5.1 Introduction

To enrich student, faculty, and staff experiences: SUNY Plattsburgh will continue to promote the quality of undergraduate and graduate education in order to provide students an enriched and challenging educational experience. Because we believe that academic excellence, educational opportunity, and personal growth begin with dedication of an outstanding and devoted faculty (full-time and adjunct) and staff, we will continue to contribute to their ongoing development. We will attract, recruit, retain, and develop an excellent faculty and staff representative of the diverse and global society to support a comprehensive curriculum and effective co-curricular and academic support programs. [Strategic Plan, 2009 – 2012].

For example, the college has accomplished the following:

• Strengthened the campus culture of teaching and learning through increased access to information resources and to services and programs that support teaching excellence;
• Continued support of student participation in internships, scholarships, and active participation in academic and scholarly conferences;
• Increased the ethnic diversity of incoming freshmen and the student body;
• Strengthened professional development opportunities for faculty and staff (especially through on-campus workshops and Webinars);
• Developed procedures and methods for communicating with faculty, staff and students during emergencies, including adoption of the SUNY NY-Alert System and Emergency Response Plan;
• Increased sensitivity and awareness of global issues through programming that enhances connections between international and domestic students [Strategic Plan (2009-12) Accomplishments].

Perceptions of a good workplace environment at SUNY Plattsburgh were confirmed by a recent survey. The college was among 30 in the nation singled out as leaders in The Chronicle of Higher Education’s 2009 Great Colleges to Work For survey. The award recognizes colleges for specific best practices and policies such as compensation, benefits, faculty-administration relations, and confidence in senior leadership. SUNY Plattsburgh was cited as a top institution for schools with a student population of 3,000 to 9,999 (College Profile).

To better understand how students and faculty experience the college, SUNY Plattsburgh participates in other surveys as well that measure perceptions and opinions. These include the SUNY-ACT Student Opinion Survey (SOS), administered every three years for decades, the Quality of Life Survey, the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the Cultural, Environmental, Structural, and Technical Assessment Survey (CESTA), and annual Alumni Opinion Surveys. The results of these surveys and how those results have been used to improve the college are discussed in this chapter. Standards 2-A, 7-A.1, 9-J, 11-D, 11-M
5.2 Faculty and Staff Enrichment and Satisfaction

In order to assess the extent to which institutional programs, policies, and procedures contribute to faculty and staff development and satisfaction, the following six questions were examined from the Cultural, Environmental, Structural, and Technical Assistance (CESTA) surveys of 2000 and 2010 (Table 5-1).

These results indicate some improvement in the satisfaction of faculty and staff in the areas of professional development and support for the teaching and learning environment. Note, however, that responses to question 59 (new in 2010) indicate dissatisfaction with the extent to which budget cuts and increased teaching responsibilities have limited the availability of time to devote to scholarship.

**Standard 10-S**

5.2.1 Diversity

Faculty, staff, and student experiences are enriched by the diversity of the faculty and staff. The college’s search process specifically encourages the development of a deep, diverse pool of applicants and addresses ways to overcome unconscious biases in the selection process. The Affirmative Action Officer meets with each search committee at the beginning of the process to explain the particular ways in which bias can arise and can be avoided. The Affirmative Action Officer continues to monitor the search for adherence to the policy and to principles of affirmative action. The policies and documents relevant to employment at SUNY Plattsburgh are available to all employees and to the general public on the Human Resource Services Web site (Human Resources). **Standards 6-B, 6-H, 10-F**

Our efforts to recruit and retain women faculty and staff have been very successful. While women faculty at the rank of Assistant Professor, as well as women professional staff, declined slightly between 2006 and 2011, the representation of women among professionals continues to be close to 50 percent. And the representation of full-time women faculty is approximately 40 percent of total faculty. The Affirmative Action Officer yearly prepares a report comparing national-level data on the availability of candidates in various categories. These reports show that our statistics mirror those for female scholars nationwide (Incumbency vs. Estimated Availability Report 2007 and 2011). (See Appendix L: Table A-5. Women Faculty Rank and Professional Staff by Percent.)

We have made gradual improvements in recruiting and retaining faculty and staff of color (See Appendix L: Table A-5. Minority Faculty Rank and Professional Staff

### Table 5-1

<table>
<thead>
<tr>
<th>CESTA Survey (2000) and (2010) Faculty and Staff Satisfaction</th>
<th>2000 Mean</th>
<th>2010 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. The effectiveness of the college in providing the career skills necessary for independence and personal satisfaction</td>
<td>3.30</td>
<td>3.48</td>
</tr>
<tr>
<td>59. The extent that current budget and work load allow for scholarly activities</td>
<td>New</td>
<td>2.60</td>
</tr>
<tr>
<td>85. The extent to which performance appraisal results are linked to professional development</td>
<td>3.65</td>
<td>3.30</td>
</tr>
<tr>
<td>86. The extent to which faculty and staff professional development is supported by administrators</td>
<td>2.88</td>
<td>3.43</td>
</tr>
<tr>
<td>99. The quality of staff development programs and services</td>
<td>3.13</td>
<td>3.45</td>
</tr>
<tr>
<td>105. The effectiveness of the college in supporting good teaching and its impact on student learning</td>
<td>3.10</td>
<td>3.61</td>
</tr>
</tbody>
</table>

(Source: Institutional Research)
by Percent.) SUNY Plattsburgh’s location, in a part of the country in which most of the population is of white, European background and far from major U.S. urban centers, is commonly thought to be an important factor impeding the college’s efforts to recruit and retain minority employees.

In order to monitor and investigate any allegations of discrimination based on sex, race, sexuality, and other categories, the Office of Affirmative Action oversees a formal grievance process. Complaints may come from students, faculty, or staff, as long as the alleged perpetrator is an employee. This process begins in the Office of Affirmative Action and includes the President and the Office of Human Resource Services. SUNY System Administration requests the number of signed complaints every year from the Affirmative Action Officer (AAO). The AAO also counts the number of informal complaints or chats that take place, and this information is shared with the President of the college. These policies and procedures are described on the Affirmative Action Office Web site (Affirmative Action at SUNY Plattsburgh). Standards 6-A, 6-D, 10-F

5.2.2 Professional Development

Professional development opportunities also enrich the experiences of faculty and staff, and indirectly students as well. A fairly complete list of professional development opportunities offered by Academic Affairs can be found on the Academic Affairs (2010-11 Professional Development Opportunities). These opportunities are communicated via campus e-mail, regular campus mail, the MyPlattsburgh portal, and/or during faculty/staff orientations and meetings. Standard 10-D

The Instructional Technology (IT) unit offers a range of programs and services designed to encourage and train faculty and professional staff in the effective use of technologies in teaching and learning at SUNY Plattsburgh. Some of these programs include: the maintenance of ANGEL course and content management system, the faculty Web server and a research Web server; teaching and technology grants; regular workshops for faculty and staff; online help resources; individual faculty consultations and support; and a state of the art Instructional Technology Resource Center (ITRC). The Office of Sponsored Research regularly advertises both internal and external grants and fellowship opportunities, and works with faculty on applying for and securing the funds. Standard 10-D

Other offices, such as Human Resources and the Center for Teaching Excellence (CTE), provide important opportunities for full-time and part-time faculty and staff development. For example, between July of 2007 and September of 2010, 60 percent of faculty used the services of the Center for Teaching Excellence. The CTE provided the following opportunities: 451 individual consultations, 23 departmental consultations, 32 workshops (with 375 participants), 18 learning communities (with 163 participants), and 212 individual class visits (CTE Annual Report, 2010). Standard 10-R

Additionally, professional development opportunities exist for employees who are not teaching faculty. For example, the United University Professors (UUP) offer workshops, committees to join, and grant application opportunities for all professionals. Each semester one or more informational workshops are given that apply to a professional’s career development. In spring 2011, the following workshops were presented on the SUNY Plattsburgh campus:

- UUP Professional Annual Evaluation Process
- Empowering the Supervisor with Knowledge
- How to Justify in Writing a Promotion or Salary
- Understanding the Campus and Union Policies

The Statewide Committees listed on the UUP Web page address issues of interest to particular constituencies including academics, professionals, part-time faculty, and retirees (New York State/United University Professions). Two additional links from the UUP main Web site describe Campus Grant Opportunities (UUP Campus Grants Program) and Professional Development Opportunities (Professional Development Committee). Standard 10-C

In addition, IT workshops are open to clerical as well as faculty and professional staff, and some are especially directed toward helping our clerical staff keep abreast of the latest office technology and applications. The Tuition Benefits Program allows staff members to take courses at the college. All State and Research Foundation employees are entitled to enroll in one course per year. UUP represented employees may enroll in one course per semester through this program (SUNY Plattsburgh Employee Benefits).

The long series of annual reductions in state financial support that resulted in increased course loads for tenured faculty and the loss of faculty lines following incentivized retirements have also resulted in reduced budgets for faculty travel and more restrictive guidelines for sabbaticals and several other professional development opportunities. For example, a 6-credit course release awarded to three faculty per semester to pursue a project through the college’s Institute for Ethics in Public Life since 1999 was reduced to a 3-credit course release in spring 2010. And effective fall 2011, the fellowship program was suspended altogether.

Prior to fall 2009, most years the college offered, through a competitive application process, either a one-year sabbatical leave at half pay or a limited number of one-semester sabbatical leaves at full pay. Since 2009 only sabbatical leaves at half pay (for a semester or a year) have been available. The absence of full-pay sabbaticals has led to a substantial reduction in the number of faculty using sabbaticals for professional development (Table 5-2).

The Presidential Research Award program has offered faculty grants of up to $4,000 ($5,000 for collaborative projects) from Research Foundation overhead funds to cover expenses associated with research, scholarly, and creative activities. Previously, the Redcay Teaching Enhancement Award program offered
funding for projects designed to enhance the curriculum and/or course delivery. Funding for this program also came from Research Foundation overhead. To be eligible projects had to involve activities and expenses beyond what are normally expected of faculty. Few proposals were received in recent years for the Redcay Awards, and they have not been offered for the past three years.

Funding is expected to continue at the same level for In-House Mini-Grants and Program Development Grants, which have also been supported from the overhead the college receives from the Research Foundation; overhead generated by externally funded projects. The purpose of these grants is to provide seed money for projects that are directed toward securing additional external funding.

Educational Technology Grants are based on an annual grant competition for technology projects in teaching and learning. Smaller grants are also offered to provide faculty with software needs that are not included in the standard campus installation.

The Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program is intended to enhance employment opportunities for minority group members, women, employees with a disability, or Vietnam-era veterans in the Professional Services Negotiating Unit by assisting them to prepare for permanent or continuing appointment within SUNY. This program is jointly funded by Joint Labor Management (UUP) and local campus matching funds, and supports leaves and associated expenses for eligible tenure-track faculty as a way to provide time for dedicated scholarship productivity in preparation for continuing appointment. With assistance from the Office of Sponsored Research and the Deans’ Cabinet, SUNY Plattsburgh faculty have had remarkable success in obtaining these awards. Between 2006 and 2011, the college had 16 Drescher Award recipients for a total of $161,315. Despite budgetary constriction, the college has continued its financial contribution to and support of the Drescher Program (Drescher Program).

**Standard 10-D**

The Professional Development Individual Award Program (PDIAP), also jointly supported and funded by the college and UUP, provides travel grants for research and conference attendance and presentations. For the past several years the committee has awarded funding to all who qualify with preference given to proposals from junior faculty. Between 2006 and 2011, there were 382 PDIAP recipients, totaling $119,716. The UUP contract expired June 30, 2011, so there will be a gap in Drescher, PDIAP, and also the jointly funded Campus Grants at least until a new contract is ratified.

While the college has made deliberate efforts to protect junior faculty from the harshest consequences of budget reductions, they too will eventually be impacted if reduced travel funds, limited options for professional development, fewer campus-sponsored grant opportunities, and loss of faculty lines continues. Reduced time as well as funding for scholarly activity for all faculty also has the potential to weaken the reputation of SUNY Plattsburgh.

### 5.2.3 Faculty Workload

Traditionally, the usual teaching workload for most faculty with a research or scholarly component to their workload has been 18 credits. This may vary to 21 or 24 depending on department needs. Workload also includes advising and service.

On November 3, 2009, President Ettling sent a memo to faculty and staff that outlined two measures designed to provide short-term and long-term budget relief: changes to academic course loads and a voluntary separation program. With respect to course loads the memo referenced the October 2008 document “Standard Practices on Faculty Workload for Full-time Faculty” and the 1982 “Statement on Faculty Responsibilities,” sometimes referred to as the “Supple Memo.” With respect to faculty workload, he indicated that “beginning with the fall 2010 semester, all full-time faculty will teach a minimum of 21-credits per academic year (with the exception of those who teach only graduate courses who will continue to teach 18-credits per academic year). For faculty evaluation purposes, the balance between teaching and scholarship will be adjusted to reflect increased teaching responsibilities” (Message from President Ettling) (Standard Practices for Faculty Workload). In response to a request by the faculty union (UUP), untenured faculty were subsequently excluded from this increased teaching load requirement.

At the Opening Day ceremony on August 26, 2011, President Ettling announced that teaching loads for tenured faculty would return to previous levels beginning fall 2012. This was made possible by the passage of the rational tuition policy that allows SUNY campuses to raise in-state tuition by $300 per year for five years and out-of-state tuition by $900 per year.

**Table 5-2**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Applications</th>
<th>App for Semester</th>
<th>App for Year</th>
<th>Accepted</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2009-2010</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2010-2011</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
5.2.4 Academic Freedom, Intellectual Property

Academic Freedom in its various senses is highly prized at SUNY Plattsburgh. Faculty are guaranteed freedom of expression without limitation on matters relevant to their subject in inquiry, teaching, and research by the SUNY Board of Trustees Policies on academic freedom, Title I (335.27 Academic Freedom). This commitment was also reinforced by a memo from the Office of the SUNY Chancellor to College Presidents in 1989, affirming that academic freedom is "essential to the vigorous intellectual life of the University, its faculty and students, but also for the health of the state and the nation . . .” Standards 6-E, 10-I

In 2006 the local chapter of United University Professions (UUP) and the college management reaffirmed the joint agreement of 1998 on distance learning. This document, entitled “Recommendations for Distance Learning and Guidelines,” includes statements on intellectual property rights as well as academic standards, faculty involvement, faculty rights and responsibilities, and faculty and student privacy. With respect to intellectual property rights, the document states that materials voluntarily placed in the Plattsburgh repository of shared resources and teaching libraries will remain the intellectual property of the author, and cannot be redistributed without reference to the original document and permission of the author, including the citation “used with permission” (Distance Learning Guidelines, 2006). Standards 6-F, 10-G, 13-A (DL), 13-C (DL), 13-D (DL)

According to the Provost/VPAA and the local chapter of UUP, there have not been any cases in the last several years regarding either the proper ownership of intellectual property or violations of academic freedom. In the absence of any cases challenging the presumed ownership of intellectual property or cases alleging the violation of academic freedom, it would seem that faculty and staff are satisfied with the college’s policies and procedures on these matters.

5.3 Student Enrichment and Satisfaction

Total enrollment (headcount) at SUNY Plattsburgh in fall 2011 was 6,350. Of these students, 92 percent were undergraduates, and of the undergraduates, 93 percent were full-time students, 55 percent were female, 74 percent were white non-Hispanic, and 69 percent were in the under 18-21 age range. Among the full-time undergraduate students, 89 percent were New York State residents. Among the total enrollment of 528 graduate students in fall 2011, 59 percent were full-time students, 69 percent were female, 87 percent were white non-Hispanic, and 67 percent were in the 22-29 age group. While there has been some increase in the proportion of students from ethnically diverse backgrounds, on the whole the demographic characteristics of the study body have not changed dramatically over the last few years. Programs to enrich student experience are designed with this student profile in mind (Quick Facts: Headcounts 2011).

5.3.1 Resources for Students

The college ensures in several ways that there are required and elective courses available to complete a program of study in a timely fashion. Department chairs are responsible for tracking the number of majors and minors who need courses offered in their respective program curricula. If there are more students than seats offered in the courses required for the curriculum, the Department Chair will request of the Division Dean that either sections be adjusted or additional faculty (either full-time or part-time) be hired to teach sections needed.

General Education course offerings are monitored during summer orientation by projecting the number of admitted students each year onto the General Education seats offered for the fall semester. Seats in General Education courses may be increased by adding additional sections for categories that are needed. The Registrar reserves a certain number of seats in General Education courses to be filled by first-year students who register for courses after continuing students. Standard 6-I

The faculty to student ratio at the Branch Campus is 1 to 15. Full-time faculty and adjuncts are able to offer students all of the required courses in their field and a few upper-division General Education courses. Branch Campus students are able to take some courses online (including some General Education courses) and/or through cross-registration with SUNY Adirondack. A Faculty Senate policy limits students to two cross-registered courses per academic year, and SUNY Adirondack can accommodate only a limited number of Branch Campus students for cross-registration. With online courses, courses taught by adjuncts, as well as full-time faculty, and cross-registered courses, students are able to satisfy all requirements but the limited course offerings make it a challenge. Standards 6-I, 11-H, 13-A (B, AL)

SUNY Plattsburgh manages student records in accordance with the Family Educational Rights and Privacy Act (FERPA). A General overview of FERPA can be found on the SUNY Plattsburgh Web site (Family Educational Rights and Privacy Act Policy and Overview). Faculty can also access a Web site describing the FERPA policy (FERPA Information for Faculty). (See also the College Catalog.) Non-Directory information is never released. This includes: social security number, student identification number (Banner I.D.), race, ethnicity, nationality, gender, transcripts, and grade reports. Standard 9-I

The permanent and official cumulative academic record for each SUNY Plattsburgh student is maintained by the Registrar’s Office. Social security numbers are never requested or shown on any college forms and are converted to a college identification number (Banner I.D.). Electronic records are stored in the college’s student information system, Banner by SCT, housed with the Office of Computer Information Systems, and backed up by tape copies, one of which is stored in a...
fire proof vault. For current students and students who have been in attendance within the past seven years, paper folders are also kept in the Registrar’s Office, including the student's Admissions file. Paper academic transcripts prior to 1981 are backed up on microfiche stored in the library and also in a fire proof vault, and the computer records from 1966 to 1980 records are kept on tape in the Office of Computing Services, and including a second tape stored in a fire proof vault. The Registrar’s Office is locked at the end of each day. These procedures ensure the safe and secure maintenance of student records. **Standard 9-H**

5.3.2 Student Association

Since 1963, the Student Association (SA) at SUNY Plattsburgh has prided itself on being a service based, 501(c) 3 non-profit organization, working in accordance with its established mission statement to “... voice the concerns and interests of the students ... [and to] provide quality services, programs, and activities in a dynamic and diverse college community.”

Beyond its primary focus to advocate for students, the Student Association has consistently provided programmatic and monetary support to various functions of the college ranging from academic support, pluralism and inclusionary efforts, and recreational activities to assistance-based services. It currently serves as the primary financial officer to over 80 clubs and organizations in the areas of academics, cultural, media, recreational, religious, service, and social movements. Each semester the Student Association offers upwards of $25,000 in additional aid to all student groups and student-based programming initiatives which supports endeavors that range from visiting speakers, entertainment acts, and conferences, to community outreach programs. Clearly, the Student Association contributes substantially to the enrichment of student, faculty and staff experiences at SUNY Plattsburgh. The Student Association appropriates its annual budget from a mandatory fee reaffirmed every two years through a referendum vote by the student body. Over the past five years the organization has appropriated and allocated $4,576,892 in support and aid to the students and the college’s subsidiary functions. Its signature supportive initiatives include the student-run newspaper, Cardinal Points, shuttle services from the campus to the surrounding community, lawyer consultations, and a revolving loan program (**Student Association**).

The Student Association works in concert with college administrators through shared governance. Beyond weekly meetings with the President, the elected members of the Student Association sit on nearly every committee of the college including the College Foundation, C.A.S. Board of Directors, Faculty Senate, Intercollegiate Athletic Board, Fraternity and Sorority Life, Housing and Residence Life, and various search committees, to name a few. SUNY Plattsburgh’s Student Association remains the only student association in the 64-unit SUNY system that does not offer any type of stipend or academic credit to its officials—a true reflection of its volunteers’ dedication to community service. **Standards 9-A, 9-C**

5.3.3 Athletics

SUNY Plattsburgh ensures that its athletic programs are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs. Intercollegiate Athletics communicates with the Vice President for Student Affairs, the Dean of Students, the Faculty Athletic Representative, the office of the budget manager, and the Provost concerning all academic standards, codes of conduct, scheduling, and fiscal issues with respect to athletics. The Athletes’ Code of Conduct Manual and Student-Athlete Handbook are coordinated with the college-wide handbook for students and student groups. Intercollegiate Athletics’ academic requirements are set higher than the college’s standards for the general student population. Issues, standards, and concerns are shared with The Intercollegiate Athletic Board (IAB) which includes members of the student association, intercollegiate teams, faculty members, and college administration. **Standard 9-E**

Athletic programs are assessed in a number of ways. At the end of every academic year, an activity report and an assessment record for the department is submitted to the Vice President for Student Affairs. These reports verify the academic standings of all team members; the community service of each team (money raised and hours donated); standings in comparison to all SUNY Athletic Conference teams; and how SUNY Plattsburgh teams rank compared to all Division III colleges in the NCAA. Every team within the athletic department turns in a similar report that focuses on that particular sport. The Athletic Director meets with all graduating seniors to get their assessment of the experiences they had with their team. The department also meets monthly with the Student Athletic Advisory Committee (SAAC) to discuss and evaluate all of the students’ concerns and goals with respect to their teams, the athletic department, and the community. **Standards 9-J, 11-D**

The feedback that the coaches get from their players, the information that is gathered from the post-season meeting with the director of athletics, and the guidance the department receives from SAAC points to students’ satisfaction and the pride they have in their teams. In addition, the average grade point average of athletes is often higher than that of the student body as a whole. The athletes’ academic success is supported and monitored by the coaches and the athletic department, and also by the Academic Coordinator for Athletics who reports to the Provost and Vice President for Academic Affairs. Each semester the Provost recognizes the academic achievement of athletes with top GPAs. In spring 2011, the five top athletes in GPA each had a 4.0. Their success and that of their fellow athletes indicates that the college is successful in implementing its goal of supporting academic excellence along with athletic achievement. **Standards 9-C, 9-O, 11-D**
5.3.4 Health and Psychological Services

The Health Services portion of the Health and Psychological Services Center is credentialed through a review process approved by the Accreditation Association for Ambulatory Health Care (AAAHC). Psychological Services complies with the credentialing process of the International Association of Counseling Services, Inc. (IACS). Records for both areas are maintained at the Health Center for review. The laboratory is certified through the New York State Department of Health (NYSDOH), and the Health Center Director is certified as a laboratory director by the same body. The Center also complies with HIPAA standards as required by accrediting bodies; policies and procedures are available from the Center. **Standards 9-B, 9-H**

The Center establishes a strategic plan annually at the close of each academic year. At the beginning of each academic year the plan for the entire Center is reviewed with all staff, and progress is monitored each semester by individual departments. Center staff attend regular staff meetings for their departments as well as monthly meetings for the entire staff of the Center. **Standards 2-A, 2-G**

All resident students pay a mandatory student health fee that allows them access to all services provided by the Health Center. Health Services can be accessed on a walk-in basis or by appointment, while Psychological Services operates primarily on an appointment system. However, counseling staff are on call for psychological emergencies, 24-hours a day, seven days a week during fall and spring semesters. In the event that the Health Center cannot accommodate the needs of students, a referral is made to a community medical or mental health facility or practitioner. A grievance policy and procedure can be utilized by patients if they are unsatisfied with the care they receive. **Standards 9-C, 9-F, 9-N**

The types of services available to students are listed on the SUNY Plattsburgh Web site ([Center for Student Health and Psychological Services](http://www.sunyplattsburgh.edu/health)), and Health Center staff describe services during new parent orientation. In addition, there is a print synopsis of services, and the center has a presence on Facebook. The staff also provides interviews for *Cardinal Points* and the local *Press-Republican* newspaper, the student TV station, and local TV news programs on various health and wellness related topics. **Standard 9-M**

The Health Center follows the assessment requirements specific to its accrediting bodies (AAAHC) and (IACS). Annually, the center performs a quality improvement study for the clinical areas of physical and mental health, the administrative area, and the laboratory. Benchmark studies are performed with participating SUNY institutions. Biannually the center participates in an onsite inspection of the laboratory for the New York State Department of Health (NYSDOH). Results of these studies are reviewed during staff meetings, and the quality improvement loop is finalized by implementing strategies that will improve services as indicated. **Standard 9-J**

The Health Center also administers and reviews annual student satisfaction surveys. The results have been consistently above average; the mean for counseling services in 2010-11 was 6 on a 7-point Lickert scale and the mean for medical services was 4.4 on a 5-point Lickert scale ([Health Center Annual Report, 2011](http://www.sunyplattsburgh.edu/health)). **Standards 9-J, 9-O, 11-D**

5.3.5 Diversity Enlightenment

At SUNY Plattsburgh, diversity is broadly interpreted and encompasses race, ethnicity, gender, religion, disabilities, and sexual preference. The Center for Diversity, Pluralism, and Inclusion (CDPI) was established in 1998 to facilitate and centralize the college’s diversity initiatives ([Center for Diversity, Pluralism, and Inclusion](http://www.sunyplattsburgh.edu/diversity)). As one of the college’s core values, diversity is strongly supported by all divisions of the college.

![Photo Credit Rose McNulty](image-url)
The administration has dedicated resources specifically for the development and implementation of diversity initiatives for the college and local communities. One of the most successful CDPI initiatives is the monthly Film Series and WRAP Sessions. As of 2009, nearly 4,000 people had benefited from the facilitated discussions about the context and messages in these selected films. Seventy-eight percent (237 of 304) students rated the learning experience of WRAP sessions as “above average” or “best” (Comprehensive Diversity Plan 2008-2009). In the 2006-2007 Alumni Survey, 91.2 percent of respondents acknowledged the college’s contribution to their “understanding and pursuit of diversity” as compared to 89.5 percent in 2002 (see Appendix G: Table A-3. Undergraduate Alumni Survey Results). More recent alumni data are not yet available for comparison (Deans’ Cabinet Final Report, June 2011, p. 8). Data from the Student Opinion Survey in 2003, 2006, and 2009 indicate continuing improvement in students’ “understanding and appreciation for ethnic/cultural diversity and other individual differences.” In fact, the Plattsburgh mean scores for this particular question on the SOS (2009) ranks SUNY Plattsburgh as first among other SUNY comprehensives (SOS, 2009).

Standards 7-F, 7-H, 9-A, 9-J, 9-O, 11-D, 11-Q.10

5.3.6 International Experiences
SUNY Plattsburgh has one of the largest international undergraduate enrollments among the SUNY comprehensive colleges. In fall 2010, the college enrolled 401 students from 71 countries; in fall 2011, 368 international students from 61 countries were enrolled. These students add considerably to the cultural diversity of the college.

From friendliness to academic satisfaction, a recent survey has SUNY Plattsburgh scoring some of the highest marks in the world among international students. The 2010 International Student Barometer, the world’s largest international student survey, ranked SUNY Plattsburgh first in the world when it came to making friends and first in the United States when it came to student satisfaction with the overall learning environment. The college also ranked third in overall satisfaction among its global competitors and fifth in the world for satisfaction with the overall learning environment. The current survey included input from 157,964 students attending 203 institutions around the world, in Australia, the United Kingdom, Sweden, Canada, Hong Kong, Italy, and elsewhere (News and Press Releases). Standards 9-J, 11-D.

The Office of International Student Services (ISS) assists international students with the application procedures. Once enrolled, these students are well-supported by the staff in ISS in collaboration with all other academic support and student services offices on campus (e.g., Academic Advising, the Learning Center, ESL Program, Housing & Residence Life, Center for Service Learning and Volunteerism). (See also section 7.2.) (International Student Services and Admission) Standards 9-A, 9-B, 9-C, 9-D

The Study Abroad and Exchanges Office offers opportunities for students who want an off-campus learning experience and environment. During the 2009-2010 academic year 158 SUNY Plattsburgh students participated in study away including international exchange, faculty-led short-term study away, and National Student Exchange. While this number is up from 84 in 2002, the staff in Study Abroad and Exchanges intends to increase the number of SUNY Plattsburgh students studying away over the next few years by enhancing student awareness of these opportunities and by eliminating some of the perceived or actual barriers to participation in study away programs (Study Abroad).


5.3.7 Student Grievances
Academic freedom is included in the Rights and Freedoms of Students (AAUP Joint Statement on the Rights and Freedoms of Students). The college modified and adopted this as a policy through Faculty Senate Action #719, and approved by the President in 2010. Students are free to express matters of opinion though they are responsible for learning academic content and are protected from improper academic evaluation or improper disclosure (Student Grade Grievance Policies).

Standard 6-E
SUNY Plattsburgh has four specific processes to respond to student grievances of different types: discrimination complaints, grade grievances, student-to-student conduct complaints, and internal consumer complaints.

5.3.7a Discrimination Complaints
The college’s Affirmative Action Officer (AAO) receives complaints against faculty or staff regarding sexual harassment and discrimination based on race, sex, sexual orientation, and other protected categories (Affirmative Action Policies). Investigation by the AAO is followed by recommendations going to the President. If the AAO finds that any personnel action is warranted, the process continues through Human Resource Services. Sanctions against employees may include a requirement for training, a letter censuring the actions involved, or even dismissal. The number of such complaints filed varies greatly from semester to semester. SUNY Plattsburgh is about the same as other similar colleges in the system, with one or two formal complaints per year.

Standards 6-A, 6-D, 9-F, 9-G, 9-N, 10-F

To make students aware of these policies and procedures, the college publishes brochures and makes these available in various places around campus, including orientation sessions and in residence halls. Additionally, the college employs an “Equity Advisors Resource Network” (EAR-N) consisting of various staff members trained to advise students about how to deal with these issues. Posters with this information are placed in buildings around campus. The AAO has
recently launched a Facebook site concerning sexual
harassment. The effectiveness of these education efforts
is unknown. **Standards 6-G, 9-F**

The U.S. Department of Education, Office on Civil
Rights (OCR) has now defined sexual violence (like
rape, forcible touching, etc.) to be a subset of sexual
harassment, which is prohibited under Title IX. Since
the AAO is the Title IX coordinator, she will be charged
with ensuring that the college meets the new guidelines
for the prevention of sexual violence. The “President’s
Taskforce on Sexual Assault,” formed to study sexual
violence committed on and by students, released its
final report in August 2011. **Standards 6-B, 6-C, 6-D,
6-R, 10-F**

### 5.3.7b Grade Grievances

The college’s grade grievance procedure is available
on the SUNY Plattsburgh Web site ([Student Grade
Grievances](#)). This process offers both informal and formal
mechanisms for resolving disputes. Records of formal
Grade Grievance Reports maintained by the deans’
offices show that very few cases reach the formal level
and that cases are usually resolved within departments
or by the individual faculty members (Number of Grade
Grievances by Division). The Academic Deans can
find only two instances in recent years where grades
were changed by use of the formal grade grievance
process. It is recommended that the college develop
a more systematic record keeping process since not all
Deans’ Offices have maintained formal records of grade
grievances beyond the notes taken by the Dean and
Associate Dean. **Standards 6-A, 6-D, 9-F, 9-G, 9-N, 10-F**

### 5.3.7c Student-to-Student Conduct Complaints

All cases of alleged student misconduct, whether
referred by a staff member, police officer, or another
student, are adjudicated by the same process as detailed
in the Student Conduct Manual (**Student Conduct
and Judicial Affairs**). When a student refers another
student for allegations of misconduct, he/she meets
personally with a member of the Dean of Student’s
staff to be given information regarding the process and
the potential outcomes. The number of cases filed by
students not employed by the college is detailed in the
Judicial Referrals Record (Number of Judicial Referrals
through Campus Judicial Process). The data clearly
show that students do use the conduct process to
address grievances that they have with other students.
**Standards 6-A, 6-D, 6-Y, 9-F, 9-G, 9-N**

### 5.3.7d Internal Consumer Complaints

SUNY Plattsburgh, in compliance with Section
494C (j) of the U.S. Higher Education Act of 1965, has
an internal Consumer Complaint Process administered
through the Vice President for Student Affairs Office.
This process is brought to the attention of students
in the College Catalog and available in print format
and electronically [Academic Policies](#). The process
gives students an avenue to grieve if they feel that the
college has acted contrary to its published standards
or if conditions at the college appear to jeopardize
the quality of the college’s instructional programs or
the general welfare of its students. There is only one
instance of this process being used, however, and then
(in 1998) the formal complaint was not filed. It is
recommended that the college re-evaluate this process
to determine its effectiveness and to make any changes
needed. **Standards 6-A, 9-F, 9-G, 9-N**

### 5.3.8 Academic Support Services

A range of support services are available to students
designed to improve their academic success. Below we
describe a number of these services.

#### 5.3.8a Advisement

Academic advising teaches students about the realm
of higher education, including degree requirements,
college policies/procedures, and how to best utilize
resources to make informed educational decisions.
SUNY Plattsburgh’s academic advising system is
predominately faculty-based and de-centralized.
Approximately 266 faculty are advisors to students within
respective majors. Nine professional staff members
working in the Academic Advising Office (AAO), Student
Support Services (SSS), and Educational Opportunity
Program (EOP) advise undeclared students and other
special populations. The Academic Advisement Office
(AAO) coordinates the advising services offered to
students; orients faculty, staff and students to their
respective roles and responsibilities relative to academic
advising; and keeps faculty and students informed of
General Education requirements, academic information
available via Banner Web, and general college policies
([Advisement Information and Policies for Faculty and
Staff](#)). The department heads of graduate programs
coordinate graduate advisement, and a full-time
professional serves as Graduate Studies Advisor for
teacher education programs. Academic advisors are
familiar with the confidentiality parameters set forth by
the Family Educational Rights and Privacy Act (FERPA)
(Advisement Information and Policies for Faculty and
Staff). **Standards 9-D, 9-I**

As is often the case in faculty-based systems of
advise, some faculty advise many more students
than others. Nevertheless, SUNY Plattsburgh’s faculty
advisor/advisee workloads remain well within national
norms (see Appendix M: Table A-6. Faculty Advisee
Loads).

Despite personnel and fiscal limitations, the
Academic Advising Office (AAO), staffed by two full-
time professionals, a half-time secretary, and one to
two graduate assistants, is responsible for a wide
array of activities that directly and indirectly support
faculty and students and contribute to maintaining the
college’s academic standards and reputation. The AAO
coordinates the advisement component of summer
orientation; conducts freshmen, pre-course selection/
registration workshops; insures that all new students
have an appropriate course schedule prior to the start of the semester; assists students (regardless of major) with academic problems/concerns; insures that advisors understand the confidentiality of advisee information and the Family Educational Right to Privacy Act (FERPA); and authorizes the access of departmental faculty/staff to student records (to insure FERPA regulations are followed by advisors). The office also contributes to the college’s retention efforts by responding to Early Alerts submitted by faculty/staff; monitors students continued enrollment (calling non-registered students for forthcoming semesters, etc.); and administers academic support/monitoring programs for students on academic probation. The Director of Academic Advising is also Assistant to the Vice President for Academic Affairs and, with the support of the AAO staff, she administers the undergraduate academic progress review process, administers the College Level Examination Program (CLEP) and the Law School Admissions Test (LSAT), and coordinates the administration of the Web Course Opinion Survey (COS).

AAO staff have designed and offered INT120: Individual, Academic, & Social Expression which aims to enhance the academic and social integration of first-year, undeclared students who are typically a more attribution-prone population, while also meeting the General Education requirement for Oral Expression. Based on fall 2009 assessment outcomes (e.g., lower levels of attribution among first-year undeclared students, more expeditious movement toward majors, etc.), three sections (instead of one) were offered in fall 2010. End-of-term evaluations show that INT120 served the following important functions specific to undeclared status: 1) encouraged exploration; 2) reduced anxiety and discomfort associated with being undeclared; 3) narrowed the list of majors to several focal areas (i.e., providing direction); 4) furnished a more realistic perspective on various disciplines; and 5) validated (or sometimes modified) their prior ideas about major choices. Standards 7-H, 7-J, 2, 9-D, 9-P

Several surveys indicate that students are generally satisfied with their advisors and the advisement office. For the most recent administrations of the SUNY/ACT Student Opinion Survey (SOS) (2006 and 2009), SUNY Plattsburgh has ranked in the top three among SUNY Colleges on satisfaction with academic advising centralized services and advising within major (SOS Results 2006 and 2009). The Alumni Survey results show that approximately 74 percent of respondents were satisfied or very satisfied with Plattsburgh’s Academic Advising (Undergraduate Alumni Survey Results, December 2006, May 2007, August 2007). Standard 9-O

Advising is the lynchpin of student retention and a vital component in insuring students’ progress toward timely degree completion. Despite student satisfaction with advising at SUNY Plattsburgh, possible future consequences on student retention resulting from cutbacks to advising staff are of some concern. (In the past three years, the AAO staff has declined by one full-time professional position and half of a clerical position.) Standards 8-M, 9-P

5.3.8b Learning Center

Established in 1989, the Claude J. Clark Learning Center has earned an impressive reputation for providing quality academic support services to all undergraduate students. Based on the results of the SUNY/ACT Student Opinion Survey (SOS), the center’s peer tutoring services has been highly ranked within the SUNY system for a number of years. Student satisfaction with college tutoring services in the SOS (2006) ranked SUNY Plattsburgh first among SUNY comprehensive colleges, and third among SUNY comprehensives according to the SOS (2009) report. Standards 9-A, 9-O

The professional staff of the Learning Center oversees the recruiting, training, supervision, and coordination of a peer tutor program. On average, the peer tutoring program employees over 120 student employees a year, and supports approximately 1800 students in 235 different courses. While an effort is made to help as many students as possible, the Center’s attention is focused on supporting the highest demand disciplines: Math, Sciences (e.g. Biology, Chemistry, Physics, Environmental Sciences, etc), and Business (e.g. Accounting, Economics, Finance, Management). Considerable attention is also given to supporting writing (which covers the ENG100/101 composition courses through upper-level courses). Standards 9-B, 9-C

Peer tutors are required to have completed the course that they tutor at SUNY Plattsburgh, earned a grade of B or better in the course, maintain a GPA of a minimum of 2.75, received a recommendation from the course instructor, and completed tutoring training. The required tutor training program has been certified by the College Reading and Learning Association, an international organization that provides standards and oversight to academic support centers. Standard 9-B

The majority of the peer tutoring takes place on-site in the Learning Center. In the early 1990’s, the Learning Center staff established an On-line Writing Lab. Initially, this service was limited to supporting students in the RN/BSN Nursing program but as the demand increased, the service was made available to students enrolled in any online courses who did not have access to working with the Center’s on-site tutors. Standard 9-A

5.3.8c Library and Information Services (LIS)

LIS services are developed to align with national standards, institutional mission, and local needs. Collection development practices, reference and referral services, distance learning library and technical support services, and the information and technology literacy instructional program have all been constructed with Association of College & Research Libraries (ACRL) standards as a guide. Instructional objectives align with the SUNY General Education Learning Outcomes for Information Management, and course-related instruction is tailored to meet the needs of individual classes, as defined by their faculty. Regular monitoring and
consultations with faculty and students through formal committee structures such as the Teaching Learning Technology Advisory Group, the Instructional Technology Advisory Committee, and the LIS Student Advisory Committee provide a means of ongoing assessment of services and effectiveness. LIS network operations; instructional technology; computing, student and administrative services; and lab and classroom services are developed and offered to meet specific campus needs, conform with technology best practices, and anticipate new directions/trends. Classroom software and hardware are provided according to academic program needs, and classroom design for renovations and new buildings is conducted with significant faculty and student input. Remote access to college resources through the MyPlattsburgh Portal, online 24/7 reference services, computing support in residence halls, and online course content in Moodle all contribute to appropriate service delivery regardless of time or place.

All academic faculty in LIS have terminal degrees in their field, most professional staff have college degrees in relevant areas, and all staff working in technology maintenance and repair have relevant industry certifications. Academic faculty undergo performance review and tenure process as do all other academic faculty at Plattsburgh. Standards 9-B, 10-A

LIS services are designed to include some adaptive technologies including accessible desks in labs and classrooms, consideration of Web access issues such as file formats and accessible style sheets and development of multiple modes of service requests (walk-in, text message and e-mail, and well as online chat and Web forms). The Feinberg building is currently being renovated to include more variety of student study, group, and individual work space. Specialized equipment for scanning print media into PDF or audio is available, headphones are standard on computer workstations, and LIS helpdesk and service hours accommodate variation in student work and study schedules. Standards 9-C, 11-E

LIS assesses its services in a variety of ways including annual unit assessments, LIB105 course evaluations, course-related services faculty evaluations, and review of external or campus survey results relevant to LIS (LIS Annual Reports, SUNY, SOS (2009) results) (see Appendix O: Table A-8. Division of Library and Information Services (LIS) Student Opinion Survey Comparative Data (2009)). LIS Unit Coordinators regularly address issues of student support when planning the development or revision of services, and LIS staff and faculty participate in planning and analysis activities that take place in the Branch Campus Steering Committee, SUNY Adirondack/SUNY Plattsburgh Student Services Advisory Council, and the Graduate Studies Council. Regular unit meetings, coordinators meetings, special meetings to review survey results and to do annual assessments, assign budget to projects or to look at staffing needs all contribute to review and improvement of LIS. Standards 9-J, 9-K, 9-O

The organizational structure of LIS ensures direct connection between staff and faculty creating and delivering services and the students and faculty they serve. Each unit is empowered to act within their scope of service offerings, to expend budgets as needed, and to adjust staff assignments and hours as needed to best deliver services. Regular consultative and administrative oversight ensures that front-line staff decisions remain in alignment with the strategic mission and goals (LIS Organizational Chart). Standard 9-L

The services offered by LIS are advertised and made available to students in the College Catalog, Registration Guidebook, the LIS Web pages, and the Library Tab on MyPlattsburgh Web portal (Feinberg Library). Standard 9-M

5.3.8d First-Year Student Programming

In 2005, SUNY Plattsburgh’s Quality of Undergraduate Life Task Force recommended that the college focus more time and resources on first-year students—a population at high risk of attrition (Report on the Task Force on the Study of the Quality of Undergraduate Life at SUNY Plattsburgh). The Office of First-Year Experience was created as a result of these recommendations, and several programs and services were developed. Standards 9-A, 9-B

A first-year student dormitory was established (in Whiteface Hall) to house about one quarter of the freshman class with “First-Year Advocates” (experienced faculty/staff) assigned to each floor. In 2006 the program was expanded to a second dormitory (Wilson Hall). In fall 2007, a one-credit freshman experience course (FRX101), designed to assist first-year students with their academic and social transition to collegiate life was offered in Whiteface and Wilson Halls in a floor-based model. Specialized first-year experience courses for Equal Opportunity Program students, Student Support Services students, international students, and student athletes brought the proportion of first-year students enrolled in such seminars to over 80 percent. Standards 9-A, 9-B, 10-A, 11-D, 11-Q.6

To further support the academic achievement of first-year students, two Faculty Fellow positions have been funded in the Learning Center to train math and science tutors, hold group tutoring sessions, and/or meet with students individually. A specialized training session on working with first-year students is routinely offered for faculty in the Center for Teaching Excellence. In addition, faculty who teach English 100 and 101 (courses commonly taken by first-year students) are especially asked to identify and follow up with first-year students who miss class, receive poor grades, have behavior issues, etc. through the college-wide Early Alert System. Standards 9-A, 9-B, 10-A

From the onset of the first-year experience program, it was predicted that the success of first-year students—academically, socially, developmentally, etc.—would contribute to increased retention/persistence, higher GPAs, and greater number of credit hours completed at the end of the freshmen year. Data from numerous sources, collected and reviewed each year, show
increases in average GPAs and increases in average credit hours completed between years 2005 and 2010. Persistence rates for this population have gone up as well, from 77.4 to 81.7 percent (fall-to-fall 2005-06 and 2008-09 respectively). (First-Year Experience Year-to-Year Comparisons) **Standards 8-H, 8-O, 8-P, 9-A, 9-J, 11-D**

Beginning in fall 2011 most sections of the FRX one-credit course were eliminated for budgetary reasons, but the rest of the first-year student program will continue. It is hoped that additional programming in the residence halls will fill the gap left by the course elimination. First-year students’ academic success and retention rates will continue to be closely monitored. **Standards 8-H, 8-K, 8-P, 9-J, 9-O, 9-P**

### 5.3.8e Programming for “At Risk” Students

SUNY Plattsburgh has several ongoing programs designed to meet the needs of students identified as being “at risk”: the Educational Opportunity Program (EOP), Students at Risk Program (STAR), and Student Support Services (SSS). These three programs have a long standing history of excellent performance. Both year-to-year retention rates and graduation rates for students in these programs are above what would be expected of students from similar circumstances, and in some years they are above the average for the college (Table 5-3).

The Educational Opportunity Program (EOP) provides academic, financial and personal/cultural support to students who meet the criteria for service as outlined in the SUNY EOP guidelines. These criteria include New York State residency for 12 months prior to enrollment, and qualifying as economically disadvantaged by income guidelines set by EOP (Educational Opportunity Program). Extensive tutoring is provided as well as a pre-college Summer Institute to ensure that students who do not meet the traditional admissions criteria are able to succeed at the college. **Standards 8-K, 8-O, 8-P, 9-A, 9-J, 13-A (BS), 13-B (BS), 13-E (BS)**

The Students at Risk (STAR) program enrolls between 30 and 50 students per year depending on the applications received. To qualify for the STAR program a prospective student who is not admissible based on regular standards must show promise for future academic success. STAR students sign a contract requiring specific activities for the first year. All STAR students enroll in FRS 101 Freshman Seminar and meet at least every other week with a STAR advisor to ensure that they are making adequate academic progress. **Standards 8-K, 8-O, 8-P, 13-A (BS), 13-B (BS), 13-E (BS)**

Student Support Services (SSS) is a Federal TRIO-supported program that has been at the college since 1978. To be eligible for SSS a student must be either first-generation or low-income student, or a student with a disability and show academic need. Students are provided specialized course advisement, receive personal counseling and assistance with financial aid and financial literacy education, and may be enrolled in smaller classes with supplemental instruction, among many other services. **Standards 8-K, 8-O, 8-P, 13-A (BS), 13-B (BS), 13-E (BS)**

These three programs have played a significant role in ensuring that students receive the proper support to allow them to graduate from the college. Moreover, they contribute to the institutional goals of enhancing the teaching and learning environment for students, strengthen services and programs that support teaching excellence, and supporting the overall campus culture of teaching. Since two of these programs are grant funded, their cost to the college has also been minimal.

### Table 5-3

Retention and Graduation Rates for “At Risk” Students

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fall 2010 to 2011 Retention Rate</th>
<th>6-year Graduation Rate – Fall 2004 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Plattsburgh*</td>
<td>83%</td>
<td>59%</td>
</tr>
<tr>
<td>STAR</td>
<td>88%</td>
<td>63%</td>
</tr>
<tr>
<td>SSS</td>
<td>90%</td>
<td>64%</td>
</tr>
<tr>
<td>EOP</td>
<td>93%</td>
<td>69%</td>
</tr>
</tbody>
</table>

*The college’s overall statistics do not separate out the special program students so this rate may be inflated by our special program’s successes.

**Standards 8-C, 8-H, 8-O, 9-A, 9-C, 9-J, 13-A (BS), 13-B (BS), 13-E (BS), 13-F (BS)**

### 5.4 Admissions

Admissions staff at SUNY Plattsburgh identify and showcase a number of characteristics that reflect the mission of our institution, including the educational quality of our degree programs, faculty who are leaders in their respective fields, a student-to-faculty ratio of 16:1, opportunities to engage in experiential learning through internships and study abroad programs, and the unique geographical location the college. **Admissions**

**Standard 8-A**

Prospective students as well as currently enrolled students can access the 2011 - 2012 SUNY Plattsburgh Undergraduate Catalog electronically as a PDF file 2011-2012 College Catalog or receive a print copy. The catalog Web site includes links to a directory of undergraduate programs, General Education requirements, and special programs. Additionally, there are directory links to Trustees, Directors, Administrators, Faculty, and State University of New York/Affirmative Action. **Standards 6-I, 6-J**

Freshman admissions requirements are available to prospective students in the College Catalog and on
our Web site, listing the top factors SUNY Plattsburgh considers in order of importance. Additionally, any program-specific requirements are identified and linked to the program curriculum (Freshman Admissions Requirements). The “Fast Facts” link from the Admissions Web site describes the college profile and provides information about for prospective transfer students (Transfer Admissions), international students (International Students Admissions), and graduate students (Graduate Admissions). Academic Department assessments can be accessed as a link from the Assessment Web page (Academic Department Assessment Outcomes), and graduation and retention data are also publicly available by electronic links from the Institutional Research Web page (SUNY Plattsburgh Retention Statistics). All admissions recruitment materials, including view books, are reviewed annually by the Office of Public Relations and Publications. Standards 6-H, 6-P, 7-J.6, 8-B, 8-E, 8-J

Information on financial aid, scholarships, grants, loans, and refunds can be accessed on the Financial Aid Web site (Financial Aid), and information about charges and costs including tuition, fees, residence hall rates, and meal plan rates can be accessed by the link to Student Accounts (Student Accounts at SUNY Plattsburgh). The Net-Price Calculator supplies prospective students and their families an estimate of costs for attending SUNY Plattsburgh as well as any SUNY campus (Net Price Calculator). Standards 6-H, 8-F

A comprehensive overview of transfer credit information is available as a link on the Admissions Web page. This includes details about credit policy and process, credit evaluation, articulation agreements, credit equivalences, and course credits available by examination (AP, CLEP, IB, DSST credit) (Transfer Credits). Standards 6-H, 8-G, 11-I

5.5 Safety and Security

Ensuring the safety and security of students, faculty, and staff has always been a high priority at SUNY Plattsburgh, and the college has been at the forefront in developing procedures and methods for communicating with the college community during emergencies. The Emergency Response Plan (May 2010) specifies procedures for organizing, coordinating, and directing available resources toward the control of emergencies. This plan complies with the National Incident Management System signed by President Ettling in May 2008 (CD: Emergency Response Plan, 2010). The SUNY Plattsburgh Web site for safety and security describes the role of the University Police, as well as resources for maintaining security, annual crime and fire statistics, and a “silent witness program” allowing faculty, staff, or students the opportunity to report crimes online (Safety and Security). Plattsburgh was an early adopter of the SUNY NY-Alert system which enables the college community to receive emergency notifications via phone, e-mail, text message, or fax. Approximately once a semester these systems are assessed for improvement. A recent innovation is the addition of an electronic link, “Help a Student,” on the main menu of the MyPlattsburgh portal (Help a Student). Based on the category of problem a student might face (medical illness, harassment, disability issues, and legal problems) links and phone numbers for services are provided. Standards 6-N, 9-B, 9-C

5.6 Conclusions

The objectives and action plans written to advance the institutional goal of enriching student, faculty, and staff experiences call for improving the campus climate for employees through orientation, mentoring, employee training, and increased opportunities for professional development. Additionally, the college has identified the importance of enhancing the teaching and learning environment for students by creating better access to technology, increasing students’ exposure and sensitivity to diversity and to ethical issues, and by enhancing students’ appreciation for international experiences. The particular initiatives and programs discussed in this chapter indicate that we have made significant progress in achieving this institutional goal. The institutional suggestions and recommendations included here identify ways in which the college can continue to work towards enhancing the quality of life for faculty, staff, and students.