring initiatives, with 49% of those funds advancing the first priority of the strategic plan – Nurture Innovation in the Learning Environment. This initiative focuses on providing courses that students need for timely degree completion, as well as increased access to high-impact educational practices. That allocation of new resources includes the net increase of >40 new full-time faculty positions since 2011, allocated to areas of greatest instructional need. Other major investments were made to expand philanthropic activities (15%) and marketing New Paltz internally and externally (10%). Only 9% of our new investments had no direct correlation to the strategic plan, but were necessary to support general operations.

New Paltz regularly assesses the need to align resources with programmatic areas of high need or increasing demand. This includes preferentially assigning new faculty lines to such areas, when resources are available to add new lines. Since 2011, we have allocated new faculty lines to high-needs programs including Communication Disorders, Biology, Mathematics, and Mechanical Engineering. For 2015-16, no new financial resources were available beyond those necessary to cover increased costs, notably collective bargaining increases and increased financial support (Tuition Credit) for students. However, the campus had critical needs in areas of significant enrollment growth. To support those areas, we reallocated vacated lines away from areas of declining enrollment, notably in the School of Education.

The campus is in the process of improving data records and analyses to help us make better-informed decisions that optimize assignment of faculty and other resources to departments and areas experiencing enrollment growth, and to report and track those decisions. Preliminary analyses reflect the overall improved alignment we seek. For example, since 2011 we have invested in 18.5 FTE faculty lines in the School of Science & Engineering; during that time, enrollment has grown by 19%. Conversely, we have reduced faculty lines in the School of Education by 3.75 FTE, as enrollments have declined by 27% in that unit.

Other growth areas at New Paltz for which additional resources are especially warranted include Public Relations, Digital Media, Psychology, Counseling, Sociology, Special Education, and Mechanical Engineering. Our ability to support growing need and demand in such areas by internal reallocation is limited, especially when overall enrollments are strong and relatively few programs are showing enrollment declines; currently at New Paltz, the latter programs are largely limited to teacher education. We are aware of the cyclical nature of demand for teachers, and of projections that employment opportunities will expand in the mid-2020s. There is a clear limit to our ability to support growth in other areas by diverting resources from the School of Education, if our teacher education programs are to retain core strengths that support their renewal when demand increases.

Furthermore, meeting needs for growth areas solely by reassigning positions vacated by resignation or retirement in other units is slow, necessarily unpredictable and opportunistic, and hardly strategic. These considerations point to the critical need for renewed state investment in SUNY and the continuation of a rational tuition policy. These additional resources would allow the campus to plan more thoughtfully to support such growth.

New Paltz is participating in the Open SUNY Institutional Readiness Assessment to build our online capacity. Additionally, we are in the early stages of converting some programs to online or hybrid format, increasing our capacity to attract and serve students who find it difficult to travel regularly to campus. We created and have been growing a three-week January term in which we offer online sections of more than thirty 3-credit classes. This program is focused especially on New Paltz students, supplementing the courses they take during the regular semesters and summer to progress more rapidly to degree completion. Parenthetically, we note that many of our students enroll in summer online courses through their area community colleges, in part because of the lower tuition costs.

We have developed and implemented new guidelines and schedule formats for offering online courses, and have implemented programs to increase faculty capacity to teach diverse learners, including in online and hybrid format. Since summer 2015, 37 faculty have begun or completed our local training to teach online courses.

Metrics and Improvement Goals:

- An improved plan and methodology for tracking alignment of resource allocation and demand, to inform sound decision making and clear reporting.
- Continued and expanded allocation of resources to strategic plan priorities.
- Improved student assessment of course availability and reduced indication of course-availability barriers, using results on New Paltz graduating senior survey and scores and rankings on the SUNY Student Opinion Survey.
- Growth in number of faculty participating in training to teach online courses and other professional development opportunities to teach diverse learners.
- More online and hybrid course offerings (see pp.14-15).

2.2 Completion

5. Completions

One direction in enhancing completions at New Paltz will be to further increase student retention rates. Our overall first-year retention rates are 89-90%, for EOP students 90-91%. Recognizing the challenge of further incremental gain when retention is already very high, and that some attrition of first-year students is beyond the control of the campus, our aim through the various programs and initiatives outlined here will be to keep first-year retention rates increasing, recognizing that gains in any year may be a fraction of a percentage point. Some of the initiatives we describe target second and third year students, but no doubt will also affect retention of first-year students as well.

We will focus greater attention on the success or failure of second-year students. While 90-91% of first year students return for the second year, only 81% of all students and 79-80% of EOP students return to begin the third year. For that reason, we have begun to direct increased attention on improved advising, course availability and scheduling, and articulation of clearer pathways through the curriculum.

We will employ earlier and more effective advising of students who may have declared a major whose requirements they are unsuited for and unlikely to complete. Particular majors of interest are Biology, Chemistry, and Business. In some cases, we can more effectively guide students through careful assessment of their readiness as freshmen, as indicated by their scores on diagnostic and placement instruments. Additionally, we are developing approaches to guide advisors in early-intervention to direct students to alternative majors soon after early signs of limited success. We are drawing on Education Advisory Board (EAB) models of pre-professional “meta-majors” and “breadth-focused” majors (“Guiding Student Choice to Promote Persistence,” 2015). These provide alternative pathways to capitalize on credits accumulated by students for whom a change in majors is warranted. Work undertaken the past two years on curricular “mapping” by many departments at New Paltz sets the stage for this work, along with eight-semester templates that departments are developing as roadmaps for student completion. These directions also build on EAB thinking that colleges and universities direct more attention to “the murky middle,” students whose grade point averages may be in the 2.3 to 2.8 range and who warrant more and more careful attention to find a pathway to success.

Staff have been working on improved analytics that will provide advisors with more specific information to guide and inform student choice. For example, data on the grades earned in a particular foundational course by students who in recent years have succeeded or failed in a major will be made available for advisors to share with students to help their thinking about major choice and switching major. We will begin this effort with core courses in each of the above majors, before expanding to other majors. While we do not want to discourage students from remaining in a major they can complete in a timely way, even with a modest GPA, we also do not want to have students remain in a major semester after semester that history has shown they are unlikely to complete and graduate in.

As part of our Transfer Student Initiative, these same principles and tools will be used for advising transfer students on choice of major, as early as possible in their time at New Paltz.

As mentioned above, improved course availability and schedule efficiency will enhance retention of students by boosting their confidence that we are offering courses they need. Work already underway by the Course Availability Task Force and the Academic Advising Council will support these efforts.

Our vision is that improved second- and likely also third-year retention should lead to more students graduating rather than dropping out or transferring to another institution. In addition, some students who ultimately would have graduated anyway after changing major, should be assisted in graduating earlier, and with fewer credits to degree.

We have described elsewhere our growing efforts to develop 4+1 dual bachelors and masters programs. These should provide a clearer pathway for students to earn a graduate degree, increasing our overall degree production.

Metrics and Improvement Goals:

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

6. Student Achievement / Success (SAM)

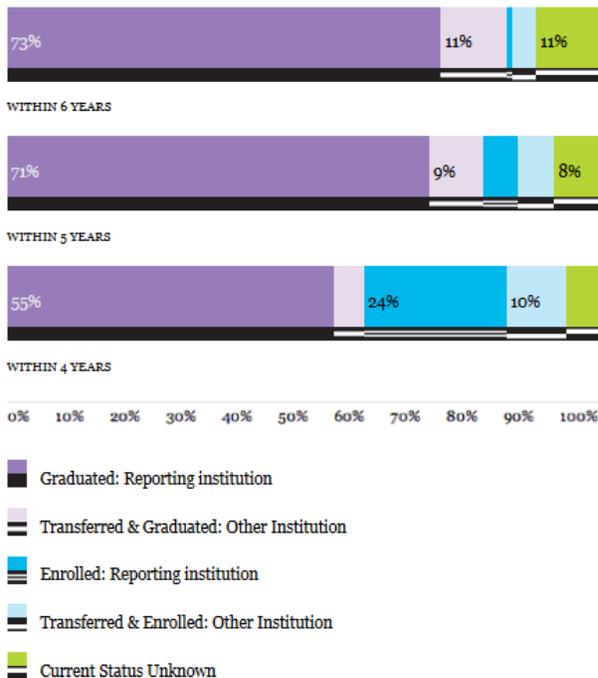
SAM data for New Paltz affirm our strong institutional performance both for first-time full-time students and for full-time transfer students, with 89%-90% of each group either graduated from New Paltz or another institution or currently enrolled after 6 years. For first-time full-time students, the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

Bachelor's Seeking Model

First-Time Full-Time Students Starting Fall 2008

Number of students: 1,287

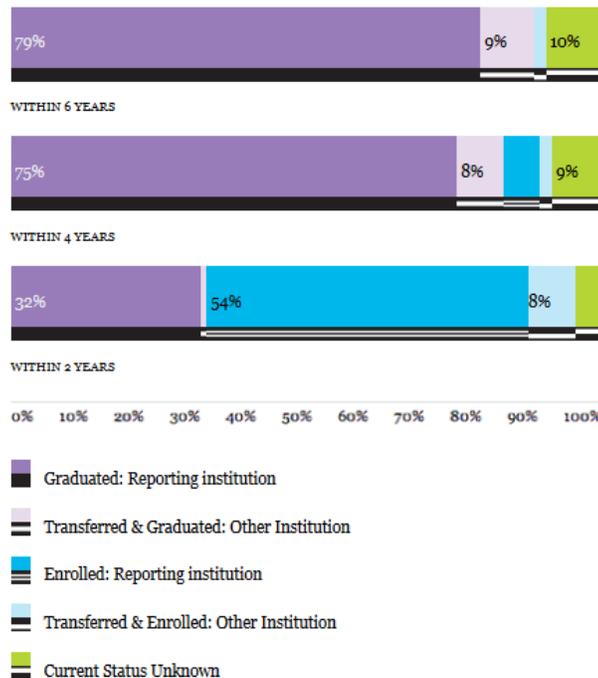
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Full-Time Transfer Students Starting Fall 2008

Number of students: 430

roll over each bar for detail data



Metrics and Improvement Goals:

- Embedded in Completion and Graduation Rates.

7. Graduation Rates

Both four- and six-year graduation rates at New Paltz are well above SUNY, New York, and national averages. However, the incremental difference between the New Paltz four-year graduation rate and these averages is much smaller than the six-year rate. That is, many more first-time full-time students ultimately graduate (in five or six years) than the average, but only slightly more do so in four years. For that reason, we are focusing especially on increasing our four-year graduation rate by taking steps to reduce time to degree and credits to degree. However, it is our expectation that the steps we are taking will also increase our six-year graduation rate by reducing attrition. As noted above, our assessments have led us to focus more attention on second-year (and even third-year) retention rates, and on articulating or building clearer pathways for students to progress toward timely degree completion, as described above under “Completions.”

Thus, our primary avenues to increase graduation rates include better alignment of demand and course offerings (improved capacity), improved student advising, creation of new alternative majors (as described above in “Completion”), and pervasive adoption of student eight-semester plans.

In addition, steps we are taking to create a more supportive and inclusive campus climate should increase retention and degree progress by all of our students, especially historically underrepresented students. For example, analyses of New Paltz NSSE (National Survey of Student Engagement) data show that graduation rates increased significantly with increases in a composite variable capturing how the campus helped students academically and socially by promoting positive supportive relationships and coping with academic and non-academic responsibilities. Other New Paltz research has shown some students, especially male and Latino/a students, are less likely to seek academic help and support because of 1) a weaker sense of belonging on campus and 2) concerns that professors and classmates would look down on the group to which students belong if they performed poorly in class. By fostering an inclusive campus climate the cultural competency education and other efforts we are undertaking should further reduce the achievement gaps between majority and historically underrepresented students.

EOP is designed as a five-year program, even though about one-third of New Paltz EOP students graduate in four years – approximating the national and SUNY four-year graduation rate for all students. The steps we outline here should further improve four-, five-, and six-year graduation rates for EOP students, but the academic and financial challenges that EOP students overcome may mean that the most apparent impacts for these students will be on improved five- and six-year graduation rates.

Transfer student graduation rates at New Paltz are among the highest in the SUNY system. By our definitions, a student who completed only 6 credits at a community college and transfers to New Paltz the next semester would be tallied as a first-year student; in SUNY data, this student would be counted as a first-year student at the community college and not at another campus. As a result, our calculated graduation rates for transfers are a few percentage points higher than the SUNY calculation. Our latest two-year transfer student graduation rate is 39%, the latest three-year rate is 70%; the latter is nearly identical to the five-year rate for first-time students at New Paltz.

Our implementation of Seamless Transfer policy will be another major tool for improved graduation rates for transfer students. Seamless Transfer policy will allow us to recognize that the General Education Requirement has been met by SUNY recipients of AA and AS degrees has been met; no local general education requirements will be added. These students also come in with guaranteed junior status, facilitating course registration. Second, a large number of completed transfer paths will enable us more consistently to credit transfer students with the completion of many introductory major courses. We should see increased four-year graduation rates for these transfer students in particular.

These steps will contribute to increased graduation rates, and we believe time and credits to degree, for both new first-year and for transfer students. Again, our Transfer Student Initiative, Course Availability Task Force, and Academic Advising Council are undertaking efforts to advance these goals.

Metrics and Improvement Goals:

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

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

8. Time to Degree

Many of the initiatives and priorities that we are pursuing to increase completion and graduation rates will reduce time to degree, and likely also credits to degree. Achieving this goal is in part a matter of more systematic and effective academic advising, including creation and application of new major paths described above and more pervasive use of such tools as eight-semester plans and better coordination with departmental course scheduling. The work of the Course Availability Task Force and better-informed course scheduling should increase availability of courses that students need to progress academically in their major and in fulfilling other requirements.

New Paltz recently revised policies and procedures that support and advance a goal of reducing time to degree. We established a 60-credit upper limit to declare a major, a reduction from previous policy and practice of a 75-credit limit that had been in place since 1998. Additionally, we implemented a procedure to give students early notification of graduation deficiencies, before the anticipated semester of graduation. This was also a change from previous practice, and the too-frequent discovery by students during the semester before graduation that had not been fulfilled.

We do not believe that we are in a position to establish a credible finish-in-four program without incurring significant financial and other risks to the institution, and causing substantial confusion among students. We have many shortcomings in course scheduling, structure and articulation of curricular requirements, and academic advising that must be corrected before such a program would be feasible. The work that we are undertaking should set the stage for us to consider such a program in 4-5 years.

Metrics and Improvement Goals:

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

2.3 Success

9. SUNY Advantage

SUNY New Paltz recognizes the value to student success of such high-impact practices as student research, internships, study abroad, multicultural learning, and applied learning experiences. Increased use and variety of such experiences is a priority and a metric of Strategic

Plan Initiative #1: “Nurture Innovation and the Learning Environment.” The provost recently appointed a Provost Fellow from the faculty to lead our efforts during 2015-16 to increase faculty adoption of high-impact learning practices.

Student Research. Many major programs engage students in research through a sustained senior capstone project. Additionally, several programs give students a special opportunity to engage in research with a professor and to present that research in a professional setting. Our Honors program senior project requires students to design a research project that they will work on over two semesters and with two professors. Between thirty-five and forty students per year complete and present such research. Another program that fosters students’ one-on-one research with a professor is the Liberal Arts and Sciences Student Research Assistance program, which funds between ten and fifteen students per semester to assist faculty with research. Even more central to the New Paltz focus on student research is the Research, Scholarship and Creative Activities Program. Under this program, students are paired with a faculty mentor who guides their individual research. Upon completion, students present their work in Poster Sessions open to the campus community. About fifteen summer projects and between twenty and thirty academic year projects are funded.

Many students who take part in research in any of these programs travel to present their work at SUNY, state-wide, regional, or national disciplinary or scholarly conferences. We continue to seek or reallocate resources to support expansion of these opportunities.

New Paltz hosts the SUNY Global Engagement Program in New York City. Student participants (typically 10 students, from New Paltz and other SUNY campuses) enroll in a seminar, intern with an international firm or non-profit organization in New York City, and conduct a research project related to the focus of the internship. This has been a popular and very effective program, even though it is time and effort intensive, and as a result expensive.

Study Abroad. New Paltz has a strong record of student participation in study abroad. From 2012-13 through 2014-15, the number of New Paltz students who studied abroad increased from 278 to 336 to 362; our most recent statistics show that 22% of New Paltz students study abroad, either through New Paltz programs or offerings of other institutions. Plans to reach into new areas of the globe, including most recently, Brazil, Cuba, and China, as well as increased funding for student study abroad scholarships, will enable us to increase the number of students studying abroad, to 27% by 2020. This is a more modest goal than our Generation Study Abroad target of 30%. Our award winning EOP-International Programs Study Abroad initiative is one outstanding example of student success in this area.

Internships and Applied Learning. New Paltz believes strongly in the value of applied learning experiences such as internships and fieldwork experiences. We are actively engaged in the SUNY Applied Learning Advisory Committee; one task of our local committee in 2015-16 is to design meaningful metrics to capture student applied learning experiences. A number of units on the campus support, foster, and in some cases require, student internships:

- The Benjamin Center for Public Policy Initiatives
- The Hudson Valley Advanced Manufacturing Center (for 3D Printing)

- The School of Business (students participate in a business plan competition; all students take a pre-internship one-credit course; students are strongly encouraged to participate in internships)
- School of Education and the College of Liberal Arts and Sciences programs requiring clinical practice, including programs in teacher preparation, counselor preparation, human services, and speech-language pathology.

Our extensive outreach to the regional community, partly related to philanthropic goals, and our efforts to more effectively engage alumni, have resulted in an upswing in internship opportunities. Additionally, staff in the Career Resource Center have also increased their interaction with local and regional businesses, nonprofits, and other agencies to increase internship opportunities for students. In spring 2015, the Center organized and supported 198 students participating in credit-bearing internships at 136 sites in the region. In fall 2015, 101 students are involved in such internships at 75 sites. Data collated by Institutional Research showed that in 2014-15, 1,042 students participated in internships, up from 450-460 in several previous years. However, we have more recently paid further attention to capturing and coding data; we know that internship participation has grown dramatically, but have some uncertainty about baseline for comparisons.

We will continue to grow the Alumni-Internship program outlined below. New Paltz employee-alumni offer internships to first-year students to give them work experience, build relationships, and orient them to the College.

Multicultural Experiences. The cultural competency educational programming described above provides our students with direct experience and tools to navigate cross-cultural boundaries. We will continue to grow that programming and make it available to more students, although it is difficult at this time to predict numbers of students who will participate. New Paltz continues to attract many international students to the campus. From 2012-13 through 2014-15, the number of international students who enrolled at New Paltz has grown from 612 to 656 to 755; these students hail from about 40 different countries. New Paltz students, domestic and international, have many opportunities to interact with students from other countries; the International Student Union (led and organized by students) meets regularly; students cook meals for each other, watch films from one of the international student's home country (English subtitled), and discuss national and cultural similarities and differences. Students in our East-West or our Romance Language Living-Learning Community have the opportunity to practice a second language and to learn about a second culture through their residence and program participation.

Living-Learning Communities. In fall 2015, New Paltz introduced *Communities at New Paltz*, three new living/learning centers specifically designed for first-year students. *Communities at New Paltz* offers distinct, enhanced college living experiences. Community mentors work with Residence Life staff within Esopus Hall to create programs that help build community, share common interests, and develop networks among fellow students. Each living/learning center reached its capacity of 25 students shortly after they were announced, prompting plans to expand the capacity of each.

The *Leadership Community* is an opportunity for first-year students to enhance leadership skills while learning about decision making, ethics in leadership, group dynamics, and a variety of

other issues leadership issues and challenges. Participants also simultaneously participate in the New Paltz Emerging Leaders program.

The *Health and Wellness Community* offers first-year students the opportunity to become a Certified Peer Educator (CPE) through the completion of a one-credit Wellness and Peer Education course. This community is designed to appeal to students who have an interest in learning about all aspects of healthy living, including alcohol and drug education, sexuality and healthy relationships, nutrition, physical fitness and stress management.

The *Service Learning Community* is a living/learning experience for students who are hoping to gain a deeper understanding of the various opportunities to give back to their communities. The concepts of personal growth, volunteerism, community involvement, civic education and social justice are explored.

Co-Curricular Transcript. The Co-curricular Transcript is a web-based official document wherein students can document their out-of-classroom experiences. The transcript provides an opportunity to list the learning outcomes of each individually listed experience 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 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. This program, which is housed in the student web portal, was internally designed to allow for maximum flexibility and easy modification as the program expands.

From its beginnings in the 2011-12 academic year, student participation and requests to Records and Registration for copies of “official” co-curricular transcripts to accompany academic transcripts has increased every year. Every student leader on campus, from resident assistants, to peer mentors, to athletic team captains, is required to have an active co-curricular transcript as part of their eligibility. From its humble beginnings in 2011 with a pilot population of 50 students and 250 initial registered experiences, the program has grown to over 1,000 active and certified experiences on the New Paltz campus. Since inception, we have modified the approach so that every incoming student automatically is assigned a co-curricular transcript, but obviously not every student undertakes and documents eligible activities.

As students have grown more familiar with the transcript and its value, new uses and needs for access continue to be uncovered. Most recently, all faculty now have read-only access for students as a way of incorporating their campuses experiences into the many letters of recommendation they write for students each year.

Metrics and Improvement Goals: *

- Increase the number of students participating in all of our research, internship, and other applied learning programs by 4% annually through 2020. Metric: upward shift in distribution of scores on New Paltz Graduating Senior Survey.
- Increase student presentations at on-campus student research day and at conferences by 3% annually.

- Increase the percentage of New Paltz students studying abroad by 1% annually through 2020, to 27% total.
- Add four new living-learning communities before 2020, as staffing time and availability (especially Residence Life and Student Activities staff) and other resources allow.
- Grow student participation in cultural competency education and other multicultural opportunities. Given that we do not have sound inventory of existing programs and some are fairly new, it is difficult to set a numerical target. Our goals will include develop improved approaches to monitor participation.
- Expand student use of co-curricular transcript by 5% annually, and increase by 2% annually the number of off-campus opportunities for activities that are eligible for documentation on the co-curricular transcript (the inventory of on-campus roles is virtually complete).

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

10. Financial Literacy

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

Financial Aid has partnered with HESC representatives to provide onsite financial literacy training. Initial sessions several years ago were sparsely attended. As a response, the live presentations are now coordinated and scheduled to capture a particular audience. For the past three years, the first presentation of the year is given to freshmen as part of Welcome Week activities, when students are gathered for various informational sessions. A second presentation is scheduled for later in the semester with the target audience being EOP students. EOP students are required to attend a certain number of programming events throughout the year, resulting in a strong turnout. Both presentations offer interactive learning opportunities and feedback is generally positive.

In a recent organizational change, two staff members were reassigned to the Financial Aid Office. They are responsible for some aspects of student loan counseling and oversight, such as master promissory notes and entrance and exit interviews. This new structure will increase opportunities for more coordinated loan counseling for students.

Students who pick up loan refund checks in person in the Student Accounts Office are routinely asked if they would like to return the excess loan funds to the lender. Many students take advantage of the opportunity simply because someone asked them and made them aware of the option.

New initiatives to expand SUNY Smart Track enrollment and disseminate other financial literacy information include having Financial Aid staff attend the “100 Days to Graduation” event and hand out flash drives preloaded with Smart Track enrollment links, useful student loan repayment information, and other financial planning tools.

As noted elsewhere, our most recent Cohort Default rate is 2.8%, the second lowest among all SUNY comprehensive colleges, technical colleges, and university centers. This is extremely low relative to national metrics for public and private institutions of higher education. This reflects a student population that is educated, responsible, and employable. Additionally, the U.S. Department of Education reports that 88% of New Paltz borrowers are currently paying down their loans, considerably above the national average of 67%.

Metrics and Improvement Goals:

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

2.4 Inquiry

11. Total Sponsored Activity

Sponsored program activity and success at New Paltz has been growing in the past three years:

	FY 12-13	FY 13-14	FY 14-15
No. Proposals Submitted	68	62	77
\$\$ value of Submitted Proposals	\$11,133,032	\$11,825,550	\$8,184,749
No. of Awarded Proposals	37	41	46
\$\$ Value of Awarded Proposals	\$2,557,549	\$2,831,569	\$3,203,228

These figures exclude two major awards that skew the “regular” (that is, individual-investigator, faculty-driven) grant-seeking activities of the institution. These are a \$1 million award for the College’s 3D printing initiative/Hudson Valley Advanced Manufacturing Center through the Regional Economic Development Council/Empire State Development in FY13-14, and the \$10 million NYSUNY2020 award for the Engineering Innovation Hub in 2014-15. Excluding these major awards, both the number and dollar value of awarded proposals has increased, even though the number of proposals submitted has fluctuated,

The College’s aim is to increase the number and dollar value of proposals submitted by an average of 3% annually beginning in FY 2016-17. We have determined that the best strategy to increase our sponsored program activities will be to focus greater attention to the quality of submitted proposals, including assuring that proposals submitted are a strong fit for the target program.

New Paltz has made a commitment to increase sponsored program activity by funding a new temporary professional line dedicated to providing pre-award services to a defined portfolio. As proposals are awarded that this position shepherded through submission, this staff member will assume post-award responsibilities, offering full grant cycle services to specific programs. This position will expand our capacity to handle more proposals while spending greater time working

with individual faculty to identify the best application opportunities, and on honing the quality of individual proposals. The position is expected to be filled by February 2016 and the effect of greater capacity seen starting in FY 2016-2017.

Additionally, we will seek and apply for larger awards and make use of successful grant writers on a project-by-project basis as part of our strategy to increase external funding. This approach was employed in the successful submissions to Empire State Development and NYSUNY2020.

The best ideas come from faculty and in recent years faculty ideas have led to awards from federal sponsors such as NSF, NIH, and USAID, and from private sponsors such as Dyson Foundation, Irving Harris Foundation, William T. Grant Foundation, etc. We engage with regional businesses through our Hudson Valley Advanced Manufacturing Center and with local governments and other organizations with applied research projects through the Benjamin Center for Public Policy Initiatives. In significant ways, our effort to grow sponsored program activity and success will stem from greater attention to assisting faculty to turn their ideas into winning proposal submissions.

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

Metrics and Improvement Goals:

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

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

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

Metrics and Improvement Goals: see item #9.

13. Scholarship, Discovery and Innovation

New Paltz expects and rewards faculty scholarship, discovery, and innovation consistent with and supportive of the mission of a public comprehensive institution. Research and scholarship is recognized in the tenure and promotion process, supported through our sabbatical leave program,

Research and Creative Project Awards funding, and the Office of Sponsored Programs that encourages and supports extramural funding. We recognize outstanding achievement by supporting and encouraging nominations for the Chancellor's Award for Excellence in Scholarship.

New Paltz collects information about scholarship, discovery, and innovation through faculty annual reports. We have not yet used those annual reports to quantify the breadth and quantity of such activity. New Paltz is in the early stages of implementing *Activity Insight* (a Digital Measures product) to replace faculty annual reports completed on paper. Our School of Business has already adopted *Activity Insight*, and we plan to pilot its use in the School of Science and Engineering in January 2016. *Activity Insight* allows for considerable customization of data and will enable us better to capture the accomplishments of individual faculty, the strengths of each academic, and the collective institutional scholarly and creative contribution. As well, it will make feasible our aggregation of a wide variety of data related to faculty activity and faculty achievement. Such data will enable us to assess our progress on Strategic Plan and Performance Improvement Plans, share data across SUNY divisions, and make needed adjustments in effort and in allocated resources as we share data and assess progress.

Metrics and Improvement Goals:

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

2.5 Engagement

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

SUNY New Paltz supports the potential collaboration and sponsorship with business partners through START-UP NY. We have developed an approved START-UP NY campus plan and modified it to add new possible space in close proximity to campus. Currently, the College has no on-campus space to allocate and there is limited commercial space in the local area. Long term, we received a NYSUNY2020 grant last year for \$10-million from the state for an Engineering Innovation Hub, which will include modest space for START-UP NY opportunities.

The College continues to engage in conversations with companies and organizations in diverse areas (e.g., web development/design, advanced manufacturing, engineering) that have expressed an interest in partnering under START-UP NY. Our primary criteria for choosing prospective partners include: alignment with specific elements of the College's academic mission and ability to enrich academic programs; opportunities for involvement of current students (e.g., through internships) and faculty (e.g., through enhanced research opportunities); and the likelihood of hiring appropriately trained and qualified SUNY New Paltz graduates. We will continue to cultivate meaningful relationships with prospective program partners as we work through the physical space constraints that limit our greater participation in this program.

The Hudson Valley Advanced Manufacturing Center at New Paltz, home to significant portions of our 3D printing/additive manufacturing capability, continues to work with business, industry, and entrepreneurs in the Hudson Valley and beyond. The number of outside entities with which

we have interacted has grown now to about 80, including design, prototyping, and fabrication. As described elsewhere, students are involved in nearly all of these projects, gaining practical experience both in technology and in professional communication and interaction. We will continue this growth, which will be enhanced by the 2018 completion of our Engineering Innovation Hub.

New Paltz has developed a very strong working relationship with the Hudson Valley Technology Development Center (HVTDC), a non-profit organization currently based in Newburgh. HVTDC is the NYSTAR designated Regional Technology Development Center for the NY Hudson Valley Region and is one of nearly 350 NIST Manufacturing Extension Partnership (MEP) locations across the United States. HVTDC provides hands on support and growth services to small and mid-sized manufacturers and early stage technology companies by delivering high quality, cost beneficial technical and management services. HVTDC improves the competitiveness of existing small businesses & advances the development of new business opportunities through the application of innovative, cost-effective techniques and tools.

HVTDC routinely provide internship opportunities for New Paltz engineering students, both during the academic year and in summer. Former interns are now HVTDC employees, and some interns have been hired by the companies whose work they assisted while at HVTDC. We seek to grow this partnership, to expand internship opportunities and support the work of HVTDC. Additionally, we are alert to START-UP NY opportunities with the companies assisted by HVTDC.

Metrics and Improvement goals:

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

15. Alumni / Philanthropic Support

Case statement and status of capital campaign. New Paltz – as a first step towards collaborating with the System-wide office of philanthropy to support the multi-year target of \$5B by 2020—has developed a strategic, thoughtful plan for engaging alumni to provide the foundation for development, impacting fundraising results in the future. We have also developed a case statement to focus on four institutional priorities with the goal of doubling current fundraising—to a total of \$10 million—during the three-year time frame of what has been termed a “major gift initiative,” while laying the groundwork for larger support.

In Fiscal Year 2012, fundraising counsel Ruotolo Associates Inc. was hired to determine how SUNY New Paltz might embark on a major fundraising initiative. The results of their capital campaign feasibility study (report dated July 2012), led to the conclusion that the Foundation was not ready to engage in a major capital campaign, because many key elements were not yet in place, including too few cultivated and connected top prospects.

For many years, fundraising at New Paltz had hovered around \$1.3M to \$1.5M per year. Among counsel’s recommendation was the formation of a fundraising steering committee. This committee recommended implementing the above-mentioned \$10 million three-year major gifts

initiative (effectively a small campaign), complemented by a deliberate and aggressive prospect cultivation program.

A major gifts program was developed in part to create a means of raising larger gifts for significant institutional needs and to provide an opportunity to grow the understanding, awareness, and acumen of the board, administration, and faculty. The position of Director of Development was replaced by the Vice President for Development and Alumni Relations, a new member of the President's Cabinet. A second major gift officer was hired and the office of Alumni Relations added a second professional staff member to launch a nation-wide outreach program for alumni engagement.

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 practice that is pro forma at other institutions. This is more than double previous years' totals, signaling a strong start to our \$10M initiative. Outright gifts and pledge commitments, bequest intentions, and gifts in-kind (such as a grand piano) increased significantly. The stage has been set for the next few years.

Enhancing alumni engagement in campus activities, advocacy projects, and student support. For many years, SUNY New Paltz worked with a separate, independently chartered, alumni association, which staged select alumni events and conducted fundraising for its own purposes. That organization had ceased to serve the larger goals of the College, thus we severed our ties and formed the **SUNY New Paltz Alumni Association**, with a 20-member Alumni Council appointed by the College President. The Council celebrated its first anniversary this year and will soon ratify Bylaws and elect officers.

In FY15 we successfully piloted a number of new programs. Each of these initiatives engaged alumni around the country and helped to build our base. As examples, we:

- Hosted 50 alumni work-site student internships. This is a special program in which first-year students have the opportunity to intern with alumni staff members at the College. Our Alumni Relations department has forged new collaborative relationships with the Career Resource Center (CRC) to connect students and alumni.
- Executed 17 regional events (two years ago, there were none).
- Experienced a 277% increase in non-Reunion event attendance, with 513 participants throughout the year.
- Revamped the format for Reunion alumni weekend to attract a more diverse, multi-generational group of alumni.
- Increased our Alumni LinkedIn group members, for a total of 4,350.
- Reached 6,836 “likes” from “fans” of our Alumni Facebook page. Match figure in metrics.
- Targeted outreach to be more inclusive of diverse alumni—especially alumni-of-color—across the scope of event programming, Alumni Advisory Council outreach, and promotional communications.

We initiated an “Alumni Discovery” student-interview program whereby students meet with alumni to interview them about their experience since graduating. We also launched “Global Orange & Blue Day,” when alumni, students, faculty and friends joined together in a “virtual”

space to celebrate their school colors, or collaborated on events small and large in their home towns, posting photos and comments online for all to share.

Our Fall Convocation for new students was significantly refined to include thoughtful activities designed to get students connected to the New Paltz tradition as they enter the College. We engaged alumni to participate in this effort, both to bring our alumni closer to the campus and to help new students begin thinking about their future alumni status.

Increasing the level of alumni support and donorship. An engaged alumni body requires an engaged Foundation Board. Our goal in FY15 was to achieve 100% Board giving participation. This was accomplished. We recruited two new Board directors—both alumni. In FY16 our goal is to recruit five new directors, with a focus on recruiting alumni. At least one (and generally several) Board Directors attended and participated in every New Paltz event. Our Board also completed an in-depth review and subsequent revision of our By-Laws and policy documents.

We initiated campus-wide training to help foster a culture of philanthropy, bringing the visionary speaker and philanthropic leader James Langley to campus for two-day sessions with deans, chairs, faculty, and staff. As a result, the entire New Paltz community now works much more cohesively. Each of these stakeholders understands their role in alumni outreach and alumni engagement with students. Additionally, deans are working to redefine and strengthen the range of activity on the part of their school advisory boards. Our community is beginning to develop an understanding that philanthropy does not rest on the shoulders of a few, but is the responsibility of all.

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

In addition, our major gifts campaign was bolstered as a special effort was made to engage retired faculty through luncheons, inclusion at Reunion and other events, and meetings. Several alumni have come forward in the past year to create endowed and annual gifts in honor of faculty members who made a difference in their lives. In FY15 we closed 23 gifts and pledges of \$25,000 or more (nine more than the previous year). Our planned giving Tower Society was reinvigorated; 61 members welcomed with new materials and a letter to confirm their continued participation (up from 34 the year before). The recently refurbished Tower Society brochure was awarded a Judges’ Citation award for 2015 from the State University of New York Council for University Advancement and Development (SUNYCUAD).

We also spent time focused on current endowment and annual donors and improving processes and responsiveness. Stewardship Reporting in FY15 surpassed the number of stewardship reports sent in FY14:

- We increased the number of endowment financial reports sent by 11 (to 98 total).
- We increased the number of program narrative reports by 11 (to 22 total).
- We increased the number of scholarship narrative reports by 16 (to 74 total).

10+ Year Giving Report: The first-ever comprehensive donor giving report was sent last September to all donors who had given for a total of 10 or more years, including at least one gift within the last three years. Each donor received a comprehensive report of their giving—along with a letter of thanks from the vice president.

Scholarship students were asked to participate in a “Day of Gratitude,” where they gathered to write thank you notes to scholarship donors and had professional head shots taken, which were included with their notes and profiles. The students were given these photos to use on LinkedIn and for professional networking purposes.

AcademicWorks: Launch of this on-line tool increased the number of student scholarship applications in FY15 by 41 (to 484 total) due to strategically used digital and social media marketing.

The Fund for New Paltz (our annual fund) donor retention rate increased by 15% to 55%. We still believe this is low, and have adjusted our strategy to include more letters signed by students, alumni peers, and parents.

To summarize, our Development and Alumni Relations office is one third of the way towards an ambitious three-year fundraising initiative, effectively doubling our previous fundraising totals. In addition to professionalizing and stepping up activity in the areas of cultivation, stewardship, and major gifts, we are working hard to engage alumni and friends to build our base, our alumni donor participation rates, and to create a network of alumni across the country. Each element of our work is tracked by a series of metrics—a Key Performance Metrics document is shared with the staff, Foundation Board, and senior leadership on a quarterly basis. After a robust start, we hope to continue growth to lay the foundation for a much larger campaign and alumni participation.

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

- Increase number of centrally organized alumni events (2015 actual 27, 2016 goal 27, 2020 goal 32).
- Increase number of alumni event attendees (2015 actual 517; 2020 goal 700).
- Increase Facebook “Likes” (2015 actual 4369, 2016 goal 7,000; 2020 goal 10,000).
- Increase Fund for New Paltz (FFNP) Income (2015 actual \$377,000, 2020 goal \$550,000).
- Increase FFNP New Donors (2015 actual 242, 2017 goal 1,000, 2020 goal 1,400).
- Increase new bequest intentions (2015 actual 5, 2020 goal 10).
- Increase number of proposals for at least \$25,000 (2015 actual 24, 2017 target 70, 2020 target 100).
- Increase major donor cultivation events (2015 actual 10, 2017 target 16, 2020 target 20).
- Achieve overall fund-raising total (2015 actual \$3.4 million, 2016 and 2017 targets \$3.4 million annually, subsequent targets to be determined as major campaign is defined)

16. Civic Engagement

As part of our Economic Impact Analysis every three years, New Paltz surveys employees to develop a measure of volunteerism or community engagement. That figure has totaled an estimated 140,000 hours annually – the equivalent of nearly 70 people working full-time, 52 weeks a year, gratis. We will continue these analyses. We are working to improve our inventory of the roles and contributions of employee volunteers and community engagement – the kinds of boards on which employees serve, causes supported, sharing of scholarly expertise to support community organizations.

The Career Resource Center coordinates and encourages student volunteer activities, including Volunteer Fair, Make a Difference Day, Alternative Spring Break, Saturdays of Service, New Paltz Clean Sweep, and tutoring at Highland Residential Center. Our students volunteered 2,409 hours in 2013, 4,240 hours in 2014, and 5,629 hours in 2015. Clearly, they embrace this chance to serve the community and broader causes, and we will continue to encourage their participation while we identify further opportunities for their participation.

A significant element of community engagement for a campus like New Paltz situated in a small community is the quality of town-gown relationships. The College continues to participate in monthly meetings of a “town-gown” group that includes the village mayor, town supervisor, police chief, rescue squad personnel, school superintendent, and often representatives of the fire department. College representatives typically include the president, chief of staff, vice president for Student Affairs, chief of UPD, and a vice president of the Student Association. These meetings focus on sharing information, discussing and hopefully resolving issues in a private setting, and identifying opportunities for collaboration.

As part of our effort to maintain positive relationships with the community, Student Affairs personnel have worked for several years with community members to address issues of student noise and disruptive behavior in the community. An outgrowth of this collaboration is that the New Paltz Police Department provides a regular report to the College of citations issued to our students for disorderly conduct in the community. The Division of Student Affairs writes to these students to alert them that repeated incidents may lead to judicial action. We see this as a positive step to maintain sound community relations, and will measure the frequency of such citations as an index of that interaction.

Metrics and Improvement Goals:

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

17. Economic Impact

Our economic impact is directly related to expenditures, driven heavily by tuition and state support. Every three years, SUNY New Paltz conducts an economic impact analysis to measure the College’s effect on the economy. Evidence from our 2014 statement (based on 2011-12 data)

demonstrates that we continue to play a seminal role in the growth, vitality, and well-being of New Paltz, Ulster County, the Hudson Valley region and New York State.

SUNY New Paltz contributes about \$335 million in economic activity and more than 3,200 jobs annually to the Hudson Valley economy, and nearly \$400 million and 4,000 jobs to the state economy. We are the largest employer in New Paltz and third-largest in Ulster County, employing nearly 1,600 full and part-time people. Direct college spending, totaling more than \$55 million, and student spending, totaling \$108 million, are key parts of the Hudson Valley economy, generating economic impact and jobs in the region.

Our Benjamin Center for Public Policy Initiatives engages and supports the region through conducting and publicizing research to bring regional matters and concerns to the attention of citizens and policymakers and to improve government. We will continue to support the Center's work on projects like the analysis of the economic impact of the arts and culture in the Hudson Valley, finding the sector has an impact of nearly \$500 million across the region's seven counties.

Metrics and Improvement Goals:

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

Section 3: Conclusion and Expected Impact on your Campus

SUNY Excels goals align closely with and are reinforced by multiple New Paltz plans and priorities. Thus, many of the action steps outlined in this plan are already underway as we progress with implementation of our strategic plan. Some are responsive to areas of institutional under-performance identified in our planning (e.g., course availability and scheduling, academic advising). Others amplify areas in which New Paltz has already achieved distinction, presenting opportunities to approach or achieve best in sector or “best in class” (e.g., retention and graduation rates, success of economically and academically disadvantaged students).

Yet other initiatives in SUNY Excels and the New Paltz strategic plan respond to national imperatives for higher education: strengthening the learning that matters to prepare students to thrive in a diverse, global, and rapidly changing society and economy (including greater access to high-impact educational practices and more effective employment of those practices, more knowledge and tools to navigate a diverse, multicultural world); reducing costs and increasing accountability by increasing institutional capacity and alignment of resources with our most pressing needs; and ensuring the success of all members of a diverse student body, so that higher education is a force to reverse existing (or growing) socioeconomic stratification and inequality.

Progress on the initiatives we outline will improve the experience, learning, and opportunity of New Paltz students during the life of the plan. The plan’s metrics will allow us to track that progress and modify our investment of time, effort, and resources to ensure that we are advancing on these goals.

Success in these initiatives will also result in enduring change in key elements of our performance and effectiveness that will position the College to better serve diverse students and communities of New York in the future. Our aim is to achieve such change while retaining our fundamental residential character; open, friendly, and accepting campus environment; and lively intellectual environment of teaching, learning, and discovery. We believe that we can achieve most of the goals and benchmarks we have set with reasonable maintenance of effort and a combination of state taxpayer support and tuition that allow true maintenance of effort. Reaching our “stretch” or aspirational goals will require significant investment to address the facilities constraints we face.

The transformative outcomes of this work will include:

- higher undergraduate and graduate enrollments;
- greater student access to high-impact learning practices that produce the knowledge and capacities needed for success;
- improved retention and graduation rates, shorter time to degree, and improved financial position of our graduates, attaining levels of achievement that rival other top-tier public institutions in the Northeast;
- a campus environment that is diverse, equitable, and inclusive, enhancing the success of all members of our community;
- a more stable institutional financial base, and improved approaches to deploy financial and other resources to maximum effect;
- enhanced institutional profile and significantly broadened levels of engagement with the regional community and our worldwide community of alumni.