

Report to Faculty, Administrators, Trustees, Students
of
SUNY College at Old Westbury
Old Westbury, New York

**Prepared following analysis of the institution's
Periodic Review Report**

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Evaluation of the Periodic Review Report of SUNY College at Old Westbury

I. Introduction

SUNY College at Old Westbury is a public, liberal arts, comprehensive college located in Long Island, New York and is currently celebrating its 50th anniversary this year. It was first accredited by Middle States in 1965. It is a member institution of the State University of New York (SUNY) system. The College's efforts at continuous improvement have been focused on three main aspects essential to their Mission: enrollment, assessment and strategic planning.

The College's mission statement includes the following:

SUNY College at Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The college is a community of students, teachers, staff and alumni bound together in mutual support, respect, and dedication to the Mission.

The Periodic Review Report (PRR) provides a comprehensive overview of institutional progress since the College's decennial self-study and team visit in 2011. The PRR Committee is to be commended for its forthright discussion of the College's goals, achievements, shortcomings and future challenges. It is clear to the readers that the College was inclusive and reflective in the preparation of the PRR. The PRR's primary focus is on the implementation process, progress, and challenges associated with the College's 2010-15 Strategic Plan (SP). A significant growth in the College's graduate program offerings has resulted in a change in their Carnegie classification from Baccalaureate College to Masters College and University: Small Programs, on February 1, 2016.

II. Responses to Recommendations from the Previous Decennial Evaluation

This section summarizes the College's responses to all 25 recommendations made in its own self-study and the single recommendation made in the decennial report prepared by the 2011 visiting team. The readers have grouped the recommendations into five key areas: 1) governance and administration; 2) resources; 3) faculty issues; 4) student enrollment and retention 5) assessment and institutional effectiveness.

1. Governance and Administration: Self-Study Recommendations 2.01, 3.01, 3.02, 4.01, 4.02, 4.04 and 5.03

The PRR listed seven different recommendations under the general area of governance and administration. All these recommendations were made by the College and included in the 2011 self-study document. The College has successfully acted on some of these recommendations and continues to work on others, as indicated below.

Recommendation 2.01: The goal of developing a standardized process for registration and resolution of grievance processes within various divisions of the College was not achieved. However, a number of functional units have well developed grievance registration and resolution processes.

Recommendation 3.01: The SP goal of establishing an IT Governance Committee was successfully completed in spring 2014. The ITGC is charged to serve as an advisory body to College President on all IT matters. The ITGC structure establishes the strategic, operational and technical decision-making processes related to employing technology which enables the College to achieve its Mission and objectives.

Recommendation 3.02: The PRR indicates that the goal to resolve continuing faculty governance/administration conflict made significant progress during the past five years, resulting in increased communication and better working relationships. Concrete accomplishments have occurred primarily in the context of jointly appointed task forces. These changes have positively impacted IT decisions, marketing campaigns, faculty appointments and reappointment and promotion and tenure issues. The readers commend these signs of progress.

Recommendation 4.01: The goal for establishing the Resource Allocation and Budget Planning Committee (RABPC) in the SP was to provide budget systematization and transparency. However, the PRR indicates that the RABPC has been completely ineffective in fulfilling its charge. The role of the RABPC is currently under review.

*The reviewers **suggest** that the RABPC be reconstituted or replaced by another process that assists in the important process of linking institutional planning and budgeting processes (Standard 2).*

Recommendation 4.02: This recommendation to survey SUNY comprehensive institutions for definition of “consultation” and faculty/administration interactions was not completed. Informal contacts with other institutions confirmed that there is no SUNY-wide standard for constitutes as “effective consultation.” There is a general understanding that “effective consultation is ultimately a product of the interactions and the level of trust that exists.”

Recommendation 4.04: The recommendation to conduct a staff satisfaction survey to determine the needs and concerns of the College staff has not been implemented. The College hopes to complete this survey when the new Assistant VP for Assessment and Institutional Research is on board.

Recommendation 5.03: Action on this recommendation to expand Greek fraternities and/or sororities to meet the needs of the growing student body has made some progress with the addition of Kappa Sigma in fall 2015 and another unnamed organization in 2016.

2. Resources: Self-Study Recommendations 2.02, 3.03, 4.03 and 5.02

There were a total of four institutional recommendations included in the 2011 Self-Study in the general area of resources, both financial and human. The College is to be commended for strategically funding priority areas despite State funding constraints.

Recommendation 2.02: This recommendation to provide sufficient resources to operate and maintain the College received a significant boost with the launching of new website in spring 2014. A single Webmaster was hired in 2011 to operate and maintain the website. The PRR recommends the addition of another web developer to augment web functions and features.

Recommendation 3.03: Efforts by the College on this recommendation to increase non-tuition revenue has met with some success particularly through savings in the facilities maintenance area including 15% energy savings by switching to LED lighting, permits, installation of solar panels to library and energy efficient envelope and roof on the Campus Center. Additional revenue (which has fluctuated between \$300,000 and \$850,000) was generated by the Westbury College Foundation, facilities rental and summer and winter session classes.

Recommendation 4.03: This recommendation to address staff shortages in view of the SP goals to increase student enrollments to 4500 students is no longer valid since the College was unable to sustain the targeted enrollment in 2015-16. However, over the past five years, significant staff growth in Student Affairs (33%), Computing Services (20%) and Enrollment Services (17%) and decrease of 5% in Institutional Advancement, which includes Media and Public Relations Departments have been noted.

Recommendation 5.02: The College responded to this recommendation to improve funding for Career Services, the Counseling Center, the Women's Center and the Writing Center by increasing funding to the Career Planning and Development Office and the Counseling and Wellness Services by 120%, including three additional FTE employees. The Writing Center budget was doubled and Women's Center budget was increased 10-fold to \$10,000.

3. Faculty Issues: Self-Study Recommendations 6.01, 6.02, 6.03 and 6.04

There are a total of four institutional recommendations included in the 2011 Self-Study. These recommendations pertain to increasing full-time faculty and support for developmental activities and training for faculty and adjuncts. Again, the College is to be commended for the significant growth in the number of new faculty as a result of developing new undergraduate and graduate degree programs. Support for faculty professional development activities remained stable and the College made some progress in department chair training. The College is also making progress in the training of adjuncts.

Recommendation 6.01: This recommendation to increase full-time faculty with focus on support for all College programs was fully implemented with the addition of 23 new faculty lines (a 16% increase) in the past five years. The School of Arts and Sciences got 18 new faculty lines (a 17% increase) and the School of Education received 5 new faculty lines (a 33% increase). However, the PRR indicates that the additional lines did not decrease the percentage of adjunct faculty teaching since fall 2011 (approximately 46%).

Recommendation 6.02: This recommendation calls for increase support for professional development activities for faculty across the three schools including travel, sabbaticals and course releases for research. The College indicates that support for these activities have increased modestly since the site visit in 2011. The total support for Faculty Development Grant Awards in 2015-16 was \$44,294 compared to \$44,002 in 2011-12. Funding for the UUP Individual Faculty Development Awards increased to \$13,272 in 2015-16 compared to \$9,111. The total support from school deans for professional development of faculty in their schools increased to \$80,000 in 2015-16 compared to \$72,600 in 2011-12. The total amount spent towards all faculty professional development activities from these three sources during the five year period is \$543,957.00. There were no specific trends noticed in the awarding of sabbatical leaves, since these awards depend on individual faculty circumstances. There were a total of 11 course releases in 2015-16 compared to four in 2011-12.

Recommendation 6.03: This recommendation calls for implementing assessment and/or training for department chairs. Each summer since 2014, the College is conducting an all-day training workshop for new and continuing department chairs. The department chairs also have access to "ATLAS Academic

Leadership Training” as an additional resource. An attempt to develop formal assessment of department chairs was tabled in the Faculty Bylaws Committee.

Recommendation 6.04: This recommendation calls for implementing a training program for adjuncts. The College has initiated several programs and policies to support adjunct instructors including tasking departments to develop Faculty Manuals that contain policies and procedures applicable to their department. The SAS has developed a “Faculty Advising Manual.” Other departments (e.g., English) are holding training sessions for all their adjuncts. The English department received the Chancellor’s Award for excellence in Adjunct Teaching.

Student Enrollment and Retention: Self-Study Recommendations 3.04 and 5.01

After the explosive growth in student enrollments during the five years preceding the site visit in 2011, the College has struggled to achieve and sustain the enrollment target of 4500 students set in the 2010-15 Strategic Plan. Though the target was achieved in 2014-15, it was not sustained in 2015-16. A modest gain of 2.9% over five years was achieved in the six-year graduation rate.

Recommendation 3.04: This recommendation calls for capping enrollment growth to stabilize the College. In view of the failure to sustain enrollment growth during the past year, the College has recognized that this recommendation is no longer valid.

Recommendation 5.01: This recommendation calls for continued efforts to increase retention and six year graduation rates. The College’s six-year graduation rates modestly increased from 37% in 2011 to 39.7% in 2015. The 44% retention goal for 2015 was not met.

*The reviewers **suggest** that the College develop a comprehensive, campus-wide retention plan with defined actions and outcomes for both academic and non-academic divisions of the College (Standard 8).*

*The reviewers **suggest** that the College should carefully monitor enrollment trends going forward and continue to develop new academic programs after careful market analyses for student and workforce demands (Standard 8 and 11).*

Assessment and Institutional Effectiveness: Self-Study Recommendations 7.01, 7.02, 7.03, 7.04, 7.05, 8.01, 8.02 and 8.03.

Recommendations 7.01, 7.02 and 7.03: These recommendations call for addressing assessment issues pertaining to General Education (in light of SUNY’s changed role), developing school-wide learning outcomes and systematizing mechanisms in disseminating program specific learning outcomes to students in the SAS. Old Westbury has made considerable progress on all three recommendations. The Director of Academic Assessment (DAA) working with the Faculty Assessment Team conducted an assessment of the GE program resulting in a comprehensive report (Appendix 2.8). Despite SUNY’s decreased monitoring of the GE programs across the system, the College continues its strong culture of assessment. SAS is exploring how to implement the Liberal Education and America’s Promise (LEAP) program’s essential learning outcomes as the College’s institutional learning outcomes, a laudatory goal. All departments in the SAS plan to publish their mission statements and learning outcomes in the College Catalog.

Recommendations 7.04 and 7.05: These recommendations call for assessment and review of its internship and certificate programs across the College. As SUNY-wide initiative the College created an Applied Learning Team consisting of faculty and staff, who submitted a preliminary report to SUNY,

which subsequently mandated that all SUNY campuses make “approved” applied learning opportunities available to all matriculated students by fall of 2016. A plan to apply existing assessment practices to applied learning is being explored in conjunction with implementing LEAP learning outcomes. The College offers several different certificates, all of which will be reviewed as part of the 5-year departmental review process.

*The reviewers **suggest** that the College develop a systematic assessment plan for its internship programs and/or its applied learning experiences offered to students (Standards 13 and 14).*

Final Team Report Recommendation (Self-Study Recommendation 8.01): Formalize and implement a systematic, defined assessment plan for the non-academic areas of the college. The College reports very little progress on this single recommendation made by the visiting team in their Final Team Report. The PRR candidly reports that lack of expected progress was “due to lack of focus, absence of ardent adherence to timelines and being too large a committee with disparate strategies and goals.” Furthermore, in Section 5, the PRR indicates that “because of the lack of a centralized assessment process for non-academic areas—the heads of the six college divisions completed an Institutional Effectiveness Rubric for their divisions and subunits.” The College plans to address these issues through hiring of an Assistant Vice President for Assessment and Institutional Research, a new position that will double the size of the current Office of Institutional Research and Assessment (IRA).

*The reviewers **recommend** that SUNY College at Old Westbury immediately begin to address the **Final Team Report Recommendation**, which states “Formalize and implement a systematic, defined assessment plan for the non-academic areas of the college (Standard 2).”*

Recommendations 8.02 and 8.03: These recommendations call for strengthening and evaluating current assessment measures and designing new measures that are amenable to be evaluated via software, in order to lessen time and effort demands on the faculty. The College has demonstrated considerable progress on these recommendations and in the area of assessing learning outcomes as a whole.

III. Major Challenges and Opportunities

The overall challenge and opportunity for the SUNY College at Old Westbury is to attain long-term financial stability through sustainable enrollment growth, increased retention, revenue growth (from sources other than tuition and fees and state appropriation) and savings from operational efficiencies. The College has and continues to rely on reserve funds to balance its budget. To address this institutional challenge and opportunity, the College is focusing on challenges and opportunities in three broad areas: 1) Educational offerings, 2) Facilities and Renovations and 3) Technology.

Educational Offerings

Graduate Programs: One of the strategies under this broad area is to add new and more diverse graduate programs and increasing enrollments in existing graduate programs. The College has made excellent progress in increasing graduate enrollments during the past decade, with 22 students enrolled in spring 2005 compared with 194 enrolled in spring 2016. Each of the new programs has great potential and capacity to enroll more students, since no programs have met the initial enrollment projections made in the program proposals. With appropriate marketing and new facilities and technology, the College intends to further grow enrollments. Indeed, marketing expenditures for all graduate programs increased from \$40,000 in 2010-11 to an estimated \$250,000 in 2015-16. The

challenge is to sustain this support. The College continues to add new graduate programs since the 2011 Self-Study. The innovative BS/MS in Accounting and BS/MS in Taxation are good examples. The SOB has proposed three new graduate programs scheduled to be launched in fall 2017, including the M.S. in Forensic Accounting, M.S. in Healthcare Management and an M.S. in Entrepreneurial Leadership. The SOE also received approval to offer a 5-year combined Bachelor's/Master's adolescence educations programs in five existing content areas. Several other new graduate program proposals from the SAS and SOE are in the pipeline.

Undergraduate Programs and Specialized Accreditations: Another strategy is to “expand undergraduate curricular offerings, creating possibilities for greater enrollment with richer and more diverse portfolio of undergraduate majors.” All three colleges are engaged in the exploration and development of innovative and multidisciplinary programs with potentially high demand. Additionally, the College is exploring the possibility of achieving specialized accreditation for its new and existing programs to enhance their reputation and improve enrollment and retention. The College is also to be commended for exploring opportunities to expand offerings to the non-traditional aged adults, who are seeking educational opportunities outside the four-year college model. Plans are underway to establish a new School of Professional Studies to serve the non-traditional, adult-aged market. An Advisory Board and Director have already been appointed to lead this effort. Another major opportunity listed is in the area of international programs. International student enrollments have been low and have hovered around 45 students and represent only 1.5% of the total enrollments.

*The reviewers **suggest** that the College engage in a detailed analysis of the linkages between specialized accreditation and improved enrollment and retention, before implementing plans to seek additional specialized accreditations for its academic programs (Standard 8).*

Facilities and Renovations

The PRR points out that the funding of capital projects remains a major challenge even in light of \$70,000,000 academic building with 147,000 square feet of state-of-the-art space for classrooms, laboratories and faculty and staff offices. This new academic space merely replaced existing facilities that were non-functional, very expensive to maintain and were demolished in 2015. The new building is already used to capacity, and the College will be challenged to accommodate current and future increases in enrollments. The College library also got a major renovation, to the tune of \$29,000,000, resulting in additional collaborative learning space for IT Commons, Math Learning Center and the Study and Research Commons. Several other minor renovations projects were carried out during the past five years that enhanced the aesthetics and energy conservation on campus. The College received \$3.1 million allocation for critical maintenance projects for the upcoming 5-year period.

The new academic facilities also brought in improved technology and connectivity for faculty and students with greater security and protection of data, and easier support and maintenance. The PRR indicates that the College is migrating to new portal technologies for use by faculty, students and staff. This will facilitate much-needed areas of document management, collaboration, communication and workflow, and is expected to be operational in 2016. Improved technology services including a Contact Center has resulted in expansion of distance learning and hybrid course offerings (Table 3.4). Under the leadership of the new CIO, the College has embarked on a Digital Campus Initiative with a goal of integrating curricula, technology, pedagogy, active learning spaces and collaboration among faculty, students and staff. The components of this plan include Degree Works, predictive analytics, Student Retention Performance, student early warning system and the Portal.

IV. Enrollment and Finance Data

In reviewing the enrollment and financial data for the College, it is clear that the two are inextricably linked. The PRR indicates that “Since 2011, our overall headcount enrollments have fluctuated between 4,353 and 4504, and the College has missed its enrollment target three of the last five years (with a significant budget impact).” The college is to be commended for its foresight and entrepreneurial spirit in planning for contingencies, such as developing reserve funds and new and innovative graduate and undergraduate programs to offset the enrollments declines in programs in the School of Education and others. Additionally, robust growth in other areas such as STEM disciplines (43% growth since 2011) and Honors College (46% growth since 2011) has helped avert major budget short falls. In the current environment of declining high school graduates in the Northeast and inadequate State funding of higher education, the College continues to struggle to maintain or increase freshmen enrollments. This issue is compounded by the relatively low six-year graduation rate of 39%, which has not improved significantly since 2011, despite major improvements in facilities, technology and increases in new faculty positions. The College is responding with several strategies designed to produce increases going forward:

- continuing expansion of degree programs,
- reducing the residency credit requirement from 48 to 40 credits, to bring them in line with other area colleges,
- reaching out to renew articulations with local community colleges, and
- developing stronger ties with local high schools.

Despite the undertaking of a number of new initiatives such as Departmental Early Warning Systems, revised class schedules, improved academic advising, ongoing implementation of the new data analysis tool, changes in the orientation program for new transfer and first-time-to-college students, greater IT support and better coordination of retention initiatives, the six-year graduation rates barely increased to 39.7 % in 2015-16 from 37% in 2011. Enrollment projections for the next five years (Table 4.5), as negotiated with SUNY, are set at 5212 full-time students including undergraduate and graduate students. Such an increase would mean an average growth of 3% per year including a hefty average growth rate of 8% per year for graduate students.

Financial data (Table 4.7) for the past three years reveal a 5.9% increase over three years resulting in the College’s all funds budget to increase from \$61,055,174 in 2012-13 to \$64,635,187 in 2014-15. Funding from its Affiliated Entities grew 12.6% during the three-year period from \$4,893,307 to \$5,511,111. College reserve (contingency) funds used to support operations for the three year period averaged \$5,300,000. Budget projections for the next three years, based on the enrollment projections, are expected to modestly increase by 3.3% from \$66,799,478 in 2015-16 to \$68,971,190 in 2017-18. The increase in tuition and other revenue streams enabled the College to add 62 new faculty and staff positions from 2010-16. The College anticipates using \$4,600,000 of reserve funds annually over the next three years to balance its budget.

The College should carefully monitor enrollment trends going forward and continue to develop new academic programs after careful market analyses for student and workforce demands. The College will also have to step up its efforts in the Advancement and Development area and sustain the growth in revenue from its Affiliated Entities.

V. Assessment Processes and Plans

Assessment of Institutional Effectiveness (Standard 7):

The PRR notes that “the Institutional Assessment Committee referred to in the 2011 Self-Study and envisioned to implement Recommendation 8.01 and the Final Team Report Recommendation did not make the progress expected due to a lack of focus, absence of ardent adherence to timelines and being too large a committee with disparate strategies and goals.” Though the readers commend the College for its candor, this is a serious lapse in compliance with Standard 7, especially in light of the fact that the Final Team Report issued a single recommendation, which read:

Formalize and implement a systematic, defined assessment plan for the non-academic areas of the College.

The PRR notes that the six divisions of the College do engage in assessment activities, however, these activities are not consistent or unified across divisions. The PRR also notes that “the level of sophistication of assessment activity, however, varies by division and by department within divisions. And, because of inconsistencies in reporting styles and the lack of uniform procedures, it is difficult compare assessment activities across divisions. Though Appendix 5.8 lists institutional changes resulting from assessment activities in non-academic divisions, there is very little evidence provided of specific assessment outcomes used to make such changes. Also, these assessments activities are not linked in any tangible manner to student learning and success at the institution.

It is surprising to the readers that the College failed to act upon this single recommendation in the Final Team Report. To address this oversight, the president of the College has directed the provost, as well as allocated resources, to hire an Assistant Vice President for Assessment and Institutional Research and Assessment (IRA). This action alone does not convince the readers that the appropriate attention and actions will be taken to address this matter.

Assessment of Student Learning:

The PRR notes and the readers concur that the College has a comprehensive, well defined and clearly articulated academic assessment program in place for all three of its schools: School of Arts and Sciences (SAS), School of Education (SOE) and School of Business (SOB). The SOE and SOB measure student learning as part of their accreditation agency processes, NCATE/CAEP and AACSB, respectively. This mature and well-integrated student learning outcomes assessment program provides numerous examples of closing the loop and program improvements in various academic majors, General Education, First Year Experience program and Writing Across the Curriculum (Appendices 5.9 – 5.12). In SAS, over 85% of the syllabi include learning outcomes, based on 2011 Self-Study Report. In the SOE all departments have reviewed learning outcomes based on the SOE’s Conceptual Framework. In the SOB, a number of direct and indirect learning outcomes assessments are utilized based on AACSB accreditation standards, even though the school is not actively pursuing AACSB accreditation.

In conclusion, the College’s processes to assess student learning outcomes are well integrated and firmly in place and continued progress in strengthening the process is evident. That is not the case, however, with regard to processes for assessment of institutional effectiveness. The future hiring of an Assistant Vice President for Assessment and Institutional Research is only a start in the right direction. The central issue is formalizing and systematizing a defined assessment plan for all non-academic areas for their effectiveness in supporting student learning and success.

VI. Linked Institutional Planning and Budgeting

Over the past five years, institutional planning and budgeting at SUNY College at Old Westbury was driven by the 2010-15 Strategic Plan, which was developed in support of the College's vision and mission. Section 6 of PRR describes the budget and planning context, with emphasis on operational planning, capital planning and overall enrollment. This section also includes explanations for some of the major shortcomings of the 2010-15 SP and its impact on the ongoing institutional planning process. The PRR notes that institutional planning at all SUNY institutions is tied to resources at the statewide SUNY system level. Allocation of funds to the College has always been primarily driven by enrollment using an algorithm that includes students' enrolled statuses (e.g., graduate or undergraduate, upper- or lower-division, major, etc.) Only 27% of the overall budget comes from the State, the rest coming from tuition, fees and other sources. If the enrollment targets are exceeded, the College is allowed to keep the excess revenue. If the target is not met, the deficit in the budget must be made up from College reserves or other auxiliary sources. The College met its target of 4500 students only once, in fall 2014 (Table 6.1). Deficits in funding due to unmet enrollment goals over the past three years were made up with funds from the College's reserves, in amounts ranging from \$3.5 to \$8.6 million. The College is projecting an average of 3% increase in enrollments (including graduate) over the next four years, with a target of 5212 students in 2019-20.

The PRR notes that the planning for capital projects is done through the College's Office of Capital Planning (OCP), which works closely with the State University Construction Fund and the campus' Facilities Department. Planning for Educational Facilities includes the administration of the Campus Capital Plan, in accordance with the Campus Facilities Master Plan of 2011 and any updates.

The PRR notes that the SP (Appendix 6.3) was the result of a wide ranging, inclusive and open process and remains the College's primary document for institutional planning and budgeting. The College is to be commended for its candid assessment of the 2010-15 Strategic Plan (SP) implementation and outcomes. The six strategic planning goals, objectives, accomplishments and assessment measures are listed in Table 6.2. The goals are:

1. Academic: Expand academic programs and academic support
2. Brand: Enhance image and outreach
3. Finance: By 2015, achieve financial stability by pursuing sustainable resource base through expanded and diversified funding partnerships and increased efficiency in operations
4. Enrollment: Grow enrollment to 4500
5. Retention: By 2015, increase the overall graduation rate to 44%

The readers commend the College for the excellent progress and achievements on goals 1 and 3. The additions of innovative graduate, undergraduate and joint Baccalaureate/Masters programs and the commensurate increases in new faculty lines in support of these programs is nothing short of a spectacular achievement. With adequate support and marketing, these programs have great potential to grow in enrollment and bring in sorely needed revenue. The \$145 million in facilities improvement over the five-year period ending in 2015 will also support the academics and enhance the image and outreach efforts of the College. However, the College recognizes and acknowledges that making progress on goals 4 and 5 has been a struggle (Table 6.2, Appendix 6.4). As indicated earlier, the College met its enrollment target of 4500 only once in fall 2014. Its six-year graduation rate goal of 44 % was not met during the entire 5-year period and increased only by 2.5% over the five year period to 39.7% in 2015-16.

The PRR notes that “the College did not achieve all the strategic goals we outlined in the 2010-15 SP.” The PRR further notes that “While we set ourselves meaningful and important strategic goals in the 2010-15 SP, we failed to include regular assessment and accountability in the achievement of those goals.” Recognizing this shortcoming in the implementation of the 2010-15 SP, the PRR indicates that “the College is more deeply committed to – and better able to achieve – a durable, inclusive and resilient ongoing strategic planning process. It is problematic for the readers to learn that the College does not intend to start work on the next five-year Strategic Plan until 2019.

*The reviewers **recommend** that SUNY College at Old Westbury initiate the process of developing a new institutional strategic plan as soon as possible, since the previous plan expired in 2015 and the Strategic Plan targets for student enrollment, retention and institutional effectiveness were not met. The College should not wait until 2019 to develop such a plan since enrollment, retention and institutional effectiveness are inextricably tied to budget and financial planning. Furthermore, institutional planning should be based on improved analysis of institutional data and continuous benchmarking and monitoring of goal achievement with broad input and buy-in from various stakeholders (Standards 2 and 8).*

VII. Conclusion

SUNY College at Old Westbury continues to make progress on 24 out of 25 recommendations included in the 2011 Decennial Self-Study, with the single exception of Recommendation 8.01, which is also the only recommendation in the Final Report of the Visiting Team. The goals of the 2010-15 Strategic Plan (SP) have been largely achieved, however greater focus and progress is needed in the areas of enrollment, retention and institutional effectiveness, specifically implementation of a systematic, defined assessment plan for non-academic areas of the College. Though the PRR notes that the working relationships and communication with faculty have improved significantly, the consultative process needs further tweaking and attention. A case in point is the failure of the Resource Allocation and Budget Planning Committee (RABPC) to fulfill its charge. The PRR notes that the RABPC “has not been an effective institution for the monitoring of strategic planning benchmarks, the systemization of strategic planning initiatives or as a forum for the development of recommendations for planning initiatives and balancing competing resource demands. The RABPC has also failed to foster greater transparency in the budgeting process.”

SUNY College at Old Westbury is to be commended for attaining the new Carnegie Classification: Masters College and University: Small Programs in February 2016, based on the expansion of its graduate programming to include several new graduate degree programs and joint Baccalaureate/Masters programs. The College is also to be commended for exploring opportunities to expand offerings to the non-traditional aged adults, who are seeking educational opportunities outside the four-year college model. The completion of New Academic Building (NAB) and the addition of new faculty lines to support the new graduate and undergraduate programs, and the resulting enrollment growth, are also noteworthy.

Based on the careful review of the PRR and other supporting documentation, the reviewers have made the following **recommendations**:

1. *The reviewers **recommend** that SUNY College at Old Westbury immediately begin to address the **Final Team Report Recommendation**, which states “Formalize and implement a systematic, defined assessment plan for the non-academic areas of the college (Standard 2).”*

2. The reviewers **recommend** that SUNY College at Old Westbury initiate the process of developing a new institutional strategic plan as soon as possible, since the previous plan expired in 2015 and the Strategic Plan targets for student enrollment, retention and institutional effectiveness were not met. The College should not wait until 2019 to develop such a plan since enrollment, retention and institutional effectiveness are inextricably tied to budget and financial planning. Furthermore, institutional planning should be based on improved analysis of institutional data and continuous benchmarking and monitoring of goal achievement with broad input and buy-in from various stakeholders (Standards 2 and 8).

Based on careful review and the challenges and opportunities identified in the PRR, the reviewers also make the following **suggestions** that the institution might want to explore.

1. The reviewers **suggest** that the RABPC be reconstituted or replaced by another process that assists in the important process of linking institutional planning and budgeting processes (Standard 2).
2. The reviewers **suggest** that the College develop budget scenarios linking funding for capital projects necessary to meet current and future enrollment goals (Standard 2).
3. The reviewers **suggest** that the College engage in a detailed analysis of the linkages between specialized accreditation and improved enrollment and retention, before implementing plans to seek additional specialized accreditations for its academic programs (Standard 8).
4. The reviewers **suggest** that the College develop a systematic assessment plan for its internship programs and/or its applied learning experiences offered to students (Standard 14).
5. The reviewers **suggest** that the College develop a comprehensive, campus-wide retention plan with defined actions and outcomes for both academic and non-academic divisions of the College (Standard 8).
6. The reviewers **suggest** that the College should carefully monitor enrollment trends going forward and continue to develop new academic programs after careful market analyses for student and workforce demands (Standards 8 and 11).