

The College of Saint Rose



Self-Study Report

Prepared for MSCHE Evaluation Team Visit
February 2023

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About The College of Saint Rose

Enrollment

3,314 STUDENTS
REPRESENTING
32 STATES AND
61 COUNTRIES



Undergraduate student body

33% MEN 67% WOMEN
40% STUDENTS OF COLOR
24% FIRST GENERATION
40% PELL ELIGIBLE



Alumni

48,000+ ALUMNI
AND COUNTING



Points of pride

A top producer of educators:

No. 1 granter of degrees and certificates in education in New York State and more than 28,000 education graduates

5th largest granter of forensic psychology bachelor's degrees in the United States

The only Cold Case Analysis Center in New York State

Transfer friendly:

Named to the Phi Theta Kappa Honor Society (PTK) Transfer Honor Roll five years in a row.

1 in 6 colleges or universities to offer the BOLD Women's Leadership Network, an exclusive leadership program for undergrads who identify as women.

Innovation:

Doubled MBA enrollment with the introduction of Flex delivery, which empowers students to take courses in person, via livestream, or online on their own time without committing to one delivery method.

\$6.5 million raised in 2021-2022, the College's largest fundraising year to date

Degree programs

35 undergraduate degrees
25 graduate degrees
16 advanced certificates
19 accelerated and dual-degree programs

Top 5 enrolled undergraduate programs:

Criminal Justice, Social Work, Communications, Psychology, and Childhood Ed/Special Ed

Top 5 enrolled graduate programs:

Education Leadership and Administration, Communication Sciences and Disorders, MBA, Social Work, Educational/School Psychology

We are undertaking this self-study at a time of change and challenge for higher education, and for The College of Saint Rose in particular. This process of self-reflection provides the opportunity to re-evaluate our effectiveness in fulfilling our mission and to reaffirm our role as a college committed to transforming the lives of our students.

The College of Saint Rose was founded in 1920 by the Sisters of St. Joseph of Carondelet to open doors to women to private higher education in upstate New York. We became fully coeducational in 1969. After more than 100 years of service, the College remains committed to its mission and continues to fulfill the value of its founders to support “the Dear Neighbor” and meet the needs of the times. Today, the College has approximately 3,314 students, offers 35 undergraduate degrees, 25 graduate degrees, and 16 advanced certificates. With more than 46,000 alumni, 28,000 of whom have teaching-related degrees, the College is recognized for its impact on the Capital Region and beyond.

Saint Rose is a 48-acre urban campus in Albany, New York, the state’s capital, and is the centerpiece of the City’s Pine Hills neighborhood. Its campus, students, faculty, and staff are integral parts of the educational, economic, and cultural life of Albany. With no walls or gates, the Saint Rose campus is literally a part of the city. The beautiful, signature Victorian houses that line Madison and Western Avenue sidewalks are symbolic of Albany’s history and of the College’s role in it. Our academic buildings exemplify our mission. The College is an active partner with local businesses, contributing to

neighborhood business development by opening its doors, donating services, and providing space for area groups and public service departments to gather and hold meetings.

The College of Saint Rose is chartered by the Board of Regents of New York State. All of its degrees and certificate programs are registered, and fully approved by the Board of Regents through the New York State Education Department. The College is accredited by the Middle States Commission on Higher Education (MSCHE). In addition, a number programs are accredited by specialized accrediting agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation (CHEA).

Through mission-focused and student-centered education, we look to develop the whole student, both as individuals and as members of the broader communities that they inhabit, by developing their intellectual capacity and creativity in a diverse learning community that fosters integrity, interdependence, and mutual respect. The College’s mission states:



The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome students from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.

The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community's energetic involvement and effective leadership in society.

The College ensures that all undergraduates meet foundational learning outcomes through the shared experience of our Liberal Education Core. Saint Rose graduates develop critical skills and competencies that help them to be:

- Intellectually Flexible and Curious
- Culturally Literate
- Wise Consumers of Information and Good Researchers
- Strong Problem-Solvers and Communicators
- Socially Responsive Citizens Who Makes Ethical Decisions Based Upon Mutual Respect

The Self-Study Process

The process of developing this self-study has been a collaborative one. In Fall 2020, the College's President, in consultation with the Provost and Vice President of Academic Affairs, selected the Steering Committee co-chairs and Accreditation Liaison Officer. After consulting with the Provost, Deans, and leaders of all functional areas and seeking nominations, this team later identified additional members to complete the Steering Committee. This strategic leadership group oversees the self-study process and holds regular meetings to ensure the self-study process moves forward as planned. Wider campus involvement in the process started in March 2021 through a college-wide convocation event on the self-study. By Fall 2021, in response to the Steering Committee's call for volunteers, 60 community members, including faculty, staff, and administrators, agreed to serve on one of the seven Self-study Working Groups tasked with generating evidence-based narratives addressing each of the Commission Standards and Requirements of Affiliation. In addition, the Steering Committee also identified an Evidence Inventory Manager to oversee the documentation process of the Evidence Inventory.

The College of Saint Rose used a standards-based approach for this self-study. This approach was chosen for several reasons. As the MSCHE standards have changed since our last self-study, this approach ensures that we fully understand each standard and what it entails. The standards-based approach also enables us to provide a full and thorough assessment of how we meet each standard and its related elements. The College began its most recent strategic planning process in 2020, the initial stages of which

coincided with the organization of our Middle States self-study. In Spring 2021 our Middle States Steering Committee worked collaboratively with the Strategic Planning and Priorities Committee on mission review and the identification of institutional goals. Because of this, we were able to fully align the priorities identified for the self-study with the goals of the new strategic plan. Working groups for each standard used these identified priorities to focus their assessments, thereby providing an opportunity to consider priorities on a standard-by-standard basis. Finally, by using a standards-based approach, college constituencies will be better informed on the standards and requirements for accreditation.

Working Groups collected and analyzed evidence, and created multiple drafts of their standard reports during the Fall 2021 and Spring 2022 semesters. In order to provide on-going oversight and support for Working Groups, the Steering Committee assigned at least one of its members to each Working Group as a liaison. These liaisons facilitated communication between the Steering Committee and the Working Groups and between the Working Groups themselves. In Summer 2022, the Steering Committee compiled the Working Group reports into a complete draft of the Self-Study Report, shared it with campus community, and actively sought feedback. The draft was finalized in Fall 2022 following revisions made in response to campus feedback.



The alignment of Commission Standards and Requirements of Affiliation with our Institutional Priorities and Working Group task assignment are illustrated in the table below:

Working Group	Commission Standards	Institution Priorities	Requirements of Affiliation
1	I, Mission & Goals II, Ethics & Integrity	#1 Support Student Experience; #2 Sustain Academic Excellence; #3 Foster an Engaged Community	#7
2	III, Design & Delivery of the Student Learning Experience	#1 Support Student Experience; #2 Sustain Academic Excellence; #3 Foster- an Engaged Community, #4 Ensure Financial Health	#8, 15
3	IV, Support of the Student Experience	#1 Support Student Experience; #2 Sustain Academic Excellence; #3 Foster an Engaged Community, #4 Ensure Financial Health	
4	V, Educational Effectiveness Assessment	#3 Foster an Engaged Community, #4 Ensure Financial Health	#9
5	VI, Planning, Resources & Institutional Improvement	#1 Support Student Experience; #2 Sustain Academic Excellence; #3 Foster an Engaged Community, #4 Ensure Financial Health	#10, 11
6	VII, Governance, Leadership and Administration	#1 Support Student Experience; #2 Sustain Academic Excellence; #3 Foster an Engaged Community, #4 Ensure Financial Health	#12, 13, 14
7	Verification of Compliance		#1, 2, 3, 4, 5, 6

Significant Changes and Challenges

The College is facing significant challenges as it moves into its second century of serving students. Some of these, such as shifts in high school demographics and the effects of the COVID-19 pandemic, have affected all colleges in the Northeastern United States. These broader concerns are accompanied by challenges more specific to Saint Rose. These include financial concerns that have necessitated significant reductions in staff, faculty, and programs, and manifestations of national concerns regarding issues of racial justice and equity. Financial concerns and the constraints they place on the College are of particular concern to many in the College community.

Over the last decade, the College faced the enrollment

consequences of the decline in high school graduates in the northeast, as well as the shrinking market demand of its signature undergraduate and graduate level teacher education programs. In New York state, since 2008, there has been a 50% decline in teacher education enrollment, a trend that has been reflected at Saint Rose. In reaction to these shifts, faculty developed new programs, and the College investments in marketing and recruiting which resulted in more equally balanced enrollments across programs and geography.

The changing composition of the College's student population in terms of program, geography, race, ethnicity and socio-economic factors enables us to become a campus

community more reflective of the America of 2021. Our student population reflects commitment to our founding value of providing educational opportunities to those who have been traditionally underrepresented in higher education. Approximately 28% of our students are first generation and 40% Pell recipients. Our undergraduate student population is approximately two-thirds women, and increasingly diverse, with 40% of undergraduate students identifying as people of color, compared to 32% five years ago, and 16% ten years ago. Our graduate student population is also increasingly diverse, with 39% identifying as students of color in Fall 2022 compared to 27% in Fall 2017.

The shifting demographics of our student population is a positive trend, but it also presents challenges and requires us to examine our work in regards to equity and inclusion. In summer 2020, in the midst of the national awakening on racial justice following the murder of George Floyd, the College responded to issues of equity and discrimination brought forward as the result of an Instagram page titled Black@strose. In response, the College engaged students, faculty, staff, and alumni in discussions, established the Inclusion, Diversity, Equity and Action (IDEA) Committee to investigate and assess issues of diversity, equity, and inclusion, and established a more comprehensive policy and process to address complaints of bias. In addition, the President appointed a new Chief Diversity Officer, and the College hired a Director of Diversity, Equity and Inclusion.

Another significant challenge faced by the college is financial. In 2020 and 2021, the College's Board of Trustees approved the development and implementation of a multi-pronged plan to address the institution's financial challenges. This plan included \$8 million in reductions in staff and administrative operations, followed by \$6 million in academic-related reductions. Administrative and staff measures included salary cuts for administrators, elimination of some vacant positions, and a six-month hold on all open positions. On the academic side, following recommendations from a joint working group of administrators and faculty members elected by the full faculty, the College eliminated 25 academic programs and reduced the number of full-time faculty.

Financial challenges and concerns have also led to employee turnover, which has affected campus morale. As noted in this self-study, personnel in many offices feel stretched, and resource limitations have caused some frustration and delays to students seeking services. The efforts noted below in regards to organizational changes and personnel re-configuration are having positive effects. A reorganization

of Academic Affairs, recommended by a working group of faculty and administrators and approved by the Board of Trustees in October 2022, to be implemented in July 2023. This change will see programs organized within two divisions rather than in the current four-school model. This change will help to further address financial issues, but more important, to support collaboration and innovation in our core business of serving and supporting students.

Moving Our Mission Forward

In multiple conversations with the College community, President Marcia White has been consistent in declaring that we are moving forward to ensure the future of the College and the important work that we do with our students. The College continues to look for ways to address the challenges we face. Many difficult issues have already been met head-on, and, as discussed above, the College has made several changes to ensure that we will continue to fulfill our mission. A new strategic plan, adopted in 2021, provides a road map to the future that is grounded in our mission and history. The strategic plan specifically addresses our challenges through goals focused on academic excellence, student success, community, and fiscal strength.

As noted above and throughout this report, the College made hard decisions that have addressed issues of cost. Because of this foundational work, Saint Rose is able to focus its efforts to attain financial stability on revenue. This is being done in a variety of ways. First, the Office of Admissions has increased and restructured its staffing, and created new enrollment and outreach plans aimed at better identification of prospects and generating higher yields. This includes partnering with EAB to reach a larger pool of qualified candidates, working with departments on competitor analyses and program differentiations, and adjusting how recruiters work in the field. A stronger customer-service focus highlights personal engagement with prospective students. Working in partnership with Admissions, the Office of Marketing and Communication is creating new materials that highlight the unique aspects of Saint Rose and our programs, and has partnered with Red Cactus, a national marketing consulting firm, on brand analysis.

The Office of Institutional Advancement is in the midst of its The Campaign for Saint Rose, which has an overall goal of \$50 million. In Fiscal Year 2022 the campaign raised the highest amount (over \$36 million) raised in a single fiscal year, and is on track to meet or exceed the campaign goal. Institutional Advancement has also added a second major gifts officer and a director of corporate and foundation

relations to better support fundraising in those areas, and a new Vice President for Institutional Advancement started in January 2023. The office is implementing a new alumni engagement strategic plan to increase involvement in activities, volunteering, and donations. Through the efforts of many campus stakeholders, funding for our BOLD Leadership Initiative by the Helen Gurley Brown Foundation was renewed and increased to \$1.7 million this year, providing for 2-years of financial support of 10 more students in this program, as well as additional support post-graduation. The BOLD Women's Leadership Network empowers young women leaders in college to address important issues in their communities. Saint Rose is among only six colleges and universities in the United States to host the network.

The College has also made recent organizational change to create efficiencies and better support students. To address demographic challenges, the College moved the Office of Enrollment Management under the umbrella of Academic Affairs. This shift facilitated collaboration between Enrollment Management and Academics. These collaborations include work between academic departments and Enrollment management to identify program differentiators to better market our offerings to potential students, and the revision of student recruiting events to include more academically-focused activities, such as the "Love This Class" mini-classes with faculty. In a similar way, the Academic Success Center was also moved into Academic Affairs. This move created opportunities for stronger interactions between the faculty teaching students and professional staff supporting their educational success. Shifting the reporting relationships of these offices was the first step in a plan for broader reorganization in Academic Affairs.

A plan for the re-organization of academic departments and Schools is currently in development, with a planned implementation for July 2023. This re-organization, collaboratively formed by a group of faculty and administrators, with input from deans and faculty, is designed to improve communication, collaboration, and efficiency for faculty and staff within Academic Affairs. Overall, such changes strengthen the work of faculty and staff engaged in our core work with students. As these changes were made, faculty continued to move forward with the development of new programs, offering our students new areas of academic pursuit. New programs include a nursing 1+2+1 program in partnership with Saint Peter's Hospital College of Nursing and Samaritan Hospital School of Nursing, and a master's degree in Social Work, a shift in undergraduate business from a BS to a BBA. The College added twelve new tenure-track faculty in key areas for the Fall 2022 semester, added new resources

to our Career Center, re-initiated an office for continuing education, and developed a better integrated assessment system.

Organizational changes have also helped the College to address issues of equity and the challenge of supporting higher numbers of first generation students. The Division of Student Development underwent organizational transitions in the summer of 2021 which carried throughout the 2021-2022 academic year. With each professional staff vacancy, the College re-evaluated the position in light of current needs, and refined positions to better serve our students. As part of these assessments, Student Development identified the need to serve and celebrate our diverse student population as a priority. One change to address this priority was to consolidate support of our student clubs and organizations under one umbrella. The efforts of our Academic Opportunity Students were re-focused on advising and supporting this cohort of students to succeed and retain. This shift meant this team could no longer oversee New Student Programs. Recognizing these needs, the College created a Director of Inclusion and Engagement to oversee a Coordinator of Student Leadership and New Student Transitions and a Coordinator of Student Engagement and Campus Activities using the vacant Director of Student Life and Director of Diversity and Inclusion positions. The Coordinator roles are live-on-campus positions, so that they are available for evening and weekend programming and can assist Residence Life with on-call responsibilities. Recognizing our students' commitment to serving local, national, and global communities and to advocating for social justice, the College reinstated the Assistant Director of Community Service position. Finally, understanding that our students are still in a time of growth and development both in and out of the classroom, the position of Assistant Director of Student Conduct was newly defined to be the Assistant Director of Student Support and Development.

While the College still faces challenges, particularly in regards to financial matters, under the leadership of President White, a dedicated and committed faculty and staff continue to support our students and mission, moving the College forward on all fronts. These efforts look to ensure that we can continue to serve students and the community for another century.

Standard I: Mission and Goals

Executive Summary

The College meets its purpose within the context of higher education and its mission across the campus, from the academic experience to the student experience. Decisions and priorities are made through the lens of the mission, and goals are set to reflect that mission. Regular assessment ensures the College is meeting these mission-based goals. Although at times changes in the higher education environment and availability of resources have shifted the way the mission is delivered, creative thinking and resourcefulness that prioritize the mission have allowed the College to find new ways to meet its goals.

Criterion I: Clearly Defined Mission

The College of Saint Rose has a clearly defined mission that is widely known by internal stakeholders. The Mission Statement is easily accessible through the College's website and is provided in College catalogs ([College Catalogs](#)), the Faculty Manual (SIC1: Faculty Manual, p.5), Student Handbook (SIC1: Student Handbook 2021-2022, p.10) and Employee Handbooks (SIC1: Administrator Handbook, p.4; SIC1: Staff Handbook, p.5). It reads:

The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. In the progressive tradition of the

founding Sisters of St. Joseph of Carondelet, we welcome students from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.

The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community's energetic involvement and effective leadership in society. ([History & Mission](#)).

The College mission shapes our strategic goals and our work with students as is noted in Table I.1 below. While this table indicates specific relationships, it is important to note that various areas of the mission, strategic plan, and outcomes overlap.



Table I.1 Relation of Mission to Strategic Plan and CORE Outcomes

Mission Statement	Strategic Plan Goal	The CORE Outcomes
<p>The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens</p>	<p>Academic Excellence: To be universally recognized as an academically rigorous and nurturing college with high impact engagement practices, meaningful student outcomes, and innovative academic programs.</p>	<ul style="list-style-type: none"> • A problem-solver and communicator • A wise consumer of information and good researcher • Intellectually flexible and curious • Culturally literate
<p>The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community’s energetic involvement and effective leadership in society. In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome students from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.</p>	<p>Student Success: To fully meet the needs of each student as a whole person, by providing a College experience that supports each student persisting to degree completion and readies them to achieve their professional and personal aspirations.</p>	<ul style="list-style-type: none"> • A socially responsible citizen who makes ethical decisions based on mutual respect • Intellectually flexible and curious • Culturally literate • A strong problem solver and communicator
<p>In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome students from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.</p>	<p>Foster an engaged, inclusive, and supported community: To be an inclusive community that engages highly motivated and vibrant administrators, scholars, and staff working concertedly for excellence.</p>	<ul style="list-style-type: none"> • Culturally literate • An advocate for yourself and others • Intellectually flexible and curious • A socially responsible citizen who makes ethical decisions based upon mutual respect.
<p>Our fourth strategic goal, Fiscal Strength, underpins our ability to support our mission and outcomes in all areas.</p>		

The institution’s mission and goals are developed through appropriate collaborative participation and is supported by the governing body. The Board of Trustees regularly reviews the College mission and its Mission and Values Committee examines items related to mission and programs that exemplify the mission and values of the College (SI.C1:

Board of Trustees Mission and Values Committee Minutes 2019-2020). A standing committee, Strategic Planning and Priorities Committee (SPPC), and other ad hoc strategic planning groups are in place to develop goals appropriate to the mission and engage with campus community for input. In 2021, the various campus constituencies were engaged

in the development of the strategic plan for the College through the leadership of the SPPC, which is comprised of a representative group of faculty and administrators. The SPPC is charged with periodically evaluating the mission (S.I.C1: Strategic Planning and Priorities Committee Constitution). In 2021, SPPC undertook a mission review in collaboration with the Middle States Steering Committee. This review indicated a high degree of support for the mission, no changes were suggested at the time (S.I.C1: Board of Trustees Mission and Values Committee Minutes October 13, 2021).

The College's mission addresses internal and external contexts through its "engagement with the urban environment" which "expands the setting for educational opportunities and encourages the Saint Rose community's energetic involvement and effective leadership in society". The College serves this part of the mission in a variety of ways. The Office of Community Service engages students with the "dear neighbor" through on-campus and community-based service projects and educational programs that provide opportunities for students to volunteer with local organizations, to support their work, and to understand the larger issues that affect their efforts (S.I. C1: Reach Out Saint Rose Agency List 2021). During COVID, the College continued our service work with veterans and athletes, maintained on-going partnerships, and engaged faculty and staff so that our service of those outside our campus is carried forward by the entire College community. From 2014-2020, a Community Advisory Board developed by the Office of Service Learning and supported by the Office of Community Service, developed substantive service opportunities for our students in the Capital District and in the city of Albany in particular. These efforts resulted in research projects, service-learning, and volunteer connections that were more responsive to community needs and issues, and encouraged our students to move from "doing for" to "working with" (S.I.C1: Saint Rose Senior Citizen Program Threatened by Grant Expiration (Spectrum News) May 2019). In 2022, The College created the position of Assistant Director of Community Services to support our commitment to serve our local, national, and global community as well as advocating for social justice.

The Office of Community Service and Office of Spiritual Life are key players in developing and sustaining a menu of transformative service opportunities for our students. Service trips to places like New Orleans, San Francisco, Washington D.C., Philadelphia, and Guatemala expand the College's mission well beyond our campus borders to serve partners at the national and international levels. During these trips students engage with urban environments (beyond the

community that houses our campus) and learn about social justice and how to be active and committed citizens now and beyond their time as students. These goals of these Service trips were expanded to include leadership development, with selected students trained and mentored in the process of leading service and outreach trips. These efforts provided opportunities for mission-focused leadership for students. During the COVID-19 pandemic, these opportunities have had to be put on hold but plans to restore them are underway (S.I.C1: Alternative Break Trips Brochure 2018-2019). The College will resume service and other co-curricular trips in Spring 2023.

In addition to these service focused activities, the Office of Spiritual Life works with numerous faculty, community partners, and students on Social Justice Weeks/Months, Heritage and Justice Weeks, and sand mandala creation and companioning programming weeks (S.I.C1: Social Justice Week Program of Virtual Events April 2020). These activities expose students, faculty, and staff to issues affecting our community, country and the world.

Other activities also highlight how the College continues build upon its mission to serve the "dear neighbor." Work with the local interfaith community, particularly through the assistance of the Sidney and Beatrice Albert Interfaith Board, helped the College become a "faith-friendly campus" working to build and sustain positive relationships with the many faith-based communities around the college and the wider Capital District. The presence of the Interfaith Sanctuary is an embodiment of a commitment to bringing those of diverse faiths together for dialogue, education, celebration and peace-making (S.I.C1: Saint Rose Lecture Series to Shine a Light on Religious Intolerance and Hate).

Students in the Thelma P. Lally School of Education participated as mentors (undergraduate students) and "lead teachers" (graduate students) in the "Help Yourself Academy," which brings 24 third-grade students each year from a local public school, Pine Hills Elementary School, who are invited to take part in the program until high school (S.I.C1: Help Yourself Academy Webpage). The program currently serves 85 economically disadvantaged (i.e., "free or reduced lunch") pupils. The program includes instruction twice a week throughout the academic year and connects each pupil with a college-student mentor. Through this program, Saint Rose students in the School of Education develop firsthand experience providing individualized attention to the children who need it most, while program evaluations suggest that academy attendance improves grades and standardized test scores for pupils. This program was replaced by the Strose

Knows tutoring program in 2020, for which the College works with Thomas O'Brien Academy of Science

A substantive example of mission-based collaboration occurred in the spring of 2020. A faculty member from the Communications department, teaching a course on communications and activism, worked with the students in the course to develop a series of programs on a variety of social justice issues scheduled for March 2020 (SI.C1: Department of Communications' Newsletter COMPASS July 2020). During the pandemic, the class pivoted and the students re-designed their plans to a virtual format. This collaboration working with internal and external constituencies, connecting the curricular and co-curricular around the mission, and staying true to that intention during the pandemic shift to virtual education, demonstrates the power and potential of mission-based partnerships.

The Athletics Department places mission awareness at the heart of its activities serving and encouraging the College's student-athletes. The Department's Student-Athlete Handbook links athletic work ethic and success with enthusiastic support of the College's Mission (SI.C1: Student Athlete Handbook 2021-2022, p.12). The department tracks each team's participation in community service projects, such as the student-athlete-led Black History Month literacy initiative (SI.C1: Athletics Department Black History Month Reading Initiative Webpage).

Governance and decision-making at the College are guided by mission and goals. In a period of limited resources, the College has used the mission to drive decisions, making the priority supporting the student experience. Mission-focused decision making can be seen in the annual Strategic Outcomes Assessment Report (SOAR) process. This requires all offices and departments to create and regularly assess activities and goals in relation to the strategic plan, which is grounded in the mission. For instance, the Office of Counseling Services works to maximize partnerships with external constituencies to offset limitations with internal resources to provide the widest range of counselling resources needed for students' academic success (SI.C1: Saint Rose Expands Mental Health Counseling with Pinnacle Partnership). With significant health resource demands, the Office of Health Services has developed on-going partnerships and sharing of resources from outside of campus to maximize options for student health and well-being and minimize the impact of limited resources on campus (SI.C1: Health Services COVID-19 Update for April 16, 2021).

The Office of Community Service and Office of Spiritual Life have been inventive and invested in leaning into the College's mission to guide decisions during the COVID-19 pandemic (SI.C1: Annual SOAR). When the director of community service retired in spring 2020, the Office used the mission to determine what was essential to carry forward. The Office of Spiritual Life took on the work of sustaining outreach trips and supporting student employees of the office while continuing to offer smaller service opportunities to the campus. Historically, the Office of Spiritual Life saw its role as attending to the needs of the entire College community. The Office of Spiritual Life made use of its resources to sharpen its mission-focus entirely on student-facing programs, events, and supportive groups, clubs, and organizations during the challenging time of remote operations and limited resources. These programs were all mission-centric - the happiness support class, student faith-based clubs, on-campus retreats, art programs, concerts, guided meditations, and open houses - and could be implemented at a low cost.

Our mission supports scholarly inquiry and creative activity. The College provides numerous avenues to sustain academic excellence, and foster an engaged community which includes employees as well as students. In addition to regular professional development funding, all tenured and tenure-track faculty members can apply for professional development grants for activities that contribute to their professional development and the development of their professional field. The College provides grants to an average of 20 faculty members each academic year for a total of \$10,000 in annual funding (SI.C1: Professional Development Grant RFP FALL 2022). Through this program, the College has funded research projects, conference travel, art installations, faculty-led workshops, and other activities that engage faculty with their professional disciplines. Faculty sabbaticals have provided the time needed for some of this production. The research work of faculty is also showcased in the annual Collegiate Copie (SI.C1: Collegiate Copie February 2018) The College is currently working on updating the process for showcasing faculty research and professional work.

The College also supports the scholarly and creative activities of students. Undergraduate students make contributions in The Journal of Undergraduate Research (SI.C1: Journal of Undergraduate Research 2019-2020; SI.C1: Journal of Undergraduate Research Webpage) and through projects supported by Undergraduate Summer Research grants. These projects and others are presented annually in the Spring semester in the Undergraduate Research Symposium (SI.C1: Research Symposium on April 12 to Showcase Student Work). These endeavors support students to work directly

with faculty on mutually beneficial research projects. Students work under faculty direction but often pursue new directions discovered during the process. Students in the School of Mathematics and Sciences tackle real crimes in the College's Cold Case Center, the only center of its kind in the state (SIC1: Department of Criminal Justice, Behavior, and Law Viewbook). Students in the School of Arts and Humanities participate in production of the English department's online literary journal Pine Hills Review (SIC1: Pine Hills Review Online Literary Journal About Webpage), and Music Industry students direct all aspects of Rose Record Label Group production (SIC1: Rose Record Label Group Mission Webpage). Students in the Thelma P. Lally School of Education gain hands-on experience in the Pauline K. Winkler Speech-Language-Hearing Clinic (SIC1: Lally School of Education Viewbook). The Huether School of Business supports student participation in The Fed Challenge, which is a team-based competition sponsored by the Federal Reserve in which teams of three to five students take on the role of monetary policymakers by analyzing economic conditions, recommending a course for monetary policy, and participating in a Q&A with judges who are New York Fed economists and staff. Through this experience, students develop skills in analytical thinking, presenting, teamwork, and economic analysis (SIC1: Business Students Wow the Fed; SIC1: Saint Rose Team Wins Second Place in College Fed Challenge).

Criterion II: Institutional Goals that are Realistic, Appropriate, and Consistent with Mission

The 2021-2024 **Strategic Plan sets forth institutional goals that are realistic, appropriate, and consistent with the mission.** These comprise academic excellence (including specific attention to building new programs, improving graduation rates, and building a career center equipped to aid both students and graduates), student success (attending to issues ranging from inclusion to technology support), fostering an engaged, inclusive community, and achieving fiscal strength. Each objective includes tactics and timelines for achieving specified outcomes (SIC2: The College of Saint Rose Strategic Plan 2021-2024).

The Strategic Goals reflect the College's mission and manifest the College's history of serving populations traditionally excluded from higher education. Over the past 100 years this work started with women and expanded to include diverse populations representing race, ethnicity, sexual orientation, and gender identity. The institutional goals are realistic, responsive to the challenges facing the College, and center on support of the mission.

Criterion III: Goals Focusing on Student Learning, Related Outcomes, and Institutional Improvements

The College's Strategic Plan includes goals focused on student learning, related outcomes, and institutional improvement. These goals are implemented and assessed in multiple ways. Regular assessment of academic programs is undertaken through the Student Learning Outcomes Assessment process (SLOA) to ensure that program outcomes are being achieved. A cycle of intensive program reviews examines program curriculum, finances, and support needs in depth. As discussed under Standard III, the College recently revised its Liberal Education Core to reflect both current offerings and New York State Education Department (NYSED) guidelines on liberal education (SIC3: Liberal Education Assessment Report AYs 2016-2019). English, History, Philosophy and Religious Studies, Psychology, and World Languages and Cultures each contribute multiple sections to the undergraduate liberal education curriculum. These liberal education courses introduce students to a wide variety of human behaviors, expressions, and collective actions (SIC3: The Core at The College of Saint Rose Webpage). SLOA assessments reflect a high level of success regarding these classes, even accounting for online delivery methods necessitated by the COVID-19 pandemic. In themselves, these reports reflect the College's successful pursuit of its mission: student-centered education.

Criterion IV: Periodic Assessment of Mission/Goals to Ensure they are Relevant and Achievable

As noted above the College's mission is reviewed periodically by key constituents (S1.C4: Strategic Planning and Priorities Committee Constitution). The most recent review was during the spring and summer of 2021.

Institutional goals are assessed as part of the strategic planning process to ensure relevance and the College's ability to meet them. A new strategic plan is created with the involvement of the campus community every four to five years, with the most recent plan developed under the leadership of SPPC in 2021. This plan was approved by the Saint Rose Board of Trustees in October 2021 and is available for viewing on the website. As part of the development of the Strategic Plan, the college undertook dozens of focus groups with faculty, staff, students, and trustees focused on mission reflection. As this self-study report is being finalized, SPPC is reviewing the progress of the College related to the initial year of the 2021-24 Strategic Plan.

The Strategic Plan includes institutional goals and outcomes,

and the College has developed specific tactics to aid it in achieving its goals. Strategic goals are incorporated into operational goals and evaluated regularly as part of the SOAR process. These assessments are used as part of a continuous improvement cycle to ensure that the college is meeting goals and supporting its mission. The Strategic Planning and Priorities Committee annually assesses the College's achievement of strategic objectives and related tactics.

Requirements of Affiliation and Institutional Priorities

As is demonstrated in the preceding discussion, the College fulfills the Requirement of Affiliation 7: mission statement and related goals approved by governing board and define purpose within context of higher education.

The College's mission underpins all of the work that we do. The College of Saint Rose remains committed to its mission and to fulfilling that mission in the work that we undertake with our students, with our community, and with our faculty and staff. Despite limitations of resources and the imposition of a world-wide pandemic, the College's mission remains central to our planning and our work. Through the commitment to the mission as demonstrated responses to the criteria in this standard, the college supports all of the institutional priorities:

- Priority 1, Support Student Experience
- Priority 2, Sustain Academic Excellence
- Priority 3, Foster an Engaged Community
- Priority 4, Ensure Financial Health

Standard I Areas for Improvement and Innovation

While the College continues to fulfill its mission, this work has been affected by both program and personnel reductions, and by the COVID-19 pandemic. The College has made adjustments to ensure that we continue to implement our mission in all the work that we do. As we emerge out of the pandemic there is an opportunity to re-examine our processes and resources ensure that they align with our mission. One issue that affects all areas of the College and that is vital to fulfilling our mission is ensuring adequate staffing. In order to ensure that we continue to provide necessary to meet our mission, we recommend that:

- The College assess current staffing in light of historical staffing data kept by Human Resources. This analysis could specifically address the ratio of staff relative to

enrollment. Any such analysis would need to recognize that the student enrollment is only one element affecting staffing needs. For instance, regardless of student numbers, the College still requires a Title IX Coordinator. Such an analysis could form the basis of a staffing plan going forward; and,

- The College explore succession options for Director-level and above positions. The succession plan would identify if a current employee or employees could succeed to an open position on an interim or regular basis and, if so, if any staff development is required to ensure readiness. The plan would identify how an open position's responsibilities would be covered, if no current employees have the experience/skills/qualifications to provide coverage. Such analysis would enhance the current process of ad hoc evaluation of staffing needs.

Summary:

The College of Saint Rose meets the criteria in this standard. Our mission underpins all we do, providing the basis for our strategic plan and linking to key academic and administrative outcomes and assessments. We remain committed to our mission and to fulfilling that mission in the work that we undertake with our students, our community, and with our faculty and staff. Despite limitations of resources and the imposition of a world-wide pandemic, the College's mission remains central to our planning, to our work, and our identity. The mission is demonstrated in our academic offerings and in activities designed to support scholarly inquiry and creative activity, such the College's student research conference, contributions to The Journal of Undergraduate Research, working real crime cases in the Cold Case Center, or taking part in the team-based Fed Challenge competition. College units, such as the Office of Community Service and the Office of Spiritual Life provide students with opportunities to fulfill the mission in external settings to "serve the dear neighbor."

Standard II: Ethics and Integrity

Executive Summary

The College of Saint Rose is consistently faithful to its mission, honors its contracts and commitments, follows its policies, and is both transparent and truthful with internal and external stakeholders. The College conducts its business ethically and with integrity by following its stated policies and procedures in its normal day to day practices and in its efforts addressing problems. Where necessary, the College has revised policies and procedures to reflect current circumstance, changes in regulations and to better support and serve the College community.

Criterion 1: Commitment to Academic and Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property Rights

The College of Saint Rose is fully committed to academic and intellectual freedom, and to the free expression of ideas. In our Faculty Manual, academic freedom covers research and publication, teaching one's subject matter in the classroom, and ability to speak out as a private citizen, and explains the boundaries of that freedom (SII.C1: Faculty Manual, p.3). College catalogs include the College's mission statement, integrity statement, statement of values, and academic values putting these at the forefront of students' academic experiences ([College Catalogs](#)).

The range of academic and co-curricular offerings—from specific classes to major programs to public events, lectures, and performances—in all four Schools reflect the College's commitment to creating a climate fostering academic freedom and respect for all forms of diversity. For instance, this past year, the College's Jurist-in-residence program focused on the issue of free speech. Faculty from the schools have participated extensively in the College's "ProVisions" professional development conversations. This endeavor, recently reconfigured as a podcast called "Dear Neighbor" (a reference to the Sisters of St. Joseph of Carondelet's 17th-century founders) is led by Arts and Humanities faculty (SII.C1: Dear Neighbor Podcast Webpage). This effort is focused on highlighting the voices and experiences of students, faculty, and staff to explore pertinent issues such as diversity, equity, and inclusion at the College. The Huether School of Business and the Thelma P. Lally School of Education partnered with the UpState New York Black Chamber of Commerce to feature a series open to students in all schools about soft skills in the workplace (SII.C1: UpState New York Black Chamber of Commerce and Saint Rose Open New Partnership with Career Development Series for Students). These efforts supported the development of critical career

skills and exposed them to a diverse range of leaders in the community. The dean of the School of Mathematics and Sciences and the director of the Neil Hellman Library lead the Undergraduate Research Symposium, encouraging students and faculty to explore in partnership research interests of their choosing (SII.C1: Research Symposium - Library Undergraduate Research Scholarship). This event was recently re-configured as the Research Symposium to include graduate student research. In addition, the College has recently re-instituted The Journal of Undergraduate Research.

Criterion 2: A Climate Fostering Respect Among Diverse Students and Employees

The College's 2021-2024 strategic plan includes an institutional goal to "foster an engaged, inclusive, and supported Community." This goal both recognizes current challenges faced by the College and builds upon existing efforts to support diversity and inclusion. For instance, the Athletics department organizes student-athlete participation in RISE, a national organization advancing social justice through collegiate athletic programming (SII.C2: RISE to Win Intro Presentation). After training from the national office, Saint Rose student-athletes then pursue local initiatives, such as increasing voting participation, to implement RISE's vision. The spectrum of identity-awareness, diversity, power concepts, and community building is reflected in content from academic programming as well as the department's own efforts to coordinate student-athlete personal development with community relations.

Criterion 3: Fair and Impartial Grievance Policy Addressing Complaints, Policies, and Procedures.

The College provides fair and impartial grievance policies and procedures to address complaints. These policies and procedures are aimed at creating an environment of ethical conduct, respect, fairness, equity, and community belonging. The employee grievance process is found in both the Employee Handbook for Administrators and Employee Handbook for Staff (SII.C3: Administrator Handbook, p.9; SII.C3: Staff Handbook, p.9). Employees are introduced to the handbooks at the new employee orientation and have ongoing access to them via SharePoint. In addition, the College provides a separate Title IX/Clery Act orientation that familiarizes new employees with the related requirements and the status of mandatory reporter. Policies and procedures related to students are listed on the College's website and in undergraduate and graduate academic catalogs. The academic grievance process, which

addresses grievances raised by students, is described on pages 15-17 of the Faculty Manual (SII.C3: Faculty Manual, p.15-7 and 97-99). Additionally, on pages 97-99, the Faculty Manual covers the process for grievances related to Rank and Tenure, Academic Freedom, Non-renewal, Removal and Retrenchment. The grievance process for each of the bargaining units is negotiated and documented in the respective union contract. An example is the grievance process found on pages 11-12 of the Security Union Contract which clearly sets out steps, timeline, and responsible parties involved in each stage (SII.C3: Security Union Contract 2021-2024, p.11-12). In all instances, in order to ensure fairness and impartiality, in each process investigations of complaints are conducted by more than one person, and policies contain a non-retaliation clause when applicable. These policies are introduced to employees at their new hire orientation.

The College's efforts to confront racism and discrimination on campus are ongoing as part of a larger effort to ensure a climate of justice and equity. The College recently revised its Bias Response Policy as a result of discussions prompted by increased awareness of racial injustice. In the summer of 2020, the murder of George Floyd brought issues of systemic racism to the forefront of public discourse. College and high school students throughout the country began sharing their painful experiences with institutionalized racism and bias using a medium that was comfortable for them: social media. In response to a social media campaign highlighting allegations of racism at The College of Saint Rose, College administration took several steps to address community concerns while working toward a more inclusive and equitable campus climate (SII.C3: Interim President White Responds to Black@St. Rose Social Media Bias Complaints (WAMC) July 2020). A series of community discussions led by administrators included action planning and opportunities for students, faculty, and staff to share their experiences and concerns. This included the Planning Action for Tomorrow meeting, attended by more than 125 Saint Rose community members (SII.C3: Saint Rose Shares Suggested Action Steps from 'Planning Action for Tomorrow' Discussion on Racial Injustice). A major component of administrations' response was a revised Bias Response policy and new reporting options for students, allowing for either anonymous or formal reporting based on the preferences of the reporter (SII.C3: Bias Response Policy). A Bias Response Team, composed of faculty, administrators, staff and students, was created to investigate bias complaints. An accessible bias complaint form serves as a starting point to the bias investigation process (SII.C3: Bias Complaint Form Webpage).

Other recently updated policies related to discrimination

and harassment are the Sexual Harassment and Misconduct policy, pertaining to employees and students (SII.C3: Sexual Harassment and Misconduct Policy), and the Sexual Harassment Prevention Policy, pertaining to employees only (SII.C3: Sexual Harassment Prevention Policy for Employees). The College conducts the sexual harassment training annually and for new employees at hire. The Whistleblower policy offers an avenue to prevent and deter illegal and improper actions with the College community (SII.C3: Whistleblower Policy).

While the College has worked to address its bias policy, the changes to the Bias Response policy highlights the need for a regular review of policies to ensure that they are relevant and effective. It is recommended that the College develop a policy-on-policy review to ensure that our policies and procedures are regularly reviewed and updated as needed.

Criterion 4: Avoidance of Conflict of Interest Among All Constituents

The College has processes and procedures in place to avoid conflict of interest. The Conflict of Interest Policy, updated in 2022, informs the standards of conduct of the members of the Board of Trustees, College Officers, and Key Persons as defined by the policy, as pertains to situation of a possible conflict of interest (SII.C4: Conflict of Interest Policy). These individuals are required to familiarize themselves with the policy and complete the Conflict of Interest Questionnaire (SII.C4: Conflict of Interest Questionnaire). The Nepotism Policy prevents close relatives from working in the same College department (SII.C4: Nepotism Policy). Connected to this policy, the College's application for employment includes a question that requires applicants to disclose family relationships with current employees of the College. If a relative is listed, the Human Resources Office determines if the applicant can work in the selected department as per the policy.

Criterion 5: Fair and Impartial Employee Hiring, Evaluation, Promotion, Discipline, and Separation

As an institution that values inclusion, we seek to attract and employ individuals who reflect the diversity found within our student body and across the nation. The **hiring process for administrators and staff** is guided by a Recruiting and Selection Policy, most recently updated in 2018 (SII.C5: Recruiting and Selection Policy for Administrators and Staff). The objective of this policy is to balance the need to diversify the workforce through external searches with providing promotional opportunities for existing employees. The Office

of Human Resources ensures that hiring managers and search committees receive a copy of the policy, and provides clarification on how the policy is implemented in the search process.

Each search process begins with a clear and relevant job description, in which the listed requirements align with the contents of the position. In the past few years, hiring managers have reviewed educational requirements for open administrator and staff positions with the Human Resources consultants. In many instances, these reviews resulted in the removal of bachelor's and master's degree requirements for those positions for which work experience is more relevant. This creates opportunities for otherwise qualified individuals to apply, and, if hired, it gives them a chance to earn a degree through the College's tuition remission program.

The goal of hiring teams is to ensure the applicant pools are robust in quantity, quality, and diversity. Among our recruiting sources are those targeting diverse populations, such as Diversity Jobs. The Human Resources consultant conducts an analysis of the applicant pool in regard to diversity, using metrics within our applicant tracking system (SII.C5: Sample Applicant Pool Demographics). This analysis informs further steps in the recruiting process. For most part, hiring teams have been successful in ensuring that qualified diverse individuals who have already applied are considered for the open positions; however, more outreach methods are needed to attract diverse applicants to apply for our open positions in the first place. The Chief Diversity Officer and the Human Resources Office have reviewed the faculty hiring process and have made recommendations to increase the faculty search committee's ability to conduct an inclusive search. The search committee will have training on inclusive searches which would include strategies to hiring, how to identify bias, how to be engaged in recruiting, and creating an inclusive community. There are also process improvements that are being implemented which includes the approval of the faculty diversity plan.

The faculty search process is described in detail in the Faculty Manual Appendix E on Faculty searches (SII.C5: Faculty Manual, Appendix E). The Office of Human Resources provides search committee training once a specific search committee is established. The training uses the Overview of Faculty Search Process, an operational document that details a step-by-step outline of the process (SII.C5: Overview of Tenure Track Faculty Search Process). Search committees also receive a template for creating search announcements (SII.C5: Tenure Track Search Announcement Template - Lally School of Education), guidelines for evaluative comments,

and guidelines for campus interviews (SII.C5: Guidelines for Faculty Candidate Interviews). Search committees develop a diversity recruitment plan (SII.C5: Faculty Diversity Recruitment Plan Template) which is approved by the school Dean, the College's Chief Diversity Officer and the Provost/Vice President for Academic Affairs. As the applicant pool develops, the Office of Human Resources reviews it, if diversity is lacking, notifies the search committee so they can take additional steps to diversify their candidate pool. These procedures help ensure the integrity of the search process.

Hiring managers, search committees, and Human Resources consultants document each stage of the selection process. This includes evaluating applicants' qualifications in the applicant tracking system (SII.C5: Sample Notes throughout Selection Process). Interviewers complete evaluation forms (SII.C5: Sample Candidate Evaluation Form - Director of Career Services). This documentation process helps ensure a selection decision based on relevant reasons.

In 2017, the College committed itself to preparing an annual Affirmative Action Plan (AAP), even though the College is not required to have an AAP in place (SII.C5: Affirmative Action Plan for Minorities and Women). One of the reasons for implementing an AAP on a voluntary basis is to use it as a tool in efforts to increase employee diversity. This process also helps obtain data on the diversity status as compared to workforce availability. The APP requires the college to identify "placement goals." For example, in the case of minorities or females, the College must identify the reasonable recruiting area for each job group (executives, professors, administrative support workers, etc.). The College determines the number of individuals within the recruiting area who are qualified to perform the work associated with the job group. Then, the College ascertains what percentage of the qualified group are minorities or female. Finally, the College compares the percentage of qualified minority or female individuals in the recruiting area to the percentage of minorities or females in the respective College job group. For each job group for which the percentage of minorities or females is statistically lower than the percentage in the workforce, the College is required to establish a goal. This goal is the percentage of minorities/females in the recruiting area. In 2022, there were four job groups with minority goals: first-line supervisors, professors, administration and business operations, and coaches. The narrative portion of the AAP details strategies that the College will use to meet placement goals.

The **faculty promotion and tenure process** is governed by the Faculty Manual (SII.C5: Faculty Manual, Chapter 3), and

faculty from all four schools participate on the Rank and Tenure Committee. In the tenure process, the Committee receives data regarding teaching competency, school and community service, and scholarly or artistic performance provided by the faculty member seeking tenure. The faculty database also includes faculty colleague and dean's recommendation. The Committee evaluates this data against the published standards for tenure approved by the Full Faculty and makes an appropriate recommendation either supporting or opposing tenure. The Provost reviews the Committee report and makes their own recommendation. The recommendations from the provost and the Rank and Tenure Committee are then forwarded to the president who makes the final recommendation to the Board of Trustees.

College administrators and non-union staff participate in the annual performance appraisal process. An annual performance appraisal process was created in 2014, as a result of in-depth research of other programs and electronic platforms, and information gathered focus groups consisting of managers and employees. Detailed descriptions of the performance criteria and ratings were developed to reduce subjectivity. This process was further refined in 2017 to reduce redundancies in performance criteria. The performance appraisal is a comprehensive evaluation of both "universal factors," such as work ethic, and specific job responsibilities. The process requires the creation of an individual performance appraisal form for each employee (SII.C5: Employee Performance Appraisal Process; SII.C5: Employee Performance Appraisal Form). The Office of Human Resources trains managers on the process. This includes an introduction to the performance appraisal timeline and components, demonstration of the electronic tool, and discussion of best practices. This formal performance appraisal process was temporarily suspended due to COVID, but was re-introduced in July 2022. As part of the re-introduction, the College clarified the value of a formal performance appraisal program and explained ethical aspects such as fairness and accountability.

The Employee Handbooks for staff and managers describe **processes for corrective action** for employees who are not meeting the standards of their job. One-on-one communication between the manager and employee is the first step in addressing performance deficiencies. If this communication does not lead to resolution, the second step involves a meeting that results in a written performance improvement plan that lists areas for improvement, identifies specific expectations, and includes timelines for measuring progress toward goals (SII.C5: Employee Performance Improvement Plan Template). This process is a tool to help

the employee succeed. Human Resources works with managers to support them in addressing performance deficiencies and to ensure the process is applied equitably to all employees. Per the policy referenced above, some employee actions, such as harassment or falsification of documents, upon verification constitute a cause for immediate termination. The Office of Human Resources conducts thorough investigations of such situations prior to terminating employment. The discipline and discharge processes for employees in the College's four unions are negotiated and reflected in each union contract (SII.C5: Security Union Contract 2021-2024, Article 17).

Criterion 6: Honesty and Truthfulness in Internal and External Marketing and Communications

College communications and marketing are conducted in an honest and truthful manner. Internally, the College community relies on the President and senior leadership's communications to obtain accurate information and see a path forward, especially in times of challenge. To regularly communicate about mission-related issues, bi-annual convocation gatherings are held with employees, during which the College president and her leadership team share updates on new initiatives, survey data, enrollment, and finances. External experts are sometimes invited to discuss a topic important to the College's mission.

Externally, the work of the Office of Marketing and Communications staff is guided by the American Marketing Association's Statement of Ethics (SII.C6: American Marketing Association Statement of Ethics). This statement directs marketers to use high ethical standards, adhere to applicable laws and regulation, communicate in good faith, and embrace ethical values such as honesty, responsibility, fairness, respect, and transparency. In addition to these guiding principles, the College media policy for communications on behalf of the College ensures information shared with the public is accurate while not being restrictive to individual rights (SII.C6: Media Policy).

Each year, the Office of Institutional Research and Effectiveness publishes a College Fact Book that includes data related to programs and enrollment, a demographic profile of our undergraduate and graduate student bodies, and College financial information (SII.C6: Fact Book 2021-2022, p.31-32 and 47-48). This book is available to the internal community via the College's Microsoft SharePoint site. To ensure consistency and accuracy of data, the Office of Marketing and Communications uses statistics from the document in its student recruitment materials, on the

website, and in e-mail communications with prospective students, alumni, donors, and the media. The marketing staff also works closely with deans and department chairs to accurately tell the story of each program on the website, in viewbooks, and in other student recruitment materials.

As a result of both COVID and the budget deficit, the College had to make difficult decisions about academic program eliminations, layoffs, furloughs, and pay reductions. These decisions were communicated in a transparent and empathetic manner (SII.C6: Saint Rose to Discontinue Academic Programs Announcement December 8, 2020). In addition, the President, in collaboration with VP for Finance and Administration and other members of senior leadership, has been offering convocations over Zoom and more recently in person to present facts and numbers related to the budget and to answer employee questions.

In the aftermath of nationally significant events such as the death of George Floyd and the Capitol insurrection, the President's communications invoked the College mission and the values of our founders, as a perspective to consider these events (SII.C6: President White Campus Communication Around Values June 2020). The transparent approach was also demonstrated in listening to students who had expressed concerns on social media about racial bias at Saint Rose, and relaying these concerns to the whole community, with commitment to address them (SII.C6: Campus Conversation on Diversity and Inclusion Announcement July 2020).

Criterion 7: Services and Programs Promoting Affordability and Accessibility and Enabling Students to Understand Debt and Value

The College has been committed to underserved populations since its founding. In 1920 that was primarily women, but today the College is dedicated to ensuring access to underrepresented students, a group comprised of a variety of statuses and cultural and socio-economic backgrounds. In Fall 2021, 40% of all full-time undergraduates were Pell-eligible, a proportion that has remained steady in recent years (SII.C7: Fact Book 2021-2022, p.53). Recognizing that it is difficult to understand a student's gifts and abilities based on just a numerical score on a test that might hold certain biases Saint Rose has been a test-optional institution since 2013 (SII.C7: Test Optional Policy from Undergraduate Catalog 2013-2015).

To help make College more affordable, the College has opted to participate in New York State's Enhanced Tuition

Award program, which provides additional state aid to New York State students at participating private colleges who meet the program requirements (SII.C7: Enhanced Tuition Award Webpage). A benefit of the program is that it freezes the tuition rate for the duration of the student's time at the institution. In addition, the College recently implemented "It's Possible Program" for students have an expected family financial contribution of zero. Eligible students in this category can receive enough funding from college grants, federal Pell grants and New York state TAP to cover tuition and standard fees. This means the only cost to the student is room and board (SII.C7: It's Possible Program Webpage).

The College provides information to students to help them understand funding sources and options. In 2019, the College launched financialaidking.com, a microsite with Financial Aid information supplied by Assistant Vice President for Financial Aid, also known as the Financial Aid King (SII.C7: Financial Aid King Grants, Loans, Scholarships Webpage). This microsite houses videos and resources for prospective students. The videos on the site provide very accessible information on topics such as the difference between grants, loans, and scholarships; the importance of filing a FAFSA and how to fill out the forms; and how to read and interpret a financial aid award letter. The College also holds sessions during student recruitment events that explain the financial aid process and offers both online and in-person help with the financial aid process to students and their families.

In addition to the Financial Aid King resources, workshops, and individual financial aid counseling sessions, the "Financial Aid Policies and Procedures" section of the institution's website provides information on frequently-asked questions on topics such as the importance of Satisfactory Academic Progress to maintaining aid, and the annual evaluation of financial need in which changes in income could make need-based aid go up or down depending on the student's situation (SII.C7: Financial Aid Policies and Procedures Webpage).

First-year and transfer students' financial aid packages include an explanation of the various types of aid: grants, scholarships, loans, work study along with other important items, including the final net cost of attending the College of Saint Rose. Information is also provided about the College's graduation rate, median borrowing, and expected tuition and fees over the next three years that accounts for potential increases (SII.C7: Financial Aid Sample Award Letter). The financial aid package provides additional materials explaining how to pay for college, payment plans, additional

loan options, and a cost of attendance comparison based on whether they choose to live on or off campus. An outcomes section on the College's website shows post-graduation employment results and average earnings so student can determine whether they see value in investing in a Saint Rose education (SII.C7: Outcomes Webpage).

Continuing students see their aid decisions for the upcoming year online in Banner, which details cost and all applied aid. The Financial Aid Office is open to students Monday through Friday 8:30 a.m. to 4:30 p.m. to answer student and family questions by phone, in-person, or via Zoom. Financial Aid counseling sessions can include helping students find other ways to pay for college or providing help filing needed paperwork.

Criterion 8: Full Disclosure of Information on Institution-wide Assessments, Outcomes, Compliance with Commission's Requirement of Affiliation, Substantive Changes, and Policies

The College's Compliance Committee meets quarterly and regularly reviews compliance responsibilities that pertain to the College as a whole, as well as to specific departments and areas of activity. The Committee maintains a spreadsheet of compliance responsibilities that includes over 280 items ranging from IPEDS reporting to immunization compliance. Each compliance responsibility lists the applicable legal requirement, responsible Cabinet member and department, actions to complete and due dates (SII.C8: Compliance Matrix). Please see the Verification of Compliance report included in this Middle States assessment for additional details (SII.C8: Verification of Compliance Report).

Criterion 9: Periodic Assessment of Ethics and Integrity

The College engages in routine, periodic assessment of its practices regarding ethics and integrity. As noted throughout this self-study, policies, processes, and practices are regularly reviewed. In terms of integrity, the College maintains policies on academic integrity, privacy, use of College equipment, and use of personal data. New employees are introduced to key policies during on-boarding, including Family Educational Rights and Privacy Act FERPA (FERPA). All employees are required to undertake annual training such as sexual harassment prevention and cybersecurity, and, depending upon their job function, might be required to engage in review of policies in other areas (SII.C9: HR SharePoint Employee Training Webpage). These trainings provide an opportunity for the College to assess employee understanding and implementation of key policies. The

College also maintains a Whistleblower policy that provides an opportunity for College employees to report violations of laws, rules, regulations or policies at the College. The College's Compliance Committee regularly assesses the College's adherence to applicable laws, regulations, and policies to ensure the integrity of our processes, and to ensure that "appropriate attention is devoted to prevent and/or detect non-compliance." (SII.C9: Compliance Committee Charter). College governance also includes an integrity committee. This committee "exists to inform, educate, and promote a culture of integrity throughout the College of Saint Rose Community" (SII.C9: Campus Integrity Committee Constitution). This committee has been inactive since prior to COVID, and it is recommended that it be revived.

Requirements of Affiliation and Institutional Priorities

As is demonstrated in the discussions of both Standards I and II, the College fulfills the Requirement of Affiliation 7: mission statement and related goals approved by governing board and define purpose within context of higher education. As regard this Standard, the college ensures that the mission is enacted in all ways ethically, with integrity, and in accordance to stated policies. As this report has shown, by acting ethically and with integrity in regards to its operations and policies, the College supports all four institutional priorities:

- Priority 1, Support Student Experience
- Priority 2, Sustain Academic Excellence
- Priority 3, Foster an Engaged Community
- Priority 4, Ensure Financial Health

Standard II Areas for Improvement and Innovation

The College is committed to providing an environment characterized by ethical behavior and integrity. As presented above, the College is faithful to its mission, honors its contracts and commitments, and follows its policies and procedures, and addresses issues and problems with integrity.

The College should continue its efforts to build a diverse community of employees, particularly in the faculty and administration ranks, that is reflective of the diversity of our student population. The work that the College has done in the past few years related to diversity and equity have supported a climate of justice and equity. To ensure that the College continues to operate ethically, we recommend that:

The College of Saint Rose

- The College build upon efforts to enhance our campus community continuing to analyze needs, develop resources, examine policies, and inform all parties regarding ethical practices in regards to issues of diversity and equity;
- The College develop and implement a policy-on-policy review to ensure that all policies are kept up to date and relevant;
- The College examine competitive base salaries, compensation, and benefits as part of a larger staffing plan; and,
- The College revive the Integrity Committee.

Summary

The College fulfills the criteria in this standard. It is committed to providing an environment characterized by ethical behavior, integrity, and respect for diversity. This commitment is demonstrated in its response to recent concerns regarding racial justice that resulted in revised policies and procedures related to bias complaints. The College's approach to program eliminations in 2020 demonstrates its ability to work collaboratively on sensitive issues and ensure that policies are clearly followed. The College provides clear information to students on cost and financial matters, including a web series that provides them with clarity on financial aid terms, processes, and procedures. In all its activities, the College is faithful to its mission, and honors its contracts and commitments. It adheres to policies and procedures, works to improve those policies and procedures where necessary, and addresses issues and problems with integrity.

Standard III: Design and Delivery of the Student Learning Experience

Executive Summary

The College of Saint Rose provides students with rigorous and coherent learning experiences driven by the College's mission and consistent with higher education expectations. The College's 2021-2024 Strategic Plan identifies academic excellence and student success as top priorities for the institution. With its engaged and accomplished faculty and excellent student support services, the College is continually working toward these goals. Throughout their careers at Saint Rose, undergraduate and graduate students are provided with clearly stated guidelines for timely progress to graduation and they are given academic, logistical, and emotional assistance to help them achieve their academic and professional goals. The College offers a thoughtful and rigorous educational experience that provides students with the skills and knowledge to pursue their professional ambitions, better advocate for themselves and others, and become well-rounded citizens of the world.

Criteria 1 and 3: Degrees and Programs Offered

As of Fall 2022, The College of Saint Rose offers 35 undergraduate degrees, 25 graduate degrees, and 16 advanced certificates (SIII.C1, SIII.C3: Fact Book 2021-2022, p.11-16). These programs are divided across four schools: the School of Arts and Humanities, the Huether School of Business, the Thelma P. Lally School of Education, and the School of Mathematics and Sciences. Each school is led by a dean who, in consultation with the Provost/Vice President for Academic Affairs (Provost/VPAA), is responsible for the management, academic integrity, and overall direction of the school.

In 2020-2021, the Board of Trustees approved the development and implementation of a multi-pronged plan to address the College's financial challenges. This plan included \$8 million in reductions in staff and administrative operations, followed by \$6 million in academic-related reductions. These reductions included the elimination of 25 academic programs (16 undergraduate degrees, six graduate degrees, three advanced certificates).

All the degrees and certificate programs at The College of Saint Rose are registered and fully approved by the Board of Regents through the New York State Education Department

(NYSED) (SIII.C1, SIII.C3: NYSED Program Registration Guidance Documents). Specialized accrediting agencies have granted accreditation to the programs listed below :

- The School of Business, inclusive of its degree programs at the bachelor's and master's level, is accredited by the Accreditation Council for Business Schools and Programs (ACBSP);
- The Communication Sciences and Disorders program at the master's level is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology;
- Programs offered for the preparation of all school professionals, leading to initial and advanced certifications, are included in the College's provider membership in the Association for the Advancement of Quality Educator Preparation (AAQEP);
- The bachelor's and master's degree programs in Social Work are accredited by the Council for Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation;
- The School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); and,
- The specialist's level School Psychology Program is approved by the National Association of School Psychologists.

In registering programs with NYSED, the College aligns **its curricula with the state standards to ensure that the programs are of a length appropriate to the objectives of the degree or certificate, designed to foster a coherent student learning experience, and focused on promoting the synthesis of student learning.** The content of the curriculum must show progression from the introductory level to the advanced level while covering the subjects with appropriate breadth depth and currency. Faculty design curricula that respond to advances in scholarship and the needs of students and the broader society. At the end of their respective studies, students demonstrate the knowledge and skills they have acquired over the course of their education in a culminating capstone course or experience.

As noted in the 2021-2023 Undergraduate Catalog, the College's bachelor's degrees require the completion of major courses, 10 courses in the liberal arts and sciences core (called The Core), and the fulfillment of the diversity

Table III.1: Degrees and Programs* Offered as of Fall 2021

School of Arts and Humanities	Huether School of Business	Thelma P. Lally School of Education	School of Mathematics and Sciences
Baccalaureate Programs	Baccalaureate Programs	Baccalaureate Programs	Baccalaureate Programs
9 Bachelor of Arts Programs (1 discontinued)	4 Bachelor of Business Administration Programs	7 Bachelor of Science Programs	2 Bachelor of Arts Program (1 discontinued)
2 Bachelor of Fine Arts Programs (2 discontinued)	9 Bachelor of Science Programs (2 discontinued; 4 to be replaced)		17 Bachelor of Science Programs (6 discontinued)
1 Bachelor of Music Program (1 discontinued)	Graduate Programs	Graduate Programs	Graduate Programs
4 Bachelor of Science Programs (3 discontinued)	2 Master of Science Programs (1 discontinued)	23 Master of Science in Education Programs (5 discontinued)	3 Master of Science Programs (1 discontinued)
		1 Master of Science in Education + Certificate of Advanced Study Program	
Dual Degree Programs	Dual Degree Programs		Dual Degree Programs
2 Bachelor of Arts/Master of Science in Education Programs	1 Bachelor of Science/Master of Science Program Programs		2 Bachelor of Arts/Master of Science in Education Program (2 discontinued)
	3 Bachelor of Science/Master of Business Administration Programs (1 discontinued)		1 Bachelor of Science/Master of Business Administration Program
			1 Bachelor of Science/ Master of Science in Education Program
Certificate Programs	Certificate Program	Certificate Program	Certificate Program
1 Certificate Program	1 Certificate Program	13 Certificate of Advanced Study Programs (3 discontinued)	3 Certificate Programs
	3 Certificate of Advanced Study Programs (2 discontinued)		2 Certificate of Advanced Study Programs

*The programs discontinued in 2021 listed in this table are excluded from the program counts for Fall 2022 and thereafter.

requirement, which offers students the opportunity to delve into the topics related to diversity ([College Catalogs](#); 2021-2023 Undergraduate Catalog, Requirements for a Bachelor's Degree). Graduate programs build upon undergraduate work and aim to move students to advanced levels in their chosen fields. Such specialization involves a quantitative and qualitative increase in knowledge; the strengthened ability to critique and synthesize; a deepened understanding of the principles, problems, ethical issues, and histories of the chosen disciplines; and the development and improvement of the attitudes and skills particular to the fields of study. The College's graduate programs encourage this specialization by providing students with advanced-level course work with opportunities to conduct and report on original research. The programs also challenge students to balance their professional development with an increased awareness of and concern for the needs of society.

Since the last Middle States report, the College has added new programs as well as new concentrations in various programs. These include a bachelor's degrees in Business Administration (BBA), cybersecurity, a collaborative 1+2+1 BSN nursing program, a BA psychology program that provides an online option, as well as a master's degree in Social Work (MSW). The BBA degree, approved in 2020, offers students the ability to take additional business elective courses to develop a secondary focus and, thus, expose them to other opportunities and provide flexibility in their major and the job market (SIII.C1, SIII.C3: Bachelor of Business Administration Degree Proposal, Management and Marketing Department; SIII.C1, SIII.C3: Bachelor of Business Administration Program Proposals in the Accounting, Economics, Finance, and Financial Planning Department). The cybersecurity program combines a strong foundation in computer science with criminal justice, organizational behavior, psychology, math and statistics, and research. The nursing program is a collaborative 1+2+1 program in conjunction with St. Peter's Hospital College of Nursing and Samaritan Hospital School of Nursing, that enables students to earn both an associate and a bachelor's degree in nursing. The social work program includes both prevention and treatment, and combines academic training with extensive fieldwork. Also of note is the creation of accelerated degree options, which provide a pathway for students to complete both a bachelor's degree and a master's degree at an accelerated pace. For this option, departments work together to match undergraduate and graduate programs to improve the marketability of their graduates.

The **Undergraduate and Graduate Catalogs provide a clear and accurate listing of academic programs and their**

requirements ([College Catalogs](#)). Departmental faculty revise and review each catalog every other year to ensure that their **programs are accurately represented and described in a way that students are able to understand and follow.**

The catalogs are available electronically on the College's website going back over 10 years. Hard copy catalogs are available through the Registrar's Office. To provide Saint Rose undergraduates with more transparency in mapping out their schedules and to improve their progress to the completion of their degrees, the College began in 2017 to include four-year plans for undergraduate degree programs—an addition since the last Middle States report. These plans help students and faculty advisors with developing course schedules that ensure timely completion of the degrees. They are revised as part of the regular Catalog Revision process. In concert with faculty advisors and the Office of Academic Advising, undergraduate and graduate students also monitor their progress toward fulfilling their degree requirements with DegreeWorks, the College's degree audit tool. There is currently no mechanism to receive feedback on the four-year plan and its usefulness, so it is recommended that feedback be gathered from students and advisors.

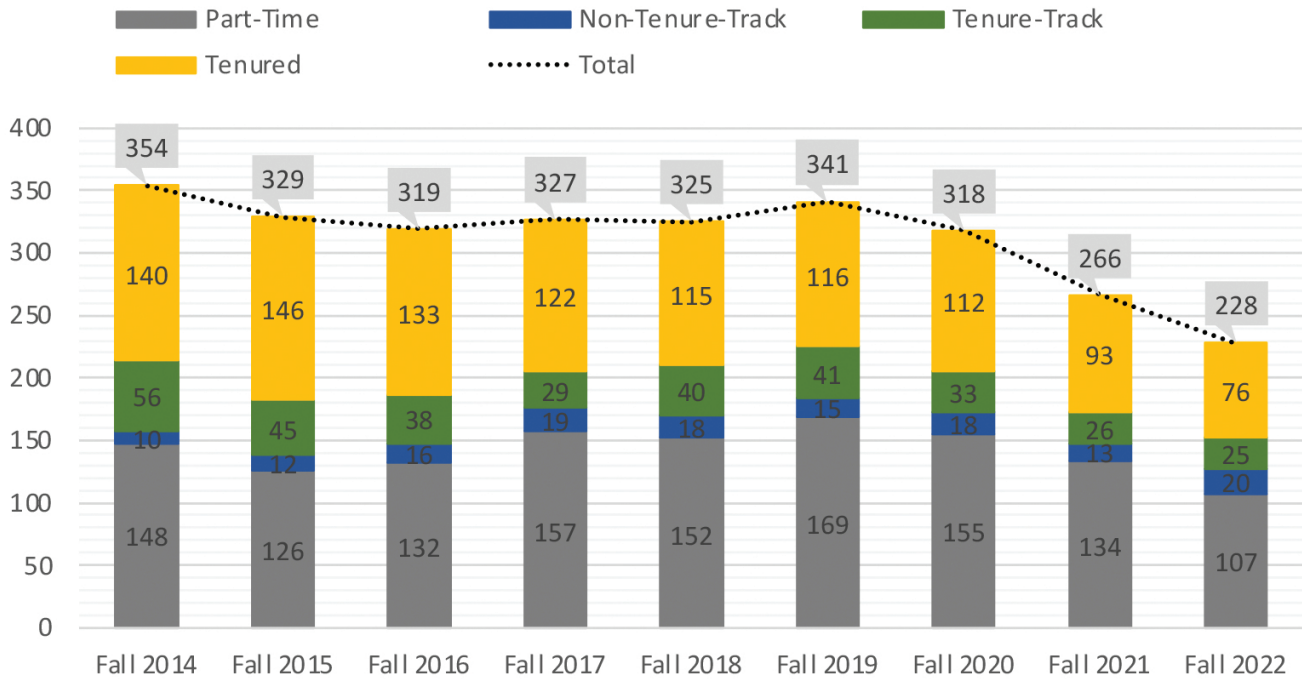
Criterion 2: Faculty

Faculty at The College of Saint Rose have the education of their students at the center of their work and they are rigorous and effective in designing, delivering, and assessing student learning experiences. The College is committed to offering its students small class sizes to create a sense of community and to allow for individualized attention from faculty. **The faculty is sufficient in number** for maintaining these smaller class sizes. Their credentials are carefully vetted at the time of hire and their teaching performance is regularly reviewed.

In Fall 2020, the College employed 322 faculty members (including four tenured and tenure-track librarians), roughly half of which is made up of part-time instructors (155); the 163 full-time faculty is made up of 112 tenured faculty members, 33 tenure-track faculty, and 18 visiting faculty on annual contracts (SIII.C2: IPEDS Human Resources Survey 2020-2021, p.3-11). As a result of the elimination of 25 academic programs in the 2020-2021 Academic Year, 33 tenured and tenure-track positions and eight visiting faculty positions were terminated. As shown in the chart above, this decline in faculty numbers was preceded by earlier declines with the terminations of tenure-track and tenured faculty positions in 2015-2016, along with continuing attrition due to retirements or resignations for other positions—with limited replacements for those positions. At the same time, the

¹ *The College's Nursing program is currently in process of accreditation with the Accreditation Commission for Education in Nursing (ACNE).*

Chart III.1: Fall Faculty Count, 2014-2022



College saw a significant decline in overall enrollment from 4,499 to 3,314 students. The College continues to be committed to providing small classes taught by full-time faculty. A faculty-student ratio of 14:1 has remained consistent over the past five years (SIII.C2: Educational Key Indicators December 2020). A majority of our undergraduate classes contain between 10 and 20 students (SIII.C2: Fact Book 2021-2022, p.58). Indeed, the small class sizes remain at the heart of the Saint Rose experience.

Table III.2: Average Class Size, 2014-2022

Average Class Size, 2014 - 2022								
14	14	14	14	14	14	14	15	14
Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022

Fifty-seven percent of total student credit hours are taught by tenured or tenure-track faculty (SIII.C2: Program Review Dashboards). These numbers indicate that, while the faculty are sufficient in number to teach the necessary courses, the College, like many other institutions, could do more to right the ratio of tenure-track and tenured faculty in relation to adjunct instructors. Students (and the institution overall) would benefit from less of a reliance on contingent employment. Some of this work has already begun. The College hired 12 new tenure-track faculty for the 2022-2023 academic year, and reduced visiting and adjunct faculty numbers.

Table III.3: Percentage of Student Credit Hours Taught by Tenured and Tenure-Track Faculty, 2014- 2022

% Student Credit Hours Taught by Tenured and Tenure-Track Faculty								
61%	61%	59%	52%	54%	56%	53%	51%	60%
Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022

The vast majority of full-time faculty hold a terminal degree as shown in the table below (SIII.C2: Program Review Dashboards). The College has instituted a Faculty Credentials Review Process, which was adapted from the 2017 Higher Learning Commission’s (HLC) Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practice, used for both tenure-track and contingent faculty (SIII.C2: Faculty Credentials Review Process). At the time of hire, the process reviews the qualifications of the faculty member based on their degree(s) and CV to affirm their credentials to teach courses at certain levels. For example, a faculty member teaching at the graduate level is required to have earned a doctorate or terminal degree in the discipline of the course being offered, whereas faculty teaching at the undergraduate level must have earned a doctorate or a master’s degree in the teaching discipline. The process also accounts for “tested experience,” which may include professional experiences related to the teaching discipline or a record of scholarly or creative activity directly related to the teaching discipline. **The Faculty Credentials Review Process works to ensure that faculty are qualified for their positions and the work they do.**

2 Reassignment time for department chairs and program coordinators affects the number credit hours taught by full-time faculty.

Table III.4: Full-Time Faculty with Terminal Degree, 2014-2022

% of Full-time Faculty with Terminal Degree, 2014-2022								
96%	95%	96%	94%	94%	94%	93%	93%	84%
Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022

Tenure-track and tenured **faculty are reviewed regularly and equitably in a variety of ways during the tenure process and beyond, and visiting and contingent faculty are reviewed in transparent and fair ways as well.** The effectiveness of the faculty’s teaching, service, and scholarly inquiry can also be seen in the College’s tenure and promotion process as stipulated in the Faculty Manual (SIII.C2: Faculty Manual, Chapter 3). Every effort is made to evaluate probationary faculty before and during the **tenure process in an equitable way by disseminating clear and fair criteria, expectations, policies, and procedures** through meetings and a variety of written documents, available on SharePoint. Probationary faculty on the tenure track are reviewed annually by their department Probationary Faculty Evaluation Committee (PFEC), convened by the department chair (SIII.C2: Faculty Manual, Chapter 3). Probationary reviews of faculty are designed to be formative and assist faculty to develop and grow as teachers and scholars. Department chairs provide guidance to these faculty, as does the PFEC. The tenure and promotion process is outlined in the Faculty Manual and, in advance of the application deadline in the early fall, the Rank and Tenure Committee, which is made up of tenured faculty representatives from the four schools, holds two information sessions to answer questions and make the process as clear as possible.

As part of the tenure and promotion process, faculty are evaluated on their teaching, research, and service through course evaluations, observation reports of their teaching by other faculty (including the department chair), colleague recommendation letters, faculty data activity forms in which their service work and research activity are listed, and more. Faculty applying for tenure must submit all course evaluations from the fall and spring semesters in the year prior to their application (SIII.C2: Faculty Manual, Chapter 3). Faculty must also submit an additional four course evaluations from prior academic years, culminating in a minimum of 12 course evaluations. For promotion to Associate Professor or Professor, applicants must submit course evaluations from at least four courses from the year preceding the application. This process ensures

faculty demonstrate excellence in teaching both before and after earning tenure. Deans must also observe the teaching of tenure-track faculty. Chairs (or their proxies) regularly observe the teaching of adjunct instructors, write observation reports, and review their performance with them. Results from course evaluations are reviewed by department chairs and deans for all faculty, regardless of tenure status. These procedures are clearly laid out in the Faculty Manual, Information Handbook for Visiting Fulltime Faculty, and Information Handbook for Adjunct Faculty and communicated verbally to the faculty by department chairs (SIII.C2: Faculty Manual, Chapter 3; SIII.C2: Visiting Fulltime Faculty Handbook; SIII.C2: Adjunct Faculty Handbook). All tenure-track and tenured faculty are also required to turn in data activity forms to their deans in the spring semester, on a date announced in the official academic calendar. In addition to providing the institution with an overview of the work of the faculty, these faculty activity data forms offer a way for faculty to synthesize their service work for their department, their school, and the College overall, along with service to their field, scholarly work, and civic service.

To earn tenure, faculty must hold a doctorate or terminal master’s degree, demonstrate evidence of effective teaching, and provide evidence of positive contributions to their program area and to the College community. Faculty are also asked to provide evidence of service to the civic community, membership and participation in professional societies, or published work within their field of study. Saint Rose faculty are accomplished, rigorous, and effective scholars, researchers, artists, and practitioners. The College collects data on and recognizes faculty professional achievements, including the publications of books and articles; participation as a panelist, presenter, performer, and/or as exhibitor at an international, national, or regional conference, workshop, recital or exhibit (SIII.C2: Faculty Achievements Webpage). Examples of additional achievements include social work faculty have not only published widely in their field but also engage in or have engaged in clinical social work in community hospices, the Albany Medical Center’s emergency room, the court system, and the Albany County

Department for Children, Youth, and Families. The inclusion of service to the civic community as a qualification for tenure encourages faculty to be leaders who demonstrate community engagement, which is at the heart of the College's mission and history. Adjunct faculty are observed in the classroom by department chairs for both quality and developmental purposes, and the School dean and respective department chairs review student evaluations.

The liberal arts and sciences core curriculum and the curricula of each major, minor, and certificate are designed, delivered, and assessed by faculty who are experts in their fields.

After development by faculty in the relevant departments (in concert with deans, the provost/VPAA, and other relevant administrative offices), proposals for new undergraduate programs and changes to The Core curriculum and to college-wide academic policies are reviewed by the Undergraduate Academic Committee (UAC). Fifteen tenure-track and tenured faculty members serve on the committee. Motions passed by UAC are then brought to the full faculty for consideration (SIII.C2: Undergraduate Academic Committee Constitution). Changes to graduate programs and policies are reviewed by the Graduate Academic Committee (GAC), which consists of faculty representatives from the graduate degree-granting departments (SIII.C2: Graduate Academic Committee Constitution). This process of decision-making—grounded in discipline faculty, UAC/GAC, and the full faculty—makes it clear that the institution has a core of faculty with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Assessment of student learning and teaching effectiveness is carried out in three ways at the College: (1) liberal arts and sciences core assessment through Student Learning Outcomes Assessment (SLOAs) for each learning outcome of The Core curriculum, (2) student learning outcomes assessments based on student work within individual programs, and (3) the program review process. SLOAs are completed on a yearly basis and program review is conducted on a seven-year cycle. (See criterion III.8 as well as Standard V for additional information.) SLOA assessments are submitted to the Institutional Assessment Working Group by June 15 of each year. Program reviews are submitted to UAC or GAC, depending upon the level of the program.

A 2020 report on liberal education assessment, conducted by the Liberal Education Subcommittee of UAC, shows that eight of the 10 liberal education categories studied submitted at least one SLOA between 2016 and 2019 (SIII.C2: Liberal Education Assessment Report AYs 2016-2019). Four of the

10 represented had data for all three years. The overall recommendation from that committee states that improved consistency in implementing and responding to the liberal education SLOAs is necessary; this recommendation is also part of the 2019-2020 College of Saint Rose Assessment Update (SIII.C2: Annual Assessment Report 2019-2020). Importantly, both reports note that more faculty training on assessment is necessary to increase the percentage of SLOAs submitted. The 2019-2020 College of Saint Rose Assessment Update, however, which covers the 2019-2020 academic year (the year after the Liberal Education Assessment Report) shows that 81% of SLOAs were submitted, which is an increase from the previous academic year's total of 73% (SIII.C2: Annual Assessment Report 2019-2020). The 2019-2020 and 2020-2021 College of Saint Rose Assessment Updates, however, which covers the 2019-2020 and 2020-2021 academic years (the two years after the Liberal Education Assessment Report) shows that SLOAs submission rate has substantially improved from 2018-2019 academic year's total of 73%: 81% in 2019-2020 and 91% in 2020-2021 (SIII.C2: Annual Assessment Report 2019-2020; SIII.C2: Annual Assessment Report 2020-2021). One of the most significant changes related to assessment that the College has implemented since the last Middle States accreditation process has been the annual campus-wide Assessment Day. Instituted in May 2019, Assessment Day is a day set aside for programs to engage in assessment-related activities and reflect on assessment outcomes from the previous academic years; the College often offers additional training and information on assessment practices on the day (SIII.C2: Annual Assessment Report 2019-2020).

In addition to internal assessment of programs, the College collects evidence from the students themselves to develop a broader picture of their overall experiences at The College of Saint Rose. Most recently, in Spring of 2021, the College administered the Higher Education Data Sharing Consortium (HEDS) Senior Survey. Its results indicated that 47% of Saint Rose seniors scored highly "Good Teaching and High Quality Interactions with Faculty," responding "Strongly Agree" or "Agree" to all nine statements in that category. This percentage is similar to that of seniors at comparison institutions. 57% of the College's seniors indicated the faculty had challenged their ideas in class "often to very often." And 74% said that faculty posed challenging ideas in class "often to very often." Overall, the College scored well in comparison to other institutions when it came to "Challenging Assignments and High Faculty Expectations," as well (SIII.C2: HEDS Senior Survey Results Presentation October 2021). This feedback from graduating seniors illustrates rigorous and effective teaching on the part of faculty.

Course evaluations are provided for all courses to solicit student feedback. While course evaluation results, due to their demonstrated biases, must be regarded with caution, they indicate that faculty are engaged in rigorous and effective teaching and assessment of student learning. See the annual averages in Table III.5 below (SIII.C2: Course Evaluation Averages 2016-2021). The College switched from paper course evaluations to SmartEvals online evaluations in the fall of 2016. From 2016-2021, the average scores on these evaluations are uniformly high on the graduate and undergraduate levels for categories that focused specifically on teaching, including those that asked if an instructor engaged in teaching that allowed students to gain an understanding of the subject and graded according to clearly presented standards. With the highest possible score of 4.0 (or “strongly agree”), Saint Rose students perceive faculty as performing at a level of above 3.55, which falls between “strongly agree” and “agree,” across the board. These results indicate that students perceive Saint Rose faculty as excellent teachers engaged in rigorous and effective teaching and the assessment of student learning. While the faculty overall receive high marks for teaching effectiveness, it is worth noting that SmartEvals completion rates have fallen significantly over the past five years from a 78% return rate in 2016 to only 45% in 2021 (SIII.C2: Course Evaluation Response Rates 2016-2021). Online Learning Services is working to help increase this rate through reminders and modules in Canvas, the College’s learning management system.

Table III.5 Teaching Evaluation Scores (2016-2021)

Average Response to Questions (Scale: 0 to 4) - Graduate Courses

Year	Prepared for class	Encouraged student participation	Objectives were specified	Gained understanding of subject	Graded according to standards
2016 Average	3.6	3.6	3.6	3.5	3.5
2017 Average	3.6	3.6	3.6	3.5	3.5
2018 Average	3.7	3.7	3.6	3.6	3.6
2019 Average	3.7	3.6	3.6	3.5	3.6
2020 Average	3.6	3.6	3.6	3.6	3.6
2021 Average	3.6	3.6	3.6	3.6	3.6
Grand Average	3.7	3.6	3.6	3.6	3.6

Average Response to Questions (Scale: 0 to 4) - Undergraduate Courses

Year	Prepared for class	Encouraged student participation	Objectives were specified	Gained understanding of subject	Graded according to standards
2016 Average	3.7	3.7	3.7	3.6	3.6
2017 Average	3.7	3.7	3.7	3.6	3.6
2018 Average	3.7	3.7	3.7	3.6	3.6
2019 Average	3.6	3.7	3.6	3.6	3.6
2020 Average	3.7	3.7	3.7	3.6	3.6
2021 Average	3.7	3.7	3.7	3.6	3.6
Grand Average	3.7	3.7	3.7	3.6	3.6

In supporting the teaching, scholarship, and creative work of faculty, **the College offers several forms of professional development support.** After 12 semesters of full-time service, tenured and tenure-track faculty are eligible to apply for sabbatical leave for one semester at full pay or two semesters at half pay (SIII.C2: Faculty Manual, Chapter 4). All tenure-track and tenured faculty receive a professional development fund of \$700 each year via their deans (SIII.C2: Faculty Manual, Chapter 4). In addition, faculty are eligible to apply for additional professional development funds of up to \$600 each semester from an open call for applications overseen by the Provost/VPAA and the Professional Development Committee, which is made up of faculty peers with at least one representative from each of the four schools at the College. Historically, funding has been awarded for a variety of projects, including expenses associated with presentations at the Popular Culture Association National Conference, the Communication Association's conference, and the National Association of School Psychologists national convention—to give only a few examples. The awards have also supported research projects exploring Shakespeare and the metabolic

rift, the therapeutic value of support groups for people who stutter, and how Capital Region non-profit social service agencies responded to the pandemic—among many others. The College also supports faculty applications for external grants through the grants review process. While faculty are provided with various forms of professional development opportunities for innovation and growth, the financial circumstances of the College have limited what is available and, indeed, various forms of professional development have been reduced or eliminated.

Individual departments provide other kinds of support to foster an engaged community. For example, the English Department has long supported the instructors of “English 105: Expository Writing, Research, and Speaking,” a required Core course, with annual orientation/professional development days in August and a learning community run throughout the academic year by the Coordinator of First-Year Writing. Compensation is provided for adjunct instructors who attend these events. These forms of support offer full-time and part-time faculty a sense of community

and spaces for discussing and developing their teaching of first-year writing.

For the College overall, Provisions, a long-running “monthly faculty development series dedicated to exploring, publicizing, and disseminating innovative teaching and learning across the disciplines,” offers a space for conversations across the disciplines with faculty, administrators, and staff (SIII.C2: Provisions Webpage). Indeed, Provisions has been a site for discussions about antiracism, the value of the liberal arts, and much more. During the 2021-22 academic year, as a way to engage more of the academic community, Provisions moved from lunch time meetings to a pod cast entitled “Dear Neighbor.” This change has been well received and continues into the current academic year.

The faculty rose to the challenges brought about by the COVID-19 public health emergency and promptly and successfully transitioned to virtual delivery in March 2020. In the summer of 2020, the College established the Fall Planning Core Team and tasked it with creating a campus-wide plan for course delivery addressing New York State guidelines on social distancing. Implementing the plan, the faculty provided students with multiple delivery options (virtual, hybrid, and in-person delivery modes) in Fall 2020 and Spring 2021 semesters.

Criterion 4: Learning Opportunities and Resources

The College provides sufficient opportunities and resources to support both programs and students' academic progress. The **Academic Success Center hosts various academic support services** that students have access to while at The College of Saint Rose (SIII.C4: Academic Success Center Webpage). To promote continuous excellence, these support services are assessed annually through the Strategic Administrative Unit Outcomes Assessment Report (SOAR) process (SIII.C4: Annual Strategic Administrative Unit Outcomes Assessment Report (SOAR) Guidelines 2021-2022).

The Academic Success Center hosts drop-in content tutoring in subjects such as computer science, nursing, and business and accounting—along with study clusters, created upon request, to focus on a specific course. The Academic Success Center also offers students tutoring for the math placement test. Incoming students have the option to participate in Summer Bridge for intensive mathematics tutoring prior to taking (or retaking) the math placement test. In Summer 2020, the last year the program was held,

all students who attended every class and tutoring session in the program received a score high enough for the math courses within their respective majors. Students in general express satisfaction with the service (SIII.C4: Annual SOAR - Academic Success Center 2020-2021). In response to the Covid-19 pandemic, the Academic Success Center took the opportunity to build up its online tutoring options to tutor students remotely and saw an increase in student demand for the service (SIII.C4: Annual SOAR - Academic Success Center 2020-2021).

As part of the Academic Success Center, the Writing Center offers one-on-one online and in-person writing support to all registered Saint Rose students (SIII.C4: Writing Center Webpage). The Writing Center offers a writing lab every Friday and a variety of tutoring hours including evening and Sunday hours. The office has continuously encouraged students and faculty to utilize its services and has seen an increase of usage over time, notably in online tutoring during the pandemic (SIII.C4: Annual SOAR - Writing Center 2020-2021). In anonymous student evaluations, the Writing Center received high marks for its services. Students consistently rank the Writing Center in the “4” range, the highest score on the scale (96% of the time or more) in categories relating to the helpfulness of the tutors and the extent to which they would recommend the Writing Center to others.

The Office of Services for Students with Disabilities provides individuals with disabilities an equal opportunity to participate in college programs and activities through academic accommodations and environmental modifications (SIII.C4: Disability Services Webpage). The office works closely with faculty and other campus offices, including Academic Advising, Residence Life, and Counseling, to offer a support network for students with disabilities. The office has noted the gaps in staff and student access to and skill level in the use of technology, which were revealed during the period of online learning due to the pandemic and suggested the creation of college-wide policies on use of technology (SIII.C4: Annual SOAR - Disability Services 2020-2021). In Spring 2021, the Office of Online Learning Services (OLS) began working with faculty teaching online in the School of Arts and Humanities to ensure that all online courses were ADA compliant. This process was completed in the Spring of 2022, and OLS is currently working with faculty in the other 3 schools to ensure compliance. In addition, a new policy on online teaching requires faculty who teach online to either work directly with OLS staff to develop their courses, or to complete a self-paced online training on best practice in online pedagogy.

Departments of the Academic Success Center also collaborate across campus to promote student success. They work with the Academic Opportunity Experience (AOE) summer launch to teach mathematics and writing courses for first-year AOE students (SIII.C4: Academic Opportunity Experience (AOE) Program Webpage; See Standard IV for more information). They also coordinate with the deans and other departments and support students on academic probation as academic success mentors.

The **Neil Hellman Library supports student learning by providing access to physical and digital resources**, which include the book collection, academic databases, and audiovisual collections, along with robust interlibrary loan services (SIII.C4: Library Webpage). The Patricia Standish Curriculum Library contains over 12,000 resources and materials to support students within the School of Education. The libraries have faced various challenges related to funding and staffing. In recent years, the library's budget has been cut, necessitating difficult decisions about subscriptions to academic databases and other resources (SIII.C4: Annual SOAR - Library 2020-2021). The library has addressed recent staff turnover with the hiring of a new library director, two tenure track librarians, and several other key staff positions prior to the start of the 2022-23 academic year.

The **Online Learning Services department works closely with faculty to provide support for their online and hybrid teaching** (SIII.C4: Online Learning Services Webpage). In 2018, OLS successfully supported the College and faculty in migrating from one learning management system (Blackboard) to another (Canvas). To strengthen the student learning experience and foster faculty innovation in teaching, OLS helps faculty become more proficient with online tools. In addition to hosting numerous virtual workshops, generating blog posts and newsletters, and creating video tutorials, OLS hosts weekly office hours for faculty, and assists students in navigating online learning environments. The OLS YouTube channel and blog offer students assistance with specific tools. In Spring 2022, OLS launched a Canvas-based student resource course called "Succeeding in an Online Course." To further support quality instruction, the instructional designer worked closely with the deans and the Provost/VPAA to develop a codified course development process, online course review process, and course refresh schedule, along with quality standards for online courses. Another major initiative is focused on working with faculty to improve the accessibility of online courses. OLS served a critical role in the switch to remote learning and has continued to meet the needs of the faculty. In the past three years, OLS has experienced severe challenges related to staff

turnover and the shift to remote learning (SIII.C4: Annual SOAR - Online Learning Services 2020-2021).

The **Office of Academic Advising supports students in their progress toward their degrees** (SIII.C4: Academic Advising Webpage). General academic advisors in the office meet with students in scheduled one-on-one meetings each semester (and as needed) to provide developmental advising support. In doing so, they aim to assist students in their decision-making processes and support them in pursuing their goals. As a result of the pandemic, the Office pivoted to using Zoom for advising appointments. This virtual option improved the reach of the Academic Advising, and the Office continues to be offered as an option for students. The Office faced challenges related to budget constraints that have prevented replacement hiring for a general academic advisor and administrative assistant positions since August 2019 (SIII.C4: Annual SOAR - Academic Advising 2020-2021). Currently, the office is using two Graduate Assistants to cover part of the receptionist duties (total of 20 hours per week) and is supplementing those duties with professional staff and work-study students. Due to the decline in new student enrollment, the fourth general academic advisor has not been needed for the past two years. Considering that the Office serves the entire undergraduate student body, the loss of the administrative assistant position, though, has been a significant burden. Furthermore, if enrollment numbers reach a level of where they were in FY15/FY16, then a general academic advisor position will need to be filled if the same advising model is used. Currently the office is fully staffed and is employing graduate assistants to cover receptionist duties. In addition to meeting with general academic advisors, students also meet with faculty advisors who provide them with specific support related to their majors. These meetings generally occur on or around Advisement Day, a day each semester set aside for students to meet with their advisors. Throughout the semester, instructors may also submit early alerts and progress reports via Navigate, an online system that facilitates communication between students and various offices on campus, to provide information on student challenges to the Office of Academic Advising, faculty advisors, the Academic Success Center, and the Counseling Center. The College follows up with every student for whom an alert has been filed. In other words, students are supported in a variety of ways—academic, logistical, and emotional—to assist them in attaining their goals.

The Strategies for Academic Success courses (CDS 021 and CDS 022) are designed to assist students on academic probation in improving their grades. Improvements to these support measures, led by school deans and Academic

Success resulted in significant semester GPA increases for those student who completed the requirements of the course. In order to increase their student success, the College is considering offering the success courses before a student's GPA fall below 2.0. To enhance participation and engagement should examine offering them as for-credit courses and make them available prior to first-year underprepared students' arrival on campus. Some underprepared students are in need of further support in developing writing and verbal communications skills. Without such support they can struggle to reach the necessary skill level to ensure academic success. In response, in summer 2022, the College implemented a Directed Self-Placement (DSP) process to identify specific support needs for incoming students. In Fall 2022 the College is piloting ENG 105 labs to support students with identified skills deficits. Faculty will assess the effectiveness of these efforts and determine the need for adjustments and/or additional support measures.

As part of the 2020-2021 program elimination process, the Office of Academic Advising collaborated with faculty to create detailed teach-out plans for all students in terminated programs, including minors. Teach out plans were generated in the Summer of 2020 and used to guide students to complete their programs. Many students in eliminated programs opted to transfer to different institutions. For instance, all sophomores and first year students in Art & Design programs transferred. Such transfers were facilitated by College efforts to coordinate with other institutions. As an example, an agreement was reached with Sage College to accept all student transfer credits and for transferred courses to fill major requirements. Teach out plans have been monitored to ensure that appropriate courses are offered to allow students in affected programs to complete their degrees. As of Fall 2022, 48% of students received a teach out plan have graduated, 16% are on track to graduate, and the rest have either changed major or transferred to other institutions (SIII.C4: Teach-Out Plan Progress Report Fall 2022).

The College encourages undergraduate and graduate students to participate in research with faculty mentors. A college-wide Undergraduate Research Symposium is held each spring semester, during which students across the campus present posters showcasing their projects and their findings (SIII.C4: Research Symposium Webpage). From 2010 through 2021, an average of 56 students presented every year on a wide range of topics, including the effects of ecotourism and technology on wildlife, the influence of media images on public perceptions of police officers, and the reliability of synthetic blood for crime scene reconstruction. The

College also publishes a Journal of Undergraduate Research, although publication has been disrupted by the pandemic and other factors (SIII.C4: Journal of Undergraduate Research Webpage). The most recent issue—a double issue from 2019-2020—includes student papers from a variety of disciplinary backgrounds, such as English, Biology, and Philosophy. To further support student research, the College offers summer undergraduate research grants which provide housing and a stipend for student researchers (SIII.C4: Undergraduate Summer Research Webpage). Students supported by these grants have worked on such topics as microplastic pollution in local aquatic environments, neurological effects of malnourishment, and approaches to teaching among early and later-stage educators (SIII.C4: Undergraduate Summer Research Recipients 2018-2022).

Saint Rose students also have opportunities to present their research at local and national conferences. For example, chemistry students at Saint Rose regularly participate in the annual undergraduate chemistry research symposium hosted by the Eastern New York Section of the American Chemical Society. Students have also successfully secured off-campus research opportunities over the summer. Saint Rose has recently placed students with the New York Department of Health's Wadsworth Center, the University of Nebraska Medical Center, and the Neural Stem Cell Institute. Through these efforts, the College actively promotes and supports a culture of undergraduate research on campus.

The College recognizes the benefits study-abroad programs provide to student growth and development.

Saint Rose students have the opportunity to study abroad in 35 countries. Since Spring 2019, popular study abroad locations have included England, Australia, Ireland, and South Korea. From Spring 2017 to Fall 2019, an average of 18 students studied abroad each Fall or Spring semester (SIII.C4: Center for International Programs Study Abroad Data). The study-abroad programs have been on hiatus during the pandemic, but students are now able to apply for these opportunities again. Recognizing that not all students are able to dedicate a full semester or academic year to studying abroad, the College provides shorter term options including 4-8-week summer sessions and 1-2-week faculty-led short-term trips (SIII.C4: Study Abroad Programs Webpage). Students enrolled in 12 credits of approved credits abroad may apply their Saint Rose financial aid to their study- abroad tuition.

The College also offers opportunities for students to spend a semester or full year at through the Student Exchange Program with the Association of Colleges of Sisters of

Saint Joseph (ACSSJ) (SIII.C4: Student Exchange Program Webpage). The Communications has a specific opportunity for students to complete an internship through Mount Saint Mary's University in Los Angeles.

Saint Rose students are encouraged to participate in **internships and other career preparation experiences** off-campus. Overall, 68% of undergraduate degree programs require either internship or field experiences, 26% offer optional internships and strongly encourage participation, while only 5% of programs do not explicitly require or encourage career preparation experiences ([College Catalogs: 2021-2023 Undergraduate Catalog](#)). Post-graduate surveys show that 80% of our students participated in an internship or similar training experience during their time at the College (SIII.C4: Internships Webpage). Support for and improvement of the Career Center and career programs is part of the 2021-2024 strategic plan.

Part of the mission of the College is to encourage productive and effective engagement in society. The College offers students a multitude of **opportunities to help prepare them to take on leadership roles** on campus and beyond. For example, students may participate in the campus community as orientation leaders, club leaders, resident assistants, and members of the student government. The L.E.A.D. (Learn. Engage. Apply. Dedicate) and BOLD Women's Leadership Network programs provide students with leadership training opportunities (SIII.C4: LEAD Program Webpage; SIII.C4: BOLD Webpage; See Standard IV for more information).

Criterion 5: Liberal Arts and Sciences Core Curriculum

The Core curriculum is truly at the heart of the Saint Rose experience. The College of Saint Rose catalog declares: "Education liberates the mind, freeing it from the constraints of unexamined convention and habit. Our faculty envisions a liberating education that develops students' skills, knowledge, and perspectives in many contexts, empowering them to critically evaluate and appreciate the full range of human experience" ([College Catalogs: 2021-2023 Undergraduate Catalog](#), The Core Requirements, The Core Learning Objectives and College-wide Requirements) The concept of education as liberating is foundational to the liberal arts and sciences core curriculum and to the overall mission of the College.

The College of Saint Rose has long offered a liberal education curriculum; however, in Fall 2021, a core curriculum, focused on the liberal arts and sciences as offered at Saint

Rose (rather than liberal education), was put into place. While there have been several efforts to change the core since our last Middle States Report, the revision of the core curriculum was sparked by the program elimination process in Fall 2020. The Representative Committee of the Faculty (RepCom) proposed revision to the core curriculum to streamline it and provide cost-savings for the College overall. In early Spring 2021, UAC established a subcommittee with representatives from each of the four schools to look into this matter. Within a compressed timeline, the sub-committee researched the issue and developed a proposal for a new core to provide students with a solid academic foundation. The previous liberal education curriculum was broader in scope, including elements such as a physical education requirement and some professional courses, and thus did not focus solely on the liberal arts. The new core reduced credit requirements from 41 to 33, and reduced the overall degree credit requirement from 122 credits to 120, aligning the College with other institutions. The revision also increased credit within the general elective requirements providing students additional freedom to explore subjects outside their major by taking more electives and consider adding another major, a minor, or a certificate. The more focused liberal arts and sciences core aligns with the New York State Education (NYSED) guidelines, which state that core courses should not be "directed toward specific occupational or professional objectives" (SIII.C5: NYSED Department Expectations - Curriculum Webpage).

The new core was approved with broad support. In order to receive buy-in from faculty, to ensure curricular substance grounded in disciplinary expertise and the needs of Saint Rose students, and to resolve logistical issues, the representatives discussed the core on various levels within the institution, including with chairs, departments, UAC, deans, the provost/VPAA, schools, and the full faculty. In late spring of 2021, UAC voted to accept the new liberal arts and sciences curriculum; this curriculum was approved by the full faculty and, eventually, the Board of Trustees and put into place in Fall 2021 (SIII.C5: Undergraduate Academic Committee Meeting Minutes March 24, 2021).

The Core is made up of courses that ensure that students encounter diverse and essential fields of knowledge and acquire important skills for living in today's world. Students are required to take courses in particular disciplines to ensure that all students possess a strong foundation in various knowledge areas before they graduate. The Core courses are characterized by attention to such skills as writing, critical thinking, and information literacy. Nine areas of emphasis comprise The Core:

1. Expository Writing, Speaking, and Research Techniques
2. Literary Studies
3. Study of World Languages and Cultures
4. Philosophical and Religious Traditions
5. Scientific Knowledge and Inquiry
6. Mathematical Reasoning
7. Computational Logic and Reasoning
8. Social Scientific Knowledge and Inquiry
9. Historical Knowledge, Analysis, and Perspective

With the exception of Expository Writing, Research, and speaking Techniques, which provides many students with their first engagement with college-level writing, research, and presentations, students are offered a range of choices in each Core category. Many of these categories overlap, providing an expansion of a student's cultural and global awareness and cultural sensitivity. For example, while students are certain to encounter these ideas in the Study of World Languages and Cultures category, they are also likely to engage with them in courses that fulfill the Philosophical and Religious Traditions, Literary Study, Social Scientific Knowledge and Inquiry, and Historical Knowledge, Analysis, and Perspectives requirements. The courses approach these issues from different methodologies and viewpoints, which reinforce learning and offers students an understanding of diverse approaches to the world. This intersection prepares Saint Rose students to draw from their storehouse of knowledge in navigating their personal lives, professional work, and lives as citizens of the world. The Core gives the Saint Rose graduate the agility to negotiate the expected and unexpected paths on which their post-college lives takes them.

Beyond the broader goal of the acquisition of knowledge, **The Core curriculum fosters the development of essential skills.** The Expository Writing, Research, and Speaking requirement provides the foundation for the acquisition of strong skills in oral and written communication, along with information literacy. The Core builds upon this requirement through multiple categories to strengthen skills in critical analysis and reasoning. For instance, teaching students how to reason and ask questions like a scientist is essential and a key component of the development of information literacy. The requirements of Scientific Knowledge and Inquiry, Mathematical Reasoning, and Computational Logic and Reasoning provide students with the skills to understand scientific and quantitative materials and how to use the methodologies of these disciplines to grasp the world around them and solve problems. The pandemic has made it clear how important it is for a layperson to understand what medical and scientific information is reputable to help them

make decisions for their personal lives and their community.

The built-in reinforcement of essential skills in The Core ensures that students learn about and practice these skills in a range of courses. For example, the Computational Logic and Reasoning requirement develops students' technological competency, but students will also attain relevant skills in many courses offered under the Study in World Languages and Cultures category, as language instruction has been at the pedagogical forefront in integrating digital media into teaching and learning. The category of Philosophical and Religious Traditions highlights the study of values, ethics, and diverse perspectives, but courses that fulfill the Literary Study category do so as well. The Social Scientific Knowledge and Inquiry category fosters the study of diverse perspectives through the requirement that students must take two courses in this category from two separate disciplines. This structure makes explicit that different social science disciplines have distinctive approaches. Finally, all students are required to take a course that fulfills the diversity requirement. The diversity course designation requires that the curriculum is reviewed and approved by a faculty diversity committee. Every course that fulfills a requirement in The Core is assessed annually based upon learning outcomes developed by discipline faculty with the relevant expertise (see Standard V); these learning outcomes are clearly stated in the College Catalog and on course syllabi ([College Catalogs](#)).

Currently, UAC is holding discussions to understand how to strengthen The Core, as it is a curriculum that needs to grow and adapt. For example, the committee is examining the diversity requirement to determine how to make it a more meaningful component of a student's education. While the new Core has many benefits, the absence of the disciplines of art and music—removed as part of the program eliminations process—is an acknowledged weakness of the curriculum. The College should work toward the return of these disciplines to The Core. UAC is also discussing the potential for creating a first-year seminar or other shared learning experiences. These ongoing discussions about The Core demonstrate that the institution prioritizes academic excellence and the support of the student experience. These priorities are seen not as goals to be accomplished but intellectual processes that are continually being pursued.

Criterion 6: Graduate Programs

Graduate and professional students at The College of Saint Rose are offered opportunities to develop their research skills, scholarship, and independent thinking. The College offers 24 master's degree programs, seven of which are also

offered as certificates of advanced study. Additionally, Saint Rose offers four other certificates of advanced study.

The graduate degrees and programs at The College of Saint Rose are registered and fully approved by the New York State Education Department (NYSED). All graduate-level courses are taught by full-time and adjunct faculty, with terminal degrees in their fields of study (SIII.C6: NYSED Department Expectations - Graduate Programs Webpage). NYSED requires that all graduate programs include a research component, and courses on research methods are central to every graduate curriculum at Saint Rose (SIII.C6: NYSED Department Expectations - Curriculum Webpage). Additionally, The College offers many opportunities for graduate students to participate in research in their chosen field of study. Across the 24 graduate programs that are offered, there are almost 50 courses that focus on research, or contain strong research components ([College Catalogs: 2022-2024 Graduate Catalog](#)).

In addition to embedded opportunities within coursework, graduate students can apply for a research grant through the Graduate Student Research Grant Program (SIII.C6: Graduate Student Research Grants Proposal RFP December 2021). These grants provide students with a stipend to support an original scholarly project or the presentation of their completed scholarly project at a professional conference. Students are encouraged to consult with faculty members regarding scholarly opportunities within their academic discipline. Grants have been awarded for research projects on stuttering, instructional strategies with adult learners, voice training for transgender women, and more. Graduate students have multiple opportunities to collaborate with faculty on research and publication. These collaborations have led to multiple opportunities for graduate students to present their research. Examples include poster presentations at conferences hosted by the American Psychological Association and the McGill Summer Institute for School Psychology, and a poster presented at the American Psychological Association on the topic of the impact of racial discrimination on the academic success and mental health of children of color. While the college does not currently have a database tracking all student research activities. The recent redesign of the annual research symposium to include graduate research projects provides an opportunity measure such activities over time.

Approximately 120 graduate assistantship (GA) positions are sponsored by the College each academic year (SIII.C6: Graduate Assistantship Program Webpage). The assistantship awards offer opportunities to work alongside

faculty, in administration, or within operational divisions of the College including Information Technology Services, Online Learning Services, and Marketing. Students are able to obtain assistantships that align with their academic program and their career goals. At its core, this program is designed to offset the cost of a graduate degree and to give students relevant field experience.

In response to the increasing need to offer more flexible programming for graduate students, The College of Saint Rose provides multiple modalities for attaining a graduate degree in addition to on-campus degree programs. These include:

- Flex MBA: In 2019, the College instituted its Flex MBA program (SIII.C6: MBA Flex Fact Sheet). This program allows students to attend classes where and when they choose based on their personal schedules. Students can attend class in person, online synchronously or asynchronously, or a combination of these attendance models;
- Fully online graduate programs: The College offers four fully online graduate programs, which meet the state's requirement for licensure (SIII.C6: Online Programs Webpage). These programs are the Master of Science in Education (MSEd) in Educational Psychology, Certificate of Advanced Study School District Business Leader, Certificate of Advanced Study in Special Education, and Certificate of Advanced Study in Teaching English as a New Language; and,
- CITE: In partnership with the Center for Integrated Training and Education (CITE), Saint Rose offers graduate-level special education courses in New York City, Certificates of Advanced Study in School Business Leadership and School District Leadership and a MSEd in Educational Leadership. The leadership programs provide practicing teachers in the greater NYC area with the opportunity to earn their New York School Building Leader (SBL) and School District Leaders (SDL) Certification. CITE is an in-person cohort module using a weekend schedule (SIII.C6: CITE Administration Program Details).

Criterion 7: Third-Party Providers

The College's School of Education produces more graduates than any other institution in New York State. While most programs are offered through the campus in Albany, programs are available to teachers in the New York metro

area through the CITE delivered programs (SIII.C7: Off-Site Programs Webpage). **The College contracts with three carefully chosen independent organizations**, which handle the administrative details, to offer the program and expand its reach (SIII.C7: Off-Site Affiliate Programs Webpage). As discussed in criterion III.6, the College partners with the Center of Integrated Training and Education (CITE). A partnership with the Teacher Education Institute (TEI) provides expanded graduate-level education course offerings, including online options. Through partnership with the New York State United Teachers (NYSUT), the College is able to offer select courses throughout New York state.

Courses offered by third-party providers are listed in the Graduate Catalog, and both courses and instructors are approved by the College's Teacher Education Department. **Saint Rose faculty with the appropriate expertise review readings, assignments, and course content for depth and breadth in these programs.** Instructors in these programs must meet the same high standards as those teaching courses on campus, and they are periodically observed to ensure that excellent standards are maintained.

Criterion 8: Program Assessment

All major and minor programs—graduate and undergraduate, as well as concentrations—are assessed through the program review process. A new process was instituted starting in the academic year 2021-2022. This new process changed the previous 10-year review cycle to a seven-year rotation with modified and expanded guidelines. The goal of the program review is for programs to reflect on their successes and challenges and plan for the future (SIII.C8: Academic Program Review Guidelines). Programs take six months to complete and submit their reviews to UAC (and GAC, as needed).

The new program review is designed to provide a more complete picture of the quality and health of our programs (SIII.C8: Academic Program Review Guidelines). Both the College's previous (SIII.C8: Undergraduate Program Review; SIII.C8: Graduate Program Review) and current (SIII.C8: Academic Program Review Guidelines) program review guidelines ask programs to assess learning outcomes and curricular revisions. New sections in the revised program review process include an examination of program costs, as well as additional statistical data on student enrollment and program participation. The previous program review process contained only one small section on "Instructional Support Services," while the current program review process

considers both support services for the student learning environment and academic support related to advisement and retention efforts. The revised process also introduces a method for prioritizing and approving initiatives.

Program review process is comprised of 10 sections:

1. Program Objectives and Structure
2. Assessment of Learning Outcomes and Curricular Revisions
3. Student Characteristics and Academic Support
4. Faculty
5. Learning Environment and Support Services
6. Student Enrollment and Program Participation
7. Costs
8. Summary and Recommendations
9. Statistical Data
10. Memorandum of Understanding (MOU)

There is a "response to program review" composed by UAC, the appropriate school dean, and the Provost/VPAA, which addresses specific recommendations and findings included in the review. The process requires UAC sends completed program reviews to the Educational Programs Committee (EPC) of the Board of Trustees, although this has not yet occurred for the current cycle. Historically, all program reviews have met with approval by these bodies based on their "depth and thoroughness," thereby highlighting the continued cohesiveness and effectiveness of the College's academic programs.

Notably, the current program review contains a section on the implementation of previous program review recommendations, thereby "closing the loop" on the assessment process. Programs are asked to reflect on what they have accomplished in the past seven years and on their goals for the years ahead as they work to extend and support a rigorous and coherent learning experience. The "memorandum of understanding," a new feature of this revised review process, is of particular importance in terms of making program improvements. The MOU is meant to be developed in consultation with the appropriate school dean and details "the guidelines, expectations, and plans for program improvement over the next five years." It also acts as "an agreement between the program and the dean regarding future actions that will occur as a result of the review" (SIII.C8: Academic Program Review Guidelines).

In addition to the program review process, the annual Student Learning Outcomes Assessments (SLOAs) are an "inventory of program level assessment activities" that

measure student learning within all programs, including courses that are part of The Core (SIII.C8: Annual Assessment Report 2019-2020). Like the program review process, SLOAs are intended to help programs improve the student learning experience through careful documentation and assessment of evidence related to teaching and learning (See criterion III.2 for more details).

The program review and SLOA assessment processes are part of an ongoing process of assessment that ensures that the College's programs are responsive to student needs by building on the outcomes of the assessments to create innovative teaching. Through the examination of the practices and outcomes of the institution's curricula, the College of Saint Rose assures the continuity and coherence of our educational programs.

Requirements of Affiliation and Institutional Priorities

With its rigorous and coherent learning experiences and its multi-pronged assessment of these experiences, the College of Saint Rose meets the Requirements of Affiliation #8 and #15 as demonstrated by the evidence in this standard.

- Requirement of Affiliation #8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes; and,
- Requirement of Affiliation #15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs

At the same time, the College of Saint Rose's design and delivery of the student learning experience supports and works toward Institutional Priorities 1, 2, 3, and 4:

- Priority 1, Support Student Experience
- Priority 2, Sustain Academic Excellence
- Priority 3, Fostering an Engaged Community: Encourage Professional Development and Support
- Priority 4, Ensure Financial Health

While financial health has not been highlighted in this standard report, as a tuition-dependent institution, ensuring quality programs and academic support for students is essential for maintaining the financial well-being of the College. This is highlighted by the College's strategic

plan objective under Goal 4 "Fiscal Strength" to "increase undergraduate and graduate revenue through enrollment."

Areas for Improvement and Innovation

As the core business of The College of Saint Rose, the academic programs provide opportunities of improvement and innovation. To support underprepared or struggling students, the College should consider offering the Strategies for Academic Success courses (CDS 021 and CDS 022) to students before their GPA falls below 2.0 and to offer them to new students prior to the start of their first semester. To ensure participation in these classes, the College could also explore offering them as for-credit classes.

The working group also makes the following recommendations for Standard III:

- Turnover in the ranks of faculty, staff, and administration is an acknowledged concern of the College, as noted in the 2021-2024 Strategic Plan. To lessen the disruptive impacts of turnover on institutional processes responsible for maintaining the rigor and coherence of the student learning experience, the group recommends a two-pronged approach. First, the College should take measures to identify areas of responsibility central to the student learning experience and ensure that areas are always sufficiently staffed. Second, the College should examine staffing to identify critical functions and exempt these from future hiring freezes. In the past, the College implemented hiring freezes on open positions in order to address budget deficits. While effective in generating savings, the freezes resulted in increased workload, and, at times, to additional resignations;
- The effects of the decrease in programs and faculty resulting from the program elimination process have not been fully explored. Due to the interconnections between terminated and remaining programs and impacts on invisible workload of faculty, the group recommends that the College conduct research into the impacts on the student experience of these reductions. It is recommended that the College proactively and systemically seek input from remaining programs to evaluate the actual effect on the College's mission, student learning experience, and faculty scholarship and service. Insights gained from this process should be used for future decision-making and to work toward a vision of what the College as an institution and community should be in the future;

- To support the College's efforts with retention and improving graduation rates, it is recommended that a process be established to obtain feedback from students and advisors on the effectiveness of the four-year plans. The information gathered from such an effort can help the College improve these four-year plans in ways that better assist students on their paths to graduation; and,
- The College's Institutional Assessment Working Group and the Liberal Education Assessment Committee have recommended that the College work to continue to increase response rates for the annual SLOAs. These rates could be increased by 1) the hiring of an assessment director and 2) compensated training for faculty on both the software used for assessment and the creation of reports and how to read, understand, and assess those reports. These two recommendations also support the assessment feedback loop that supports continued improvement.

Summary

The College fulfils the criteria as outlined in Standard III as well as the requirements of affiliation related to this standard. Well-designed and assessed programs at the undergraduate and graduate levels, as well as a strong Core curriculum and well-credentialed faculty, ensure that students engage in rigorous and coherent learning experiences that prepare them for active, effective, and fulfilled lives. As evidenced by the recommendation in this standard, the College needs to continue to assess its ability to support programs and students, particularly as regards retention and student supports.

Standard IV: Support of the Student Experience

Executive Summary

The College of Saint Rose attracts and supports students whose interests align with the College’s mission and values. In order to encourage student retention and persistence, the College provides an engaging student experience grounded in our mission. Effective and coherent support systems, co-curricular activities, and supportive staff ensure an environment conducive to learning and student growth. Despite recent financial challenges and the COVID pandemic, the College has maintained a commitment to creating a student experience that is positive, supportive, mission-focused and provides “the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.” The institution regularly assesses its student support programs, including components offered by third-party vendors, and uses findings from these assessments to improve continuously the student experience.

Criterion 1: Policies and Processes to Admit, Retain, and Facilitate Success of Students

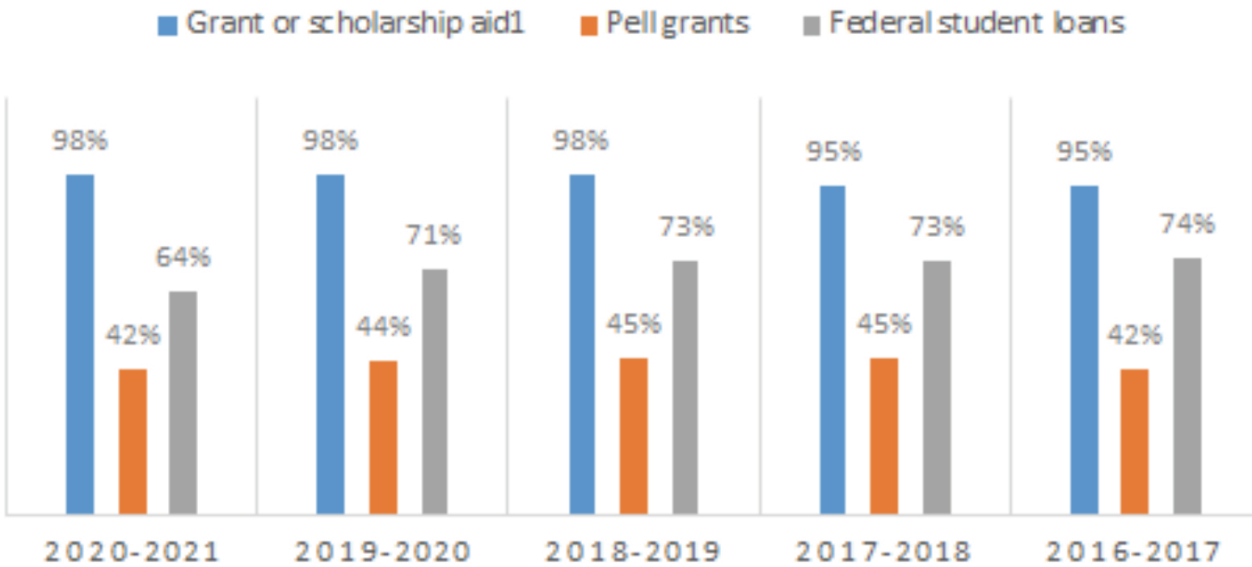
The College has clearly stated ethical policies and processes to guide student admissions and retention, and to facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with our institutional mission. Policies and processes relevant to this criterion and its four sub-components are described below.

The College of Saint Rose serves students of all socioeconomic backgrounds and **communicates accurate information about tuition, fees and how to pay for college through its website, electronic College Handbook, and other mechanisms.** With most of our students coming from low- to moderate-income homes, financial aid is integral to student success. According to the College Navigator in 2019-2020 100% of first-time, full-time students received some form of financial aid. Of those, 47% received federal Pell grants, and 99% received institutional awards (SIV.C1: National Center for Educational Statistics (NCES) College Navigator - Saint Rose). See Table IV.1 Students Receiving Aid and Figure IV.1 All Undergraduate Students – Percentage Receiving Aid for annual summary statistics.

Table IV.1 Students Receiving Aid, 2017-2022

	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Any student financial aid	99%	99%	100%	100%	100%	100%
Federal grants	43%	43%	48%	51%	52%	47%
Pell grants	43%	43%	47%	50%	52%	46%
Other federal grants	21%	21%	18%	17%	27%	14%
State/local government grant or scholarships	38%	42%	46%	51%	52%	51%
Institutional grants or scholarships	99%	99%	99%	99%	99%	99%
Student loan aid	69%	73%	79%	82%	78%	79%
Federal student loans	68%	72%	79%	81%	78%	78%
Other student loans	19%	15%	17%	14%	14%	16%

Figure IV.1 All Undergraduate Students – Percentage Receiving Aid



The Financial Aid Office, in collaboration with the Office of the Bursar, **ensures that students receive accurate and comprehensive information** regarding payment plans and refund procedures. The Financial Aid office provides customized award packages to all accepted students (SIV.C1: Types of Financial Aid Webpage). These packages detail out the cost of attendance as well as state, federal, private, and institutional aid. To enhance access to information regarding Financial Aid, the College's Financial Aid Office created its Financial Aid King website, a single source for user-friendly information about the financial aid process. The site provides an overview of the financial aid process, offers guidance on completing the Free Application for Federal Student Aid (FAFSA), and helps students and their families assess college affordability (SIV.C1: Financial Aid King Grants, Loans, Scholarships Webpage). The site differentiates various forms of financial aid and provides resources relevant to new, transfer, and continuing undergraduate and graduate students. The site includes videos, an FAQ page, and the opportunity to submit questions to the College's financial aid director.

The College encourages students to file their FAFSA as early as possible. Continuing students are reminded to complete their annual FAFSA through direct communications, as well

as via signage and flat screen presentations throughout campus. Specialized FAFSA information, including video instructions, is accessible via the College's website with specific pages tailored to first-year, transfer, and graduate students. The Financial Aid Office also provides eligible students with counseling on financial assistance available through state sources.

The College also communicates information to students related to other sources of funding. Undergraduate students who complete the FAFSA and demonstrate financial need are informed that they may be eligible for the Federal Work-Study Program (SIV.C1: Work Study Program Webpage). These students are assigned to appropriate positions on campus and earn \$15.00 per hour. Graduate receive information on Graduate Assistantships that provide a \$3,200 tuition-based grant in return for 150 hours of work each semester (SIV.C1: Graduate Assistantship Program Brochure). Graduate assistants are assigned to various academic and support offices across campus. Students can also gain leadership skills while supporting a positive living environment by becoming a Resident Assistant* (SIV.C1: Resident Assistants Webpage).

The College of Saint Rose also provides information on applying for internal and external scholarships. The Financial

Aid Office, in collaboration with academic and non-academic offices at the College, supports students in identifying and applying for external awards. The College also has internal scholarship programs, typically endowed by our alumni and donor networks.

The Bursar's Office **oversees student tuition accounts, invoicing, payments, and refunds.** According to the tuition refund policy, students who formally withdraw during the first week of the semester receive a full refund (SIV.C1: Bursar's Office Webpage). Prorated refunds are given to students who withdraw between the second and fifth week of the semester. No refunds are available on fees, and tuition is fully refundable if the College cancels a course at any time. Students have access to information on tuition and refund policies through the website, the student handbook, and presentations during New Student Orientation.

In order to better serve our students, the College may consider increasing the visibility of the Office of Financial Aid by organizing on-campus presentations to promote Financial Aid programs, notably the Federal Work-Study Program. In addition, the College may consider establishing a Scholarship Office to serve as a one-stop shop for students seeking scholarships to continue their undergraduate education or pursue a graduate degree.

The College offers services to identify, place, and support students who are not adequately prepared for their chosen level of study with the goal of helping them to achieve their educational goals. Programs that contribute to supporting under-prepared students are described below.

Established 25 years ago, the Academic Opportunity Experience (AOE) Program supports first-time, first-year undergraduate students who show academic promise but do not meet the College's general admissions guidelines. Students who are admitted to this program participate in a week-long Summer Launch Experience before arriving on campus for the fall semester and receive continued support and mentorship throughout their time at The College (SIV.C1: Academic Opportunity Experience Program Flyer). See the table below for the size of AOE student body.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AOE Students	66	51	58	46	20	33
First-Time, Full-Time Students	577	615	640	491	309	239
AOE Students as a Percentage of all First-Time, Full-Time Students	11%	8%	9%	9%	6%	14%

A student's disability status has no impact on admission to the college. Once on campus, a student with a disability can submit confidential documentation to the Disabilities Services Office to request individualized accommodations. When approved, students are provided with a letter outlining their needed accommodations to be presented to their instructors each semester (SIV.C1: Disability Resource Guide for Prospective Students). Typical accommodations include extra time or quiet space for taking an exam, housing accommodations, or physical accommodations.

The College uses Navigate to monitor student success in real-time and to intervene early if problems arise (SIV.C1: Navigate App Webpage). Navigate is used to identify and support students who are not adequately prepared or are struggling. The program strengthens communication between students, advisors, and faculty. Using Navigate, students can set appointments with professors, advisors, and campus offices, receive academic alerts, access personalized advising, view their class schedule, access help through an online one-stop resource shop, and stay organized by creating reminders and to-do lists. Faculty and staff use Navigate to alert academic support staff and faculty advisors if a student is struggling in class.

A student's Circle of Success team (faculty, coach, advisor, mentor) is notified when an alert is issued to enable prompt and early intervention. Navigate also facilitates faculty and staff messaging students and scheduling meetings. The table below provides statistics for the extent of utilization of Navigate.

Table IV.3 Navigate Utilization

	Fall 2020 and Spring 2021	Fall 2021 and Spring 2022	Fall 2022
# of Appointments Scheduled	8,003	8,531	2,966
# of Students Served	1,478	1,755	1,077
# of Care Units Covered	10	11	10

Undergraduate students who achieve lower than a 2.0 GPA are automatically enrolled in CDS-021 and/or CDS-022, Strategies for Academic Success. CDS-021 is a mandatory, 7-module, non-credit course for undergraduate students on academic probation that covers techniques and strategies to enhance academic performance and requires students to utilize the resources offered by the College to support their academic achievement, such as the Writing Center and the Academic Success Center. Students are also required to meet with their assigned success counselor three times during the semester. CDS-022 includes students who continue to be on academic probation and have already successfully completed CDS-021.

As discussed in Standard III above, the Academic Success Center and Writing Center provide tutoring and other supports for students struggling academically. In 2019-2020, the Academic Success Center provided 1,641 sessions resulting in 1,875 hours of tutoring support (SIV.C1: Annual SOAR - Academic Success Center 2020-2021). The Writing Center, a unit of the Academic Success Center, provides tutors who are trained to support both native English speakers and English language learners with writing skills. Writing tutors assist students with all stages of the writing process including topic selection, outlining, drafting, organization, research, documentation, and revision. The Writing Center also helps students learn to use MLA, APA and CMS citation styles.

Another aid for students struggling to finish their degrees is provided by the Bachelor of Arts degree in Interdepartmental Studies. The Special Students option provides students with the opportunity to create a degree that supports individual academic, career, and/or personal goals. In addition to offering students the flexibility to meet their unique learning goals, the Interdepartmental Studies Major also assists students who, after completing a substantial number of credits, find themselves unable to fulfill the academic requirements of their selected major. Rather than starting over with a new major, students are advised by faculty, department chairs, school deans, and academic advising staff in developing an individualized plan of study that incorporates their existing courses (SIV.C1: Annual SOAR - Academic Success Center 2020-2021).

The College offers **orientation programs for new students, intensive academic advisement opportunities, and counseling programs to support student well-being throughout their educational experience.** These events and programs are designed to acquaint students with the resources on campus so they feel more at ease in using them, to engage new students in various activities where they can meet others, to build a sense of community, and to help create a smooth transition during their first year. The goal of these activities is to create a sense of belonging within the Saint Rose community.

Prior to enrollment, prospective students have an opportunity to be a Knight for the Day and shadow current students, attend a class, eat in the dining hall, see a dorm room, and participate in student activities. Financial aid and admission counselors are available all day for individual meetings. Accepted Students Day includes meetings with faculty and other students. The Admissions Office arranges for current Saint Rose students take part in these activities, so prospective students can ask questions about the student experience. While attendance is voluntary, these events are well attended (SIVC1: Undergraduate Admissions Visit Report Fall 2019). The College is continually looking to improve this experience. In 2022, a new component, "Love This Class," was added. This provides prospective students an opportunity to attend mini-classes with faculty from across programs to get a flavor of what classes are like at Saint Rose.

STAR Day (Student Transition, Advisement and Registration) is a pre-orientation program designed to prepare students for the start of their experience at Saint Rose (SIVC1: Student Transition, Advising, and Registration Day Webpage). Students meet with a faculty advisor or academic counselor to review their first-semester course schedules and learn about the academic support services available to them on campus. Many students begin to establish their friend groups through the activities at STAR Day and find roommates for the upcoming semester. Required for incoming undergraduate students, STAR Day helps students gain a better understanding of academic expectations and student life opportunities. They also meet other future and current students through ice breaker activities. The Office of First Year and Opportunity Programs regularly assesses the effectiveness of the STAR Day experience through surveys completed by participants. Findings from evaluations completed during the 2017, 2018, 2019 and 2021 academic years are highlighted in Table IV.1.

Table IV.4: STAR Day Effectiveness

	2017	2018	2019	2021
I developed an understanding of the academic skills needed to be successful as a student.	88.6%	92.5%	96.6%	92.0%
I feel welcomed to The College of Saint Rose.	95.4%	98.8%	98.3%	97.7%
I feel reassured about my decision to attend The College of Saint Rose.	92.9%	93.7%	94.8%	96.5%
I know how to access my bill online and how to pay my bill.	77.1%	78.8%	78.0%	79.1%
I feel more comfortable seeking help from others.	85.5%	88.8%	81.0%	74.3%

Prior to the COVID pandemic, new students were invited to participate in Pathways Experience, an early-arrival experience that provided unique opportunities to work on teamwork and leadership in small groups of peers with similar interests (7-20 students each). Many students stay connected with the friends they made during these experiences through to graduation. Fostering such connections supports retention. Sample programs in the Pathways program include ALANA is Leadership, which offers professional and leadership development and attracts students who support diversity and inclusion on campus.

Arts Encounter offers fun activities and trips centered on fine art and theatre. It attracts students who are interested in contemporary art and culture. Adventure Challenge is an intensive, high ropes, low ropes, raft-building, non-competitive team-building challenge by choice experience. It attracts students who are interested in the outdoors and physical activity. Urban Launch was the founding program of the Pathways Experience. It immerses students into the Albany community, especially in places of struggle. It attracts individuals who like to be of service, who like to volunteer, or like to be urban adventurers who get out there with others

(SIV.C1: New Student Transition Programs Webpage).

A two-day comprehensive Orientation takes place immediately prior to the first week of Fall semester classes with a primary goal of introducing campus resources and services that will support students during their time at Saint Rose. Students are assigned to small groups facilitated by a student orientation leader who organizes ice breakers and other getting-acquainted activities. Orientation leaders stay connected to many of the students in their group throughout the first year by creating group chats and texting new students about campus events. Another goal of orientation is for students to get to know each other through activities and excursions in the local community. In 2021, such activities included trips via public transportation to a local shopping mall (which familiarized students with bus routes), a chartered bus trip to Guptill's Roller Skating Rink, an on-campus comedy show, a movie night and game night hosted by student leaders. Other activities included walking tours of the local community to help students locate pharmacies, supermarkets, cleaners, restaurants, parks, et cetera (SIV.C1: Week of Welcome and Orientation Webpage).

Following orientation, the Week of Welcome (WOW) offers programming geared to bringing the entire campus together around the start of classes. It provides opportunities for incoming students to engage in their new environment and welcomes returning students back to campus. During the week, faculty and staff serve as resources and guide students on their educational journey. As part of a student's Circle of Success, a faculty advisor, academic advisor, Golden Knight Guide (which is a staff or administrator), a Financial Aid Advisor and a Peer Mentor (a Residence or Commuter Assistant) are available to answer student questions about the campus. The week begins with a kick-off event, followed by the two-day orientation experience mentioned above, and continues with daily programming for a week to ten days providing opportunities for all students, staff, and faculty to engage. Getting students involved early in activities, clubs, and programs helps to keep their interest throughout the semester. In 2021, some of the events in the WOW included attending a Valley Cats game (a local professional baseball team), walking trips throughout Albany, yoga on the campus green, a community service project, a seminar on budgeting, a class photo, a College Mass, a pool party and a campus barbecue (SIV.C1: Week of Welcome and Orientation Webpage).

After Welcome Week ends, the semester gets underway with one of the biggest events on campus, Reach Out Saint Rose. Reflecting the mission and vision of the College's founders, the Sisters of Saint Joseph, this is an opportunity for the Saint

Rose to give back to the local Albany community. As one of the most highly anticipated activities of the year, Reach Out Saint Rose reflects the College's core belief that being of service in the world around us is an essential part of each person's education and a shared community value. Hundreds of students participate in this event each year, along with dozens of staff members, administrators, and faculty. Despite the pandemic, the College provided service to more than 15 organizations in 2020 and 30 organizations in 2021 (SIV.C1: Reach Out Saint Rose Webpage).

The Office of Academic Advising works collaboratively with faculty to ensure that students successfully meet academic requirements of the College and their selected major. Academic advising at The College of Saint Rose

is built on the belief that students bring a wide variety of needs and goals to their education, and that these needs and goals may change over time. The Office of Academic Advising strives to combine careful attention to the hopes and dreams students express with an informed awareness of where they are academically, offering an appropriate response to both. In some cases, academic advising is relatively straightforward, guiding students in course selection or program requirements. In other cases, it involves an extensive discussion of student aspirations, values, and/or specific academic situations affecting a student's progress in their program. At the beginning of their first semester, students are assigned a faculty advisor who can help them explore options and provide them with resources concerning careers, choice of major, and course selection. Students can elect to change their advisor by submitting a request through the Office of Academic Advising. The College schedules an advising day each semester during which faculty schedule one-on-one appointments with all advisees to review progress and discuss course selection for the upcoming semester. Faculty advisors are also available to discuss problems affecting academic performance, and offer guidance on adding, dropping, or withdrawing from a course. Faculty advisors also use this opportunity for academic and career mentoring.

The Office of Academic Advising pre-registers all incoming first-year students for their first semester classes based on the requirements of their academic major, their score on the math placement test, and the liberal education courses they select. Students adjust their schedule as needed when they meet with their faculty advisor during STAR Day.

Advising for new transfer students begins prior to STAR Day. The Undergraduate Admissions Office completes the student's transfer credit equivalency in accordance with the College's transfer policy and a copy is mailed to the

student so they understand how credits transferred toward their degree. The College maintains an online Transfer Equivalency Database enables students to determine in advance how courses will transfer from area community colleges, which ensures consistency in this process. New transfer students complete and submit a pre-registration worksheet to the Office of Academic Advising which will be reviewed with Office of Advising Staff and department faculty during STAR Day.

The Office of Academic Advising provides additional support for students who are placed on academic probation (defined as having attempted at least 15 credit hours with a cumulative GPA below 2.0). Specific services include enhanced advising support from the Director of the Academic Success Center, information and counseling on improving their GPA, and reflecting on whether or not a major is a good fit. The Office answers individual questions about College programs, academic performance and academic support, and offers pre-advising sessions to probationary students to help students prepare for Advisement Day. Academic Advising also follows up with students who have been reported by faculty as struggling with attendance or academic performance during the semester.

Finally, the Office of Academic Advising assists students with course substitutions, changing majors, degree planning, resuming studies following a leave of absence, requesting an advisor change, obtaining transfer course approval, schedule planning, and course withdrawal (SIV.C1: Academic Advising Forms and Information Webpage). Academic advisors provide thorough service to students. Students rated the quality of their interactions with academic advisors higher than with any other constituency group on campus, (e.g., other students, faculty, administrators and student services staff).

Students at the College of Saint Rose have access to health services, counseling services, career services, and other services and programs to support and enhance their spiritual, academic and personal well-being on campus.

Health Services at The College of Saint Rose enhances learning and living by helping students remove health barriers that interfere with their academic, personal, and social success. Services include evaluation and treatment for illness, first-aid for non-life threatening injuries, diagnostic testing, assistance with visits to specialists, and personal health education. The programs offered include “The Butt Stops Here,” a smoking cessation program, a Sexual Wellness Program, flu-shot clinics throughout the year, and on-campus COVID testing. On average, Health Services provides more

than 1,000 student appointments a year. The clinic, which is staffed by a nurse practitioner, is open for same day and follow-up visits Monday through Friday from 10 a.m. to 3 p.m. Students can also schedule a same day telehealth appointment. Services are available to all students registered for six or more credits and who have been assessed a health service fee. When Health Services is closed, students who need medical attention are advised to contact a resident assistant, residence life professional staff, or security. For students receiving medical attention at either an urgent care center or local emergency room, taxi vouchers are available, or, if necessary, an ambulance is called (SIV.C1: Health Services Webpage).

The College’s Counseling Center serves the diverse Saint Rose community (SIV.C1: Counseling Services Webpage). All full-time students are eligible for counseling services. Part-time students are eligible for an initial consultation and referrals to off-campus treatment providers in the area. In 2019, students who received counseling services averaged 4.4 sessions with Center staff. The Counseling Center is staffed by three full-time mental health professionals, including the Clinical Director, who is a licensed psychologist (the incumbent recently left this position). Appointments are available Monday through Friday with evening appointments available on Tuesday and Thursday. Students may elect to schedule an initial appointment or walk-in. Students who walk in are typically seen by a counselor within 5-10 minutes for a brief assessment. After the screening visit, a counselor will set up a full appointment, typically within a week of the walk-in.

The clinical staff offers diverse counseling approaches to meet the student’s individual needs. Services include individual counseling, one-time consultations, thematic support groups, workshops and trainings, confidential referrals, couples counseling, consultations with families, and 24-hour crisis intervention. Students who need medication management are referred to an off-campus prescriber. In all cases, the student and counselor will work together to decide on treatment goals and time frames. Sessions are typically 45 minutes long and offered on a weekly, bi-weekly, or check-in basis. Students are informed that services are confidential and information will not be released without their written permission to do so (unless the student is a danger to themselves or others, or in cases where the student reports child or elder abuse).

In addition to providing direct services for students, the Counseling Center offers information for faculty, staff, administrators, and families on how to support students who are struggling with mental health issues. The Center

maintains an online listing of local substance abuse resources, a handbook for assisting students in distress, as well as resources for students of color. The Counseling Center also offers information workshops, and these programs are some of the most well-attended events offered on campus. Recent programs include: Two Ways to Make Safe Drinking Choices during Spring Break; Chasing the Dragon: The Life of an Opiate Addict; Wellness Fair Information Table; Therapeutic Drumming; and, Pet Therapy. The Counseling Center also coordinates the College’s participation in the JED Campus Program, a national suicide prevention initiative. The table below describes a count of total individual students that have used the center each academic year since 2017 and these students as a percentage of the overall campus student body, both undergrad and graduate students.

Table IV.5 Student Use of Counseling Center

Academic Year	# of Students Utilized the Counseling Center	Students Utilized the Counseling Center as a % of All Students (excluding CITE)
2017-2018	334	10.8%
2018-2019	396	12.9%
2019-2020	375	12.2%
2020-2021	266	9.2%
2021-2022	316	13.1%

The Office of Spiritual Life provides students with an array of programs to support students’ development as a whole person, to promote spiritual growth, to foster their leadership potential, and to see and serve the needs of others. Located in the Hubbard Interfaith Sanctuary, the Office of Spiritual Life seeks to provide a safe place for people of all beliefs to feel welcome. The office provides students with opportunities to pray, meditate, and do yoga; explore faith and “big questions;” participate in community service and social justice initiatives; hear interfaith lectures from distinguished scholars; and, participate in service trips in the United States and abroad. The Office of Spiritual Life coordinates several student groups, including the Better Together Interfaith Club, the Catholic Student Organization, the Muslim Student Organization, the Jewish Student Group, B.A.S.I.C - Brothers and Sisters in Christ, yoga, and the Happiness Support Project. The office also links students to houses of worship within the capital region.

The College offers services to ensure that students are successful in achieving educational goals, including certificate and degree completion, transferring to other institutions, and post-completion placement. These programs and services acquaint students with the variety of resources available to them and encourage campus engagement. The collaboration between and connectedness of many of these services and programs demonstrates The College’s holistic approach to academic success.

The Office of the Registrar provides effective and efficient academic support and assistance to students, faculty, staff, and alumni of the College. Students seek assistance from the registrar related to policies on pass/fail grading, repeating courses, academic grievances, resumption of study, and commencement. While some of these processes are initiated during academic advising sessions, they are overseen by the Registrar’s Office. The Office complies with institutional policies and procedures and with applicable federal and

state regulations and other standards of American higher education (SIV.C1: Registrar's Office Webpage).

The College maintains agreements with other educational institutions **that enable students who earn undergraduate degrees from the College to pursue advanced degrees** from institutions such as an MS in clinical laboratory sciences Albany College of Pharmacy, or a Juris Doctorate Albany Law School, Pace University Law School and Western New England University School of Law (SIV.C1: Our Four Schools Webpage; SIV.C1: Undergraduate Programs Webpage; SIV.C1: Graduate Programs Webpage).

The Career Center supports undergraduate and graduate students, as well as alumni, through advisement, resources, and programming. These activities span every step of the career development process as they explore career interests and options, gain experience, develop a professional network, conduct a job/internship search, and apply to graduate/professional school. Students receive expert guidance and support from career advisors, staff and industry employers, focusing on developing and strengthening professional competencies with direct link to real-world applications and experience. The Career Center provides opportunities for students and alumni to network with career professionals, and assists students in finding on-campus, off-campus, and summer jobs and helps with cover letters, resume writing, mock interviewing and job search techniques (SIV.C1: Career Center Services Handout).

Post-graduate rates of employment and further education remain consistent. In 2019, eighty-four percent of undergraduates and 97% of graduate students were employed full-time post-graduation. Fifty-two percent of undergraduates and 93% of graduate students earned a salary of \$35,000 or above post-graduation. Forty-seven percent of undergraduates and 85% of graduate students obtained a position in their desired or related field post-graduation. Of those students who continued their education, 15% of undergraduates and 33% of graduates pursued a doctoral degree. Fifty-nine percent of undergraduates and 45% of graduate students continued their study in master's programs. In 2021, ninety-two percent of graduate and 72 percent of undergraduates were employed one-year post graduation. In 2019, twelve percent of undergraduates went on to study in the fields of medicine and medicine or continued in a professional studies program. Twenty-two percent of graduate students continued their education in certificate programs. Fourteen percent of undergrads have continued their study in a category considered other advanced education programs. Information on salaries and

programs for 2021 graduates is not available (SIV.C1: Fast Facts 2020-2021; SIV.C1: Fact Book 2022-2023).

Criterion 2: Policies and Procedures Regarding Transfer, Other Credits and Partnerships

The College of Saint Rose **has clear policies and procedures regarding evaluating and accepting transfer credits.**

Qualified students from two-year institutions may transfer up to 70 credits toward a bachelor's degree at the College, while students who have previously attended a four-year institution may transfer up to 90 credits. Students must complete 32 resident credit hours to earn their degree. These policies are clearly articulated on the institution's website and in published materials such as the College Catalogs.

Students who earn an associate's degree within the State University of New York/City University of New York (SUNY/CUNY) systems before enrolling at Saint Rose can benefit from the College's seamless transfer program. Through this program, these students are exempted from the College's liberal education requirements as these are deemed to have been met in the process of earning their A.A., A.S., or A.B. degree at their community college. This process allows transfer students to focus on major requirements and electives (SIV.C2: Seamless Transfer Webpage).

Many of our academic programs, including accelerated programs, require students to complete an internship or field placement for credit. The institution collaborates with government agencies, hospitals, schools, nonprofit organizations, nonprofits and private sector corporations to link students with these opportunities. The College also offer other for-credit opportunities for study abroad and other experiential learning opportunities (see Standard III, Criterion 4 for details).

The College maintains program-based transfer agreements with local community colleges that provide students with pathways and information for transferring to Saint Rose. Saint Rose has partnerships with organizations and colleges that support our ability to provide program opportunities to our students. These partnerships are governed by MOUs that set out the responsibilities of the College and its partners. In collaboration with two local hospitals, The College of Saint Rose offers a BSN in Nursing (SIV.C2: Nursing Bachelor of Science (BSN) Webpage). Students supplement their studies with relevant electives and leadership opportunities within nursing, biology, psychology, medical technology, and other fields. Partnerships with other colleges help to expand program options for our students. For instance, The

College of Saint Rose collaborates with Albany Law School on a unique program that enables students to obtain their undergraduate degree and a J.D. in law in six years (SIV.C2: Pre-Law Program Webpage). Qualified majors include Criminal Justice, English, History, Political Science, and Psychology.

Criterion 3: Policies and Procedures to Secure Student Information and Records

The College ensures the confidentiality of student educational records in compliance with the Family Educational Rights and Privacy Act (FERPA). Students have the right to: (1) inspect and review their educational records; (2) seek an amendment to their records, when appropriate; (3) limit disclosure of education records and the personally identifiable information without a student's written consent; and, (4) file formal complaints alleging a FERPA violation with the Family Policy Compliance Office of the U.S. Department of Education.

Students and parents can review College definitions, policies, and procedures related to FERPA on the College's website and download a copy of its disclosure policy (SIV.C3: FERPA Webpage). Through a link on this website, students can learn how to grant permission to allow parental access to their educational records. Students also have access to detailed information about the College's FERPA-related policies and procedures in the College's Student Handbook (SIV.C3: Student Handbook 2021-2022, p.66-71). FERPA information is also covered during new student orientation.

The College supports faculty and staff compliance with FERPA by requiring all new employees to complete training that covers the law and College policies within 30 days of hire. Completion is monitored by the College's Human Resources Office. Finally, the College maintains a FERPA Checklist for Faculty on its website to provide guidance related to issues relevant to their specific role (SIV.C3: FERPA Webpage).

Students receive a description of the process for handling FERPA-related issues. A student who believes that their record is inaccurate, misleading, or otherwise violates their FERPA rights may submit a written request for an amendment to the Registrar's Office, clearly identifying the record(s) they want to have amended and specifying the reasons they believe the records to be inaccurate. The Registrar's Office will notify the student of its decision and, if the decision is negative, inform the student of their right to a hearing regarding the requested amendment. If a student

requests a hearing, it will be conducted by a College official who does not have a direct interest in the outcome. The student may present evidence relevant to the issues raised with assistance or representation by individuals of their own choice at their own expense, including an attorney. The College official conducting the hearing will, after considering all relevant information, make a recommendation to the Vice President for Academic Affairs and Provost. Within a reasonable period after the conclusion of the hearing, the College will notify the student of its decision in writing. The decision will be based solely upon evidence presented at the hearing and will include a summary of evidence and the reasons for the decision. If the College decides that the information in the student's records is inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, the College will amend the records accordingly. If the College decides that the information is not inaccurate, misleading, or otherwise in violation of the student's FERPA rights, the College will inform the student of their right to place in their record a statement commenting on the information and/or explaining any reasons for disagreeing with the College's decision. Any such explanation will be kept as part of the student's record for as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

Criterion 4: Activities to Enhance Student Experience

The College offers athletic, student life, and other extracurricular activities designed to enhance the student experience which are guided by the same academic, fiscal, and administrative principles and procedures that govern all other programs. These activities reflect the College's goal of educating well-rounded individuals. The following overview of extracurricular activities describes how their administration complies with academic, fiscal, and administrative principles and procedures.

The College offers 19 NCAA Division II intercollegiate sports and intramural athletics open to all students. Intramural sports are offered every semester on Thursday and Sunday evenings and are open to all students. Men's intercollegiate teams include track and field, swimming and diving, soccer, lacrosse, golf, cross country, basketball, and baseball. Women's intercollegiate teams include basketball, cross country, golf, lacrosse, soccer, softball, swimming and diving, track and field, and volleyball. In addition, the College has a coeducational esports team. All student-athletes must be enrolled full-time; they are expected to maintain good academic standing (minimum 2.0 cumulative GPA each semester); Coaches will work closely with student-athletes

to avoid class/game conflicts but, when conflicts do occur, student-athletes are expected to make arrangements to miss class for competition (SIV.C4: Student Athlete Handbook 2021-2022, p.18-19). Saint Rose student-athletes adhere to all academic, fiscal and administrative principles that are in place for all students. The NCAA also has academic standards (GPA, credit hours) that student-athletes must uphold. Athletic department staff ensure these standards are met, and address any inadequacies in this regard on a case by case basis. There are no other special provisions (fiscal or administrative) for student-athletes.

The Student Association of The College of Saint Rose, as the governing organization of the student body, is charged with, among other things, allocating funds from student activity fees, recognizing and chartering student organizations, revoking charters or suspending funding of organizations, reviewing policies and procedures of recognized student groups, identifying student group policies that are inconsistent with established College guidelines and policies, and presenting Student Association approved proposals, resolutions, and reports to the College President, appropriate office, and/or designated committee. Student Association members are elected by the student body each spring and their work is guided by the Student Association Constitution and By-Laws (SIV.C4: Student Association (SA) Constitution 2013) in carrying out these tasks. Tasks relevant to this standard are described below.

The Association's Budget and Grant Committee is charged with considering all funding and reallocation requests and determining the final budgets of all Student Association-sponsored groups. Budget and Grant Committee decisions may be appealed to the Student Association.

The Student Association maintains its checking and savings accounts in a local commercial/savings bank. The Student Association Comptroller is responsible for issuing checks, making deposits, and maintaining a record of every transaction. The Comptroller provides the Student Association with quarterly budget reports, keeps records of financial activity for every Student Association club/organization, maintains the general ledger, and keeps blank checks secure within the Student Association office. Per organizational by-laws, these activities fall to the Student Association President if the Comptroller is unable to perform these duties. All other Student Association Directors must keep records of their respective clubs'/organizations' budget activity (See Table VI.2 below). They must maintain running balances of their respective clubs' budgets, as well as a record of all their financial transactions. The Assistant Vice

President for Student Affairs and the Student Association President have full powers to review all financial records and bank statements. The College's Office of Finance and Administration reviews a sample of Student Association receipts and disbursements annually to test compliance with Student Association financial policies and procedures. In conjunction with the Assistant Vice President for Student Affairs, the Vice President of Student Affairs, the Student Association President, and the Comptroller. The process for financial oversight of the Student Association is currently being updated to reflect re-organization in Student Development.

The Student Association hires an external Independent Accountant to inspect all the records kept by the Comptroller, and to ensure that all Student Association constitutional and legal regulations are followed (SIV.C4: Student Association (SA) Constitution 2013). This inspection is performed at least monthly. Two financial audits are conducted annually: an annual fiscal audit conducted by the College's external, independent auditing firm and an audit conducted annually by the Vice President and Assistant Vice President of Student Affairs, in collaboration with the Student Association Independent Accountant. A representative from the Office of Financial Services may be invited to participate. All audit reports are available to the Executive Board and open to the review by the Student Association. All financial records are maintained for at least seven years.

Student organizations must be open to all students, but groups may target people who are interested in the group's special focus. Students interested in establishing a new student group and receiving funding through the Student Association must submit a formal constitution to the Student Association. A Constitution Checklist is provided to guide the process. The constitution must detail the organization's title and purpose, membership criteria, officer structure, committee structure, meeting plans, and identify a faculty, administrator, or staff advisor. The constitution must also describe a process for making amendments to the organization's constitution. Finally, every organization's constitution must include the College's policy against hazing.

As highlighted in Table IV.1 below, the College offers a substantial complement of extracurricular activities covering a wide range of personal and professional interests. As an example, the college offers students the opportunity to join nationally affiliated student organizations such as Best Buddies and the National Association for Education of Young Children. Best Buddies is an organization dedicated to enhancing the lives of people with intellectual disabilities

by providing opportunities for one-to-one friendships and integrated employment. On our campus, Best Buddies is a vibrant and active student-run organization that won an award for being one of the most active chapters in the nation. The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for children from birth through age 8. On our campus this student-run organization has organized children's events, sponsored children's authors for presentations to teacher candidates, and been active in leading the way to end childhood poverty by engaging in social advocacy and policy-making discussions within New York State.

Table IV.2: Student Groups

<p>Special Groups Related to Communications</p>	<p>The Chronicle, Radio St. Rose, The Girls Next Door, Golden Knights Dance Team, Golden Notes, Golden Vybz, His Image Gospel Choir, St. Rose TV, The Other Guys, The Silhouettes</p>
<p>Special Groups Related to Academic Activities</p>	<p>American Choral Directors Association, AIGA, Capital District Association for the Education of Young Children, Council for Exceptional Children, English Club, Environmental Club, Geology Club, Heuther School of Business Association., Minority Assn. for Pre-Medical Students, National Assn. for Music Education, National Science Assn., National Student Speech, Language & Hearing Assn., Phi Alpha Theta, Psychology Club, Social Work Organization, Public Relations Student Society of America, Student Nursing Association, Student Psychology Association, St. Rose Jazz Educators, Saint Rose Business Professionals and Sales Organization, United Math Organization</p>
<p>Special Interest Groups</p>	<p>Adventure Club, Best Buddies, BASIC, Big Brothers, Big Sisters, Colleges Against Cancer, Crate of Apes, Debate and Oratory Arts Club, Geeks of the Round Table, House of Arts Identity, International Student Organization, Karate Club, Leading Ladies, League of Extraordinary Gentlemen, Outside the [Box], Purely Positive Women of Purpose, Sabor Latino, Spectrum, St. Rose Board Games Club, Ultimate Frisbee Club</p>
<p>Social Activities</p>	<p>Fall/Spring Activities Fair, Student Association Interest Meetings, Blood Drives, Harvest Fest, Rose Rock</p>

In addition to the oversight of extracurricular activities by the Student Association, the College uses multiple mechanisms to assess the effectiveness of these programs and to ensure that they meet the changing needs of our students. The Higher Education Data Survey (HEDS) is administered to graduating students and covers an array of academic and non-academic indicators including satisfaction with food services, student housing, health services, and student center programs and facilities. Relevant to this particular criterion, 77% of students reported that being able to easily get involved in campus organizations was important to them and 65% reported being satisfied with their experience at St. Rose.

While The College has mechanisms to ensure that extracurricular activities are administered in a manner that complies with the academic, fiscal, and administrative principles and procedures that govern other programs, it should be noted that the Student Association has struggled to fill available positions since the start of the pandemic. The group has not been staffed to capacity since the 2019-2020 academic year. Many organizations, including several long-standing ones, have struggled to maintain participation. Student activities and student affairs administrators at The College are currently investigating this issue with the goal of resuming an active complement of extracurricular activities during the 2022-2023 academic year. Staff are in the process of conducting focus groups with student leaders and the general student body to explore these issues.

Criterion 5: Review Student Support Services Delivered by Third-Party Providers

The College regularly reviews and seeks student input on student support services that are designed, delivered or assessed by third-party providers. The College contracts with a small number of providers: Dining Services, Campus Store, and Print Shop & Mailroom Services.

In November 2018, the Student Satisfaction Inventory (SIV.C5: Student Satisfaction Inventory Presentation March 2019) was administered to 2,403 full-time undergraduate students. Only 24% of Saint Rose students were satisfied that there was an adequate selection of food available in the cafeteria. This was significantly lower than the results from comparison colleges. The majority (79%) of Saint Rose students reported this as an important issue. In response, the College explored alternative Dining Services providers. The College changed providers made over the summer of 2021. The departing provider did not leave the College with any assessment data related to dining services. The new provider, Sodexo, conducted a survey to assess student dining needs, but due to limited response it was determined that the results could not be used. Results from the Higher Education Data Survey (HEDS) administered to seniors in Spring 2021 found that 56% were very or generally satisfied with food services compared to 59% of seniors at a comparison group of similar colleges (SIV.C5: HEDS Senior Survey Results Presentation October 2021).

The contract for the Campus Bookstore services expired in June 2022. A Bookstore Committee was created to consider viable options for bookstore services. The Bookstore Committee recently completed the process of determining the best solution for Campus Store options based on feedback from the campus community from surveys sent

to Students, Faculty/Staff, and Parents (SIV.C5: Bookstore Committee Memo November 2021). The options considered included: a) continuing with a full-service bookstore where books can be purchased in the store; b) changing to an online option where books must be purchased online; and, c) creating an online option with a Spirit Store where branded merchandise can be purchased along with supplies. As a result of the process, the College determined to continue with a full-service bookstore and selected a new vendor, Barnes and Noble, who began managing bookstore operations in FY 2022-23.

The last recorded assessment of the Print Shop & Mailroom services was in spring 2016. At the time, 60% of students were very satisfied or somewhat satisfied with printing services (SIV.C5: Faculty & Student Technology Surveys Report Spring 2016). Given the limited nature of assessment of third-party services, the College should consider implementing a more coordinated effort to collect, curate, and disseminate ad-hoc assessment data related to third-party providers.

Criterion 6: Assessment of Programs Supporting the Student Experience

The College of Saint Rose undertakes regular assessment of the effectiveness of programs supporting the student experience and uses findings from these assessments to inform continuous improvements across a range of student support domains. The primary tool for assessing effectiveness of student support programs is the College's Strategic Administrative Unit Outcomes Assessment Report (SOAR) process. This is an inventory of assessment activities conducted by each unit (SIV.C6: Annual Strategic Administrative Unit Outcomes Assessment Report (SOAR) Guidelines 2021-2022). The Office of Institutional Effectiveness supports the SOAR process by providing training and consultation, as well as student and institutional data. In addition, the process draws on data from the National Survey of Student Engagement and the Beginning College Survey of Student Engagement. As part of the assessment process, staff attend the annual assessment day, which provides focused discussion of the SOAR process to support staff better understand how to conduct assessments, create SMART goals, and ask questions related to the assessment process.

The SOAR process is standardized, yet sufficiently flexible to allow units to identify assessment processes and data sources most relevant to their work. The vice president of each administrative division determines which staff member will complete the SOAR for each unit. The unit lead may complete

the process alone, but typically works in collaboration with other department staff during the College's annual Assessment Day. Key SOAR activities occur throughout the year, and include reviewing the unit's operations and establishing goals and activities that support the College's mission and strategic plan. The unit collects data on its goals and activities throughout the year. This data is analyzed and the findings of the analysis inform the practice, procedures, and policies of the unit. Senior administrative staff and deans review the SOARs in mid-June, and senior staff relay the results of this review to individual units. The Institutional Assessment Working Group provides feedback to the College community on all SOARs. This report notes college-wide trends and themes, and the findings are reported to the President by the end of each calendar year. Following is an example of how the SOAR process contributed to meaningful improvements in the student experience at the College of Saint Rose.

The SOAR report from the Office of Academic Advising provides an example of an office using the SOAR process to improve services. The office identified a challenge related to the participation of first-year students who attend their pre-advising sessions and set a goal to increase involvement (SIV.C6: Academic Advising Webpage). The advising office partnered with the Office of Residence Life to advertise pre-advising sessions, and resident assistants offered reminders for students to participate, stressing the importance of the meeting to their academic success. The office also on-boarded a work-study student who was charged with increasing the office's presence on social media and managing the office's Facebook and Instagram accounts. In addition to offering best practices for academic success, the office used social media to remind students of upcoming advising opportunities. The office monitored changes over time with the percentage of first-year students attending a pre-advising session increasing from 80% in Fall 2019 to 81% in Fall 2020 to 85% by Fall 2021. It should be noted that the increase may have been impacted by the percentage of students who were not on campus during the 2020-2021 academic year due to the pandemic (SIV.C6: Annual SOAR - Academic Advising 2020-2021).

In addition to the regular SOAR assessment process, various offices at the College periodically implement various surveys to directly collect feedback from campus community on items related to their work. Examples include the Student and Faculty Technology Survey, Book Store Survey, and STAR Day Survey. The results of these surveys are used for planning and decision-making purposes.

Services also are assessed periodically as part of the College's Student and Faculty Technology Surveys. Although the Student and Faculty Technology Surveys are used primarily to assess the services of Information Technology Services (ITS), other departments such as the Library, Residence Life, Safety and Security, and the Print Shop & Mailroom often request that questions be included for their respective areas.

Requirements of Affiliation and Institutional Priorities

As has been demonstrated throughout this Standard report, the services and programs offered by the College's related to the student experience works support all of the institutional priorities.

- Priority 1, Support Student Experience:
- Priority 2, Sustain Academic Excellence
- Priority 3, Foster an Engaged Community
- Priority 4, Ensure Financial Health

As regards support of the student experience, the college provides a range of activities, events, and services from admission through graduation that enhance connection between students and support the development of the whole person and engage with both the Saint Rose and broader communities. Academic services such as tutoring provide co-curricular supports that help students succeed in their studies. These services also help to support retention and graduation which directly affect the College's financial situation.

Areas for Improvement and Innovation

The College fulfills the criteria as outlined in Standard IV, providing effective support of students regardless of their program or level of preparation. Programs and offices are regularly reviewed and the results of these assessments are used to improve our work with students. Despite COVID and financial constraints, the College has continued to support the development of the whole person, providing many opportunities for engagement and growth. The suggestions noted in this report will provide for continued improvement in the areas covered by this standard.

Some changes have already been made. The Division of Student Development underwent organizational transitions in the summer of 2021 which carried throughout the 2021-2022 academic year. With each professional staff vacancy, the College took the time to re-evaluate the roles that existed compared to the needs of our students and make recommendations on how we could better serve our

students. The College identified our obligation to serve and celebrate our diverse student population as a priority. To better support our students, we brought our student clubs and organizations under one umbrella instead of there being a divide between groups.

The College acknowledges how critical it is for the team working with our Academic Opportunity Students to focus on advising and supporting this cohort of students to ensure their success and retention. This new focus meant that they could not also oversee New Student Programs. In recognizing these needs and having vacancies in both our Director of Student Life and Director of Diversity and Inclusion positions, the College decided to create a Director of Inclusion and Engagement to oversee a Coordinator of Student Leadership and New Student Transitions, and a Coordinator of Student Engagement and Campus Activities. The Coordinator roles are live-on positions available for evening and weekend programming for students and to assist Residence Life with on-call responsibilities.

In addition, the College was without someone leading the area of Community Service for our students. We know our students are committed to serving our local, national, and global community as well as advocating for social justice. It was important to bring the role of the Assistant Director of Community Service back to support our students in this way. Finally, the College understands that students are still in a time of growth and development, both in and out of the classroom. That said, it is one of the College's many responsibilities to help our students see how they are part of a larger community and that the decisions they make affect both themselves and those around them. To do this, the position of Assistant Director of Student Conduct was newly redefined to be the Assistant Director of Student Support and Development.

To further support the student experience, we suggest that the College:

- Further support underprepared or struggling students, the College analyze staffing needs in all academic support areas and develop plans to ensure adequate staffing levels;

- To better serve our students, that the Office of Financial Aid increase its visibility by organizing on-campus presentations to promote Financial Aid programs, notably the Federal Work-Study Program. In addition, the College should consider establishing a Scholarship Office to serve as a one-stop shop for students seeking scholarships to continue their undergraduate education or pursue a graduate degree;
- Consider reinstating the Pathways program to help students to build bonds of friendship that help enrich their educational experience. Re-establishing these programs would support student retention and help address goals and tactics in the College's strategic plan;
- Consider establishing a customized orientation for transfer students to ensure a smooth transition into their desired degree program to better support transfer enrollment and retention and explore enhanced advisement for students in accelerated degree programs; and,
- Consider collecting and reporting program-specific post-graduation data.

Finally, as noted in this Standard discussion, information on student's experience with third-party providers is limited. The College should consider collection and assessment of data related to third-party providers.

Summary

The College fulfils the criteria as outlined in Standard IV. The College provides effective support of students regardless of their program or level of preparation. Supports and programs are regularly reviewed and the results of these assessments are used to improve our work with students. Despite COVID and financial constraints, the College has continued to support the development of the whole person, providing many opportunities for engagement and growth. The suggestions noted in this report to re-institute some previous programming, support transfer enrollment and retention, and provide additional assessment of third party partners, would promote continued improvement in the areas covered by this standard.

Standard V: Educational Effectiveness Assessment

Executive Summary

The College meets the standards for effective educational assessment through clearly defined educational goals at all levels of the institution. Based on clearly stated education goals, the assessment of learning outcomes at the institution, school, and program levels are conducted annually, and in-depth program reviews are undertaken on a seven-year cycle. Taken together, these assessments ensure that programs are rigorous and relevant, that students are supported in achieving curricular goals. Continuing targeted training on data collection and analysis will improve the institution's ability to continuously improve our undergraduate and graduate program and the services we offer our students.

Criterion 1: Clearly Stated Educational Goals

The College of Saint Rose has clearly defined goals for educational excellence at both the undergraduate and graduate levels. These goals are grounded in and support the College mission, which states that the school "delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens." ([History & Mission](#)). This mission is informed by the progressive tradition of the founding Sisters of St. Joseph of Carondelet and encourage the development of intellectual capacities, the cultivation of creative and spiritual gifts, and the creation of a diverse learning community that is energetically involved in effective leadership in society.

Educational goals are interrelated, tied to the College mission, and relevant to the College's educational purpose.

Faculty develop and regularly assess learning outcomes for each program. These outcomes reflect discipline-based knowledge, skills, and competencies, which ensures that students are meeting the requirements of their major. Regular assessment of program learning outcomes assures that they are relevant and curricular supports are in place to help students achieve the goals. As noted in Standard III, the College's Core provides students with a shared educational experience that was developed to support the College's mission. Learning outcomes for Core courses are regularly assessed by faculty.

As noted in Standard I, Table I.1, learning outcomes connect with both the College's mission and the goals of the strategic plan. The College created a new strategic plan in FY 2020-

2021, which was implemented in the Fall of 2021 (SVC1: The College of Saint Rose Strategic Plan 2021-2024). This plan was based upon broad community input and codifies new assessment strategies and goals for the institution, including ensuring that all academic programs reflect the highest standards of excellence and honor the College's founding value of "service to the Dear Neighbor." These goals support the continued growth and development of the College community. They are: Academic Excellence; Student Support; Fostering an engaged, inclusive, and supported community; and, Fiscal Strength of the College. The goals and tactics in this plan provide continued opportunities for assessment and improvement of student achievement. Academic support offices use the strategic planning goals to ensure that their services reflect the mission and support student academic achievement.

Criterion 2: Organized and Systematic Assessments

The College of Saint Rose conducts organized and systemic assessments to evaluate and improve student achievement of learning outcomes, and programmatic and institutional goals. These assessments include regular review and evaluation of courses, curricula, and programs, and of learning outcomes related to programs and the Liberal Education Core. In addition, administrative offices conduct regular assessments to improve academic and support services for students. Each level of assessment is tied to the College's mission and strategic plan. Academic program outcomes and the goals of academic support offices work together to provide a meaningful experience for students.

The **process for assessing academic programs and academic support departments** at Saint Rose has changed since the last self-study. A campus-wide annual assessment cycle involves Academic programs and Administrative departments assessing Student Learning Objectives and Unit Goals on annual basis. The process is overseen by the Office of Institutional Effectiveness and the Institutional Assessment Working Group (IAWG) which includes the Provost/VPAA, the deans of all four schools, and other individuals from administrative departments on campus. This oversight group is new since our last accreditation visit. **Faculty in each academic program identify outcomes and develop measures to assess those outcomes.** Outcomes for each program are assessed annually through the Strategic Learning Outcomes Assessment (SLOA) process, although programs may choose to assess all program outcomes each year, or develop a regular cycle that evaluates learning outcomes over a series of years, with focus on the assessment of a sub-set of outcomes in a particular year. SLOA reviews

assess how well students are meeting stated program outcomes. Student achievement of outcomes is assessed using assignments and activities in specified courses. The collection of this data involves both full-time and adjunct faculty. This information is collected in the Chalk and Wire system. Similarly, the College assesses the Liberal Education requirements (Core) through the SLOA review, to ensure that all undergraduate degrees align academic programs to the College's mission (SV.C2: Liberal Education Assessment Report AYs 2016-2019). Academic Support offices develop unit-level goals to support student learning and success. These unit-level goals and strategies are tied to the mission, strategic plan, and particular focus of the office. Each goal includes metrics to measure achievement. Data is collected throughout the year based upon measurement activities determined by each program and office.

One significant change related to assessment that the College implemented since its last Middle States accreditation process has been the annual campus-wide Assessment Day. Instituted in May 2019, Assessment Day is a day set aside for programs to engage in assessment-related activities and reflect on assessment outcomes from the previous academic years; the College often offers additional training and information on assessment practices on the day (SV.C2: Annual Assessment Report 2019-2020). Assessment Day includes presentations and discussions designed to support effective assessment and assessment practices. Past sessions have included an overview of the assessment cycle, focused discussions of assessment processes, and instruction on developing SMART goals and outcomes. Assessment Days also provide academic departments and administrative offices with the opportunity to efficiently review data collected over the preceding year. Due to the COVID-19 pandemic, Assessment Day did not occur as scheduled in the spring 2020, but was reinstated in Spring 2021.

Data analysis in the SLOA and SOAR assessment processes begin with the annual Assessment Day, held in May of each year. These analyses are completed using standardized SLOA or SOAR forms, that require programs and offices to report on their data analysis, discuss data-informed decisions, explain how their goals/outcomes are shared, and provide feedback on the assessment process itself. Based upon their assessment, faculty make changes to the assessment process, to specific assessment activities and tools, and/or to curriculum. Similarly, administrative offices providing academic support services use their analyses to assess the effectiveness of their activities in helping them meet their goals. All administrative offices and academic programs submit assessment reports to the Institutional Assessment

Work Group (IAWG) using standardized templates by June 15th. The establishment of both the campus-wide annual assessment cycle and parallel electronic reporting forms facilitate resource allocations based on common needs, themes, and trends.

In addition to the annual SLOA process, academic programs are reviewed on a seven-year cycle through the College's program review process. A revised comprehensive program review process was approved prior to the COVID-19 pandemic and instituted in the 2021-2022 academic year. Seven programs went through intensive reviews that identified strengths, challenges, and opportunities, and made recommendations for improvements. Program reviews examine all aspects of the program to ensure that curricula reflect best practice, support student achievements of outcomes, and are properly resourced. **Program review requires faculty to examine program outcomes, discuss how their program(s) connect to the mission and strategic plan, assess curricular coherence, and explain how their programs relate to other programs at the college. In addition, program reviews analyze career objectives and the job placement of program graduates.** The process includes discussion of findings and recommendations with the relevant School Dean and the Provost. The process will result in memoranda of understanding (MOUs) that detail agreed-upon actions for supporting and improving academic programs.

Accreditation is another part of our regular assessment. While the College maintains institutional accreditation by The Middle States Commission on Higher Education, many College programs also hold program-level accreditations, with standards set by discipline-focused accrediting agencies. These activities ensure that programs and outcomes are assessed on an ongoing basis and reflect disciplinary best practices ([Charter & Accreditations](#)). Accreditation ensures that education provided by institutions of higher learning **meets acceptable levels of quality.** Program-level accreditations at Saint Rose include :

- The School of Business, inclusive of its degree programs at the bachelor's and master's level, is accredited by the Accreditation Council for Business Schools and Programs (SV.C2: ACBSP Self Study Baccalaureate Graduate Degree Standards Report 2016; SV.C2: ACBSP Self Study Quality Assurance Report 2021);
- The Communication Sciences and Disorders program at the master's level is accredited by The Council on Academic Accreditation in Audiology and Speech-Language Pathology (SV.C2: ASHA Annual Report 2021);

- The Counseling Department, including both master's level School Counseling and Clinical Mental Health Counseling, are accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (SV.C2: CACREP Self Study Report 2019);
- The National Council for Accreditation of Teacher Education (NCATE) (SV.C2: NCATE Report 2018);
- The School Psychology program is approved by the National Association of School Psychologists (NASP), a specialized professional association of the National Council for Accreditation of Teacher Education (SV.C2: NASP Report 2021). In May 2022, NASP obtained recognition from the Council for Higher Education Accreditation (CHEA) as an accrediting organization.
- The Social Work program is accredited by the Council on Social Work Education's Standards (SVC2: MSSW Program Benchmark III Report Volume 1-Compliance 2021; SVC2: MSSW Program Benchmark III Report Volume 2-Syllabi 2021; SVC2: MSSW Program Benchmark III Report Volume 3-Appendices 2021);
- The College's Art and Design programs were previously accredited by the National Association of Schools of Art and Design (membership resigned as of 6/30/2022); and,
- The College's music programs were previously accredited by the National Association of Schools of Music (membership resigned as of 12/31/2021).

For each academic program that is externally accredited, goals are aligned with both accreditor requirements and with the College's institutional goals and strategic plan. Programs that lead to professional licensure (e.g., counseling, teaching, school psychology, communication sciences and disorders, social work, etc.) also shape educational goals around requirements for certification or licensure. Particular attention is paid to New York licensure and certification requirements, providing a framework for career advancement with an emphasis on self-care and sustainability, and the ethical and legal requirements for continuing education.

Other regular assessments also support continuous improvement. **Both course evaluations and teaching observations are used to improve pedagogy and educational practice.** The SmartEvals online evaluation system is used for all courses at the College. SmartEvals is available to all students and faculty through the College website, and it is also integrated with the Canvas online learning management system. Students receive reminders through the SmartEvals system and evaluations are tracked

by faculty and administration. Department Chairs review probationary and adjunct/clinical faculty forms, and records are kept for probationary faculty. Deans review all course evaluations. Individual faculty use these course evaluations to improve their practice and educational effectiveness. For example, the student feedback allows faculty to learn which techniques and methods were effective and/or appropriate. Classroom Observation Reports are also collected each year during the probationary period and every probationary faculty member is observed in their classroom at least three times by tenured faculty members from an allied discipline.

The SLOA/SOAR and **program review processes ensure that appropriate constituents are informed** about the results of these assessments. Each year, the IAWG creates a report on the SLOA and SOAR processes. This report highlights key themes from the analyses, discusses findings, and outlines recommendations for improving the assessment process. This report is shared with the president, college community, and the Board of Trustees. As part of the program review process, department chairs meet with the School Dean to discuss their program reviews and proposed plans. The dean and the provost write written responses to the departments. All program reviews are presented to the appropriate governance body, the Undergraduate Academic Committee for undergraduate programs, and the Graduate Academic Committee for graduate programs. Program Reviews are also shared with the Academic Affairs Committee of the Board of Trustees (SVC2: Annual Assessment Report 2017-2018; SVC2: Annual Assessment Report 2018-2019; SVC2: Annual Assessment Report 2019-2020).

With the help of the Office of Institutional Effectiveness, a new Data Visualization software was adopted and implemented to provide data to decision makers more efficiently. The data from the new Data Visualization software is in addition to the College Fact Book that is distributed to the campus community through the Office of Institutional Effectiveness SharePoint (SVC2: Fact Book 2020-2021). The Office of Institutional Effectiveness also makes available numerous Retention and Persistence Reports that show one-year retention and graduation rates on the College, School, and Program level (SVC2: Retention, Persistence and Graduation Rates by Program; SVC2: Retention, Persistence and Graduation Rates by School; SVC2: Retention, Persistence and Graduation Rates Total; SVC2: Total 1 Year Retention Rates Report). With this enhanced data, it is believed that more programs will have the information to make program improvements.

The external communication of assessment outcomes,

data, and other essential information is handled by the Office of Marketing and Communication. Along with the Office of Institutional Effectiveness, the Marketing and Communication office is responsible for the completion and updating of the Fast Facts section of the Saint Rose website. Here students and others can find valuable information regarding admissions, enrollment, and student body diversity. Additionally, the required Higher Education Act (HEA) disclosures of graduation rate and student body diversity is made available in this section, as well as in the Consumer Information section of the website (SVC2: Consumer Information Webpage).

Criterion 3: Assessment to Improve Educational Effectiveness

The College regularly engages in assessment of academic programs and services and uses this information to improve educational effectiveness. SLOAs, SOARs, program reviews, and external surveys are tools used to conduct assessments. The data gathered through these assessment processes are used to improve our work with students on both curriculum and administrative levels. SLOA and SOAR assessments require programs and support offices to identify areas for improvement and to discuss how they have used data from previous assessments to improve. At an institutional level, the College has established procedures to assess, maintain, and improve educational goals across the academic spectrum (SVC3: Annual Assessment Report 2017-2018; SVC3: Annual Assessment Report 2018-2019; SVC3: Annual Assessment Report 2019-2020). Much of the analysis in SLOA and SOAR processes is based upon qualitative data. It is recommended that the College seeks ways to support programs and offices to develop appropriate quantitative measures. Providing both quantitative and qualitative data will provide a more comprehensive understanding of how well we are meeting established outcomes and goals.

Assessment information from SLOAs is used to improve pedagogy and curriculum, as well as supporting necessary program revision. For example, the Communications department was able to identify the need for two new minors in their program. The Biology Department made changes to its curriculum to incorporate vocabulary specific to the discipline earlier in a student's coursework. The School of Business introduced business-centric writing earlier in its curriculum. For instance, in their 2020 SLOA review the English program noted a disconnect in learning outcomes thesis writing. As a result of the review they revised the outcomes language to better assess differences between "good" and "excellent" theses. In order to improve the

reliability of their assessments, the department decided that all faculty should participate in the assessment of student portfolios rather than using a smaller representative group of faculty from the department.

The College has regularly assessed outcomes in each of the areas of the former Liberal Arts Education requirements and recently revised Core through the SLOA process, but has not regularly assessed the Core overall as a program. The program was reviewed in Fall 2021 at which time the College developed and approved a revised Liberal Arts and Sciences Core. A subcommittee of UAC has recently developed a process for assessing the Core as a program. The implementation of this process is pending discussion in the Undergraduate Academic Committee. As part of this work, UAC is exploring revision of the Core learning goals to ensure that goals are measurable.

In their 2021 assessment, Forensic Psychology faculty noted the low sample size in many course activities used for assessment. This small number meant that the data could be unreliable. The faculty are discussing plans to increase the sample size, and therefore the reliability of their assessment. Assessments of science programs noted many changes in instructional delivery based upon the previous year's assessment. Biochemistry shifted from a hybrid format to fully face-to-face delivery. Organic chemistry supplemented hybrid courses with in-person classes. Human Anatomy and Physiology "flipped" their classroom with additional lecture support in the lab, and Developmental Biology modified labs to include "research" in the form of student proposals. That same year, Communications Sciences and Disorders faculty assessed the change the use of case studies as a means of assessing student's clinical knowledge in the classroom, finding that the measures selected appear sensitive to student learning and mirror performance in clinical practicum.

The administrative SOAR assessments provide **for review and revision of academic support services.** For example, based on information in its assessment, ITS streamlined the process of logging on to guest WIFI. The Academic Advising and Counseling Centers changed their appointment availability to better fit the requirements of students, especially as the COVID-19 pandemic generated additional needs (SVC3: Annual Assessment Report 2017-2018; SVC3: Annual Assessment Report 2018-2019; SVC3: Annual Assessment Report 2019-2020). In 2021, the Office of Advising made changes to the EXPY 100 course offered for exploratory majors. Adjustments in the curriculum led to higher levels of participation and to a higher pass rate

for students. Data from their assessment also led the Office to create new advising packets for students that include key information about Advisement Day, course registration, and DegreeWorks, as well as material on academic skills such as study techniques and effective note-taking. Online Learning Services revised their “Succeeding in an Online Course in Canvas” training for students to better support students in the range of technology-assisted pedagogies. Rather than focus solely on asynchronous online classes, the course now includes information on in-person, hybrid, and flex delivery models. In 2021, The Library used data collected through the library’s chat service to improve. The static chat box on the Library homepage was removed and replaced with a sliding chat widget across the entire library site. This change resulted an increase of student interaction with the service.

The program review process also provides examples of data-informed improvements. A recommendation from the Communications program review was revised their program curriculum to ensure greater consistency across the program and its concentrations, and to reflect current trends in the communications field. The new program is currently moving through the governance approval process. These changes strengthen the program and concentration curricula by providing greater depth and breadth, while at the same time better reflecting the current state of the Communications field. The program review undertaken by the English department identified opportunities to improve cohort-building events and co-curricular programs. In addition, faculty identified areas in the curriculum that can be enhanced to improve students’ skills in theoretical and visual analysis.

As Table V.1 below indicates, in any given assessment period over 40% of SLOA and SOAR reports contain recommendations for changes and improvements. These recommended actions could be minor or substantial depending upon the circumstances. The numbers below do not include recommendations for no change. For instance, if a program noted that it’s rubric or assessment process were working well and recommended no changes to assessment processes, these recommendations were not included in the count.

Table V.1: Percentage of Completed Assessment SLOA and SOAR Reports that Included Recommended Actions

	SLOA Reports				SOAR Reports			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Number of Reports	36	45	55	58	33	38	39	31
Reports with Recommendations	47%	40%	30%	40%	65%	42%	46%	70%

The College uses assessment to improve key student success indicators. In November 2017, the Associate Vice President (AVP) for Institutional Effectiveness assembled a workgroup to review data from the National Survey of Student Engagement (NSSE) and Beginning College Survey of Student Engagement (BCSSE), administered in 2017 and 2016, respectively (SV.C3: Surveys of Student Engagement (NSSE & BCSSE) Executive Summary 2016-2017). The workgroup included representatives from Enrollment Management, Student Success, Student Affairs, Academic Affairs, Academic Leadership, and Institutional Effectiveness. Through intense, focused conversations, the group identified

key goals to share with the College community (SVC3: Annual Assessment Report 2017-2018). Primary focus was placed on student recruitment and retention efforts in the Office of Assessment. As a result of this analysis, an outside contractor was brought in to help develop a comprehensive retention plan. It was found that changes to Academic Advising following the 2015 NSSE (SVC3: Surveys of Student Engagement (NSSE & BCSSE) Executive Summary 2014-2015) were successful in improving key advising behaviors. Students in 2015 had the Academic Advising office as their primary source of academic advice at 28% of the time versus 41% in 2017.

The Higher Education Data Sharing Consortium Senior Survey was completed in Spring 2021 (SVC3: HEDS Senior Survey Results Presentation October 2021). The survey received a 32% response rate, totaling 172 senior responses. The results of the survey illustrate the strong academic programs and advising the students receive:

- Saint Rose seniors are planning employment at the same rate as the comparison group (56% Saint Rose vs. 59% National Comparison Group).
- More Saint Rose seniors plan to attend graduate or professional school compared to similar institutions (29% Saint Rose vs. 25% National Comparison Group).
- Saint Rose provides a welcoming environment for diverse students with 66% of Saint Rose Seniors finding the climate for minority students satisfying or very satisfying.

The results also show areas for improvement:

- 26% of Saint Rose seniors had accepted an employment position at the time of the survey compared to 37% of Seniors in the National Comparison group.
- Saint Rose also lagged in bringing in additional lecturers and speakers to enhance the student's education (77% of Saint Rose Seniors satisfied vs. 90% of seniors at the national level satisfied).

The College provides support for student placement post-graduation, and these efforts are regularly assessed.

The Career Center at the College of Saint Rose creates connections between students, employers, and faculty that assist with job placement post-graduation. As the career center has had to adapt to a post-pandemic reality, it has recognized the need to host virtual, instead of in-person, career fairs, informational sessions, and student appointments. As COVID restrictions eased, the career center conducted a survey to seek student opinions on a return to in-person Career events. This survey determined that students preferred in-person career fairs to virtual career fairs. In response to this recognized need, the career fair is again hosting in-person career fair events (SVC3: Annual SOAR - Career Center 2020-2021). In 2019, students were surveyed to better understand the geographic areas in which they wanted to live after graduation. In response to these results, the career center adapted its goals and operations to foster connections with employers in locations in proportion to the proportion students who wanted to live in those geographic areas (SVC3: Annual SOAR - Career Center 2018-2019).

Further research by program of study, and the current analysis of the HEDS Diversity, Equity, and Inclusion (DEI) survey results by the Inclusive Excellence Committee may provide additional insight into student-focused adaptations in programs.

Criterion 4: Assessment of Third-Party Providers

There are three Third-Party Providers associated with the educational program at The College of Saint Rose. The Center for Integrated Training and Education (CITE) is a distance delivery partner of the College through the Lally School of Education (SVC4: CITE Administration Program Details Webpage). CITE provides instruction in Educational Leadership and Administration that lead to a Saint Rose degree in these areas. CITE students must possess a New York State Teaching Certification, bachelor's, and master's degrees, have a minimum of three years teaching or pupil personnel experience, and live and work south of Poughkeepsie. Classes are held in Westchester, Nassau, Suffolk, and New York City. Both faculty and syllabi are vetted by the College, and offerings are coordinated through the Director of Contract Programs in the Lally School. The Teacher Education Institute (TEI) delivers graduate and professional development courses for K-12 classroom teachers covering a wide range of topics, including reading, language arts, math, instructional technology, classroom management, and science. Other academic partner schools are Carlow University (PA), Madonna University (MI), and Notre Dame College (OH). The syllabi, all readings, and credentialing are facilitated by Saint Rose faculty. TEI courses must be approved by the College. All materials, including syllabi, are reviewed the appropriate department within the School of Education. They are reviewed for rigor and relevance by tenure-track faculty prior to approval. TEI courses cannot transfer into degree programs. Most people take these courses for professional development. No certificates are awarded through this partner.

The New York State United Teachers (NYSUT) program brings The College of Saint Rose courses to teachers throughout New York State, including the greater Rochester, Syracuse, Utica/Rome, Hudson, and Capital District areas. NYSUT also offers courses entirely online. AS with TEI, full-time faculty in the appropriate department must approve courses based on rigor and relevance. These courses do not count toward a degree at the College. Courses may qualify as electives, but only if approved by a full-time faculty member. No certificates are awarded through this partner.

Third party education providers meet with the Dean of

the School of Education or the appropriate designee on at least an annual basis. During these meetings, partners collaboratively review course offerings. TEI and NYSUT engage in a course review process like the review for on-campus courses. CITE courses are reviewed annually. A main list of approved faculty who teach the courses is kept on file in the Dean's office. The Educational Administration programs and the certificate of advanced study in special education are assessed by tenure-track program faculty on an annual basis, as these two programs are a part of AAQEP accreditation.

Criterion 5: Assessment of Assessment Practices

Assessment at The College of Saint Rose is a continuous process of improvement powered by faculty and administration together. As noted above, within the SLOA and SOAR assessments, faculty and staff are asked to reflect not only on their assessment data, but on their processes of assessment. Both processes ask assessors to suggest improvements in assessment practices, processes, forms, and data collection. IAWG reviews each SLOA and SOAR and uses feedback from program completers to improve the process. Such process improvements have included modifications to both the SLOA and SOAR forms and revision of the training offered on Assessment Day. New training has emphasized the importance of assessment planning, assessment cycles, and the development of appropriate goals, outcomes, and measures. The IAWG developed several recommendations based upon review of SLOA and SOAR documents. These included both recommendations for individual offices/ programs, as well as recommendations for improvements in the assessment process (SVC5: Annual Assessment Report 2017-2018; SVC5: Annual Assessment Report 2018-2019; SVC5: Annual Assessment Report 2019-2020).

The revised program review process was also the result of the assessment of our assessment practices. The assessment of the program review process resulted in a new process and review form. The process required program faculty to analyze a broader range of information than in the previous process, which includes both program resources and alumni outcomes. With the first round of reviews in the new process completed, the College has begun collecting data to facilitate further review and refinement of the process.

Requirements of Affiliation and Institutional Priorities

The evidence provided in this standard demonstrates compliance with Requirements of Affiliation (ROA) 9.

This requirement expects that the institution's student learning programs and opportunities "are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality."

The College of Saint Rose meets this requirement through assessment of the effectiveness of programs throughout the institution. The College effectively measures outcomes for academic and institutional achievement for all undergraduate and graduate programs.

Assessment affects all areas of the College, and the information in this report shows how the College's assessment efforts support all of our institutional priorities by providing regular opportunities for reflection and use of data to improve our work with students and each other. Because assessment is part of all aspects of the College, it supports achievement of all priorities:

- Priority 1, Support Student Experience
- Priority 2, Sustain Academic Excellence
- Priority 3, Foster an Engaged Community
- Priority 4, Ensure Financial Health

Areas for Improvement and Innovation

While the College of Saint Rose has been both intentional and effective in its use of assessment instruments across the college environment, a not all of the recommendations made in the 2019-2020 College of Saint Rose Assessment Update have been fully implemented. Assessment efforts overall have been hampered by a lack of continuity. While progress was made with the hiring of the College's first Director of Assessment in 2017, the position has remained unfilled since the summer of 2019. As noted in the Liberal Education Assessment Report, "there is a need for consistency in the creation of reports of outcomes that are ultimately posted to SharePoint/Chalk and Wire" (SV.C2: Annual Assessment Report 2019-2020).

Assessment practices will increase in efficacy as the institution continues to enhance internal communication (Strategic Plan Objective 3.3) and utilizes reorganization strategies to support efficiency and distribution of assessment responsibilities (Strategic Plan Objective 4.6). In order to further improve our assessment practices we suggest:

- That the College include assessment as part of new employee orientation, defining both the needs and expectations that allow for the improvement of the institution (Strategic Plan Objective 2.4, Tactic 2.42).;
- That the institution attempt to reduce complexity in achieving assessment goals by choosing new technological systems that integrate with existing systems (Strategic Plan Objective 2.4, Tactic 2.41);
- That the College consider developing of a system of quantitative data collection and analysis at the program level to provide further evidence of how assessment practices are used for program improvement. For example, collect data on how many recommendations were made and how many were acted on in a particular reporting cycle. This information would complement our current data and could enhance our analysis;
- That the College provide hands-on training in the software used for assessment to help ensure consistency and cohesiveness in the process. This will be particularly important as the College shifts to the use of Watermark, the new ePortfolio software, through which the SLOAs and SOARs will be completed and,
- That the College complete the development of a process for regular assessment of the Liberal Education Core, including a calendar that ensures that the program is reviewed on a regular basis and updated as necessary.

Finally, we suggest that the College fully implement a recommendation from the more recent assessment report to enhance the assessment feedback loop to ensure that units are receiving thoughtful and substantive feedback on their assessments, thus fostering continuous institutional improvement," needs more attention.

Summary

The College meets its standards through clearly defined educational goals at all levels of the institution. Grounded in our mission and based on established institutional goals, our existing assessment practices evaluate academic, administrative, and institutional effectiveness. This assessment informs institutional decision-making and the setting clear goals for improvement. Continuing targeted training on data collection and analysis will improve the institution's ability to move forward in undergraduate education, the expansion of accredited graduate programs, and in the academic and administrative services that we offer our students.

Standard VI - Planning, Resources, and Institutional Improvement

Executive Summary

The College of Saint Rose consistently reviews its plans and processes at every level of the institution, from the President's Cabinet to academic departments, as well as individual members of the Saint Rose community, including faculty, administrators, and staff. By using our three-year strategic plan, the College provides the community with a framework for decision-making and planning for a successful future. The need for swift, decisive action during the pandemic put many of our processes to the test. While it revealed some areas for improvement, The College of Saint Rose proved able to transition to online learning and remote working, which took place across offices at the College. The College's planning and resource allocation processes supports Institutional Priorities 1, 2, 3, and 4.

Criterion I: Clearly Stated and Assessed Institutional Objectives for Planning and Resource Allocation

The College recently completed a new Strategic Plan that was implemented in January 2022 (SVI.C1: The College of Saint Rose Strategic Plan 2021-2024). The development of the strategic plan began in March 2021. Initial planning and information gathering was conducted jointly by the Strategic Planning and Priorities Committee (SPPC) and the Middle States Steering Committee using input gathered from all sectors of the campus community. At the start of the process, the Middle States Steering Committee conducted focus groups, listening sessions, and administered surveys to faculty, staff, and students to determine future needs and priorities. Data collected from community participation was compiled by the Middle States Steering Committee and shared with the SPPC. SPPC refined the goals to ensure that the mission was prominently addressed ([History & Mission](#)). Once goals and sub-goals were developed, the community viewed the plan for reflection and feedback. Finally, after revisions and further refinement, the plan was shared with the President's Cabinet and Board of Trustees for final approval. The Strategic Plan was previously on a five-year cycle, but is now on a three-year cycle, making it more adaptive and responsive to changing conditions.

Planning and resource allocation at the College of Saint Rose are based upon the goals and objectives of the College's Strategic Plan, individual unit goals created as part of the Strategic Outcomes Assessment Report (SOAR) process,

and the financial analysis included in program reviews (SVI.C1: Annual Assessment Report 2020-2021, Appendix B). **Based upon its mission, the College's strategic plan sets out institutional objectives.** These College-level goals are:

1. Academic Excellence
2. Student Success
3. Foster an engaged, inclusive, and supported community
4. Fiscal Strength

Each goal is supported by underlying objectives, each of which is actualized by tactics designed to achieve the objectives.

Periodic assessment is an essential part of the financial sustainability of the College. Through periodic assessment, the College determines if resources are allocated efficiently. All institutional planning is based on these institutional goals, and **individual units use these institutional goals as the basis for creating and assessing annual unit-level goals.** The Strategic Plan includes a goal to **create a college-wide resource allocation and assessment process**, with recommendations from the annual and periodic assessments.

Criterion II: Clearly Documented and Communicated Planning and Improvement Processes

As discussed above, and in Standard V, the College's planning and improvement processes are clearly documented. These processes ensure college-wide participation in planning, that data is regularly gathered and assessed, and that these assessments are incorporated into future planning. The goals and objectives of the College start at the strategic level and filter down to unit/department objectives. Administrative departmental objectives are developed through the SOAR process, which requires that unit goals align with the Strategic Plan objectives. Individual unit objectives are set in consultation with Vice-Presidents, directors, or supervisors as deemed appropriate, and reviewed with units during their annual performance appraisals. SOAR and SLOA reports are reviewed and assessed by the Institutional Assessment Working Group (IAWG) on an annual basis (SVI.C2: Assessment Report 2020-2021, Appendices C and D). The IAWG publishes an annual assessment report with the results of their review. The annual Assessment Day at the end of the Spring semester provides feedback and guidance on the planning process as part of our improvement loop. In addition to the IAWG report, SLOA reports are reviewed with faculty chairs by the respective School Dean, and

SOAR reports are discussed with staff by the appropriate Vice President or Director. The IAWG Assessment Report is sent to the President and then shared with the College community. The Strategic Planning and Priorities Committee (SPPC) reviews and assesses the report as it relates to the Strategic Plan. Finally, all goals and objectives are linked to financial plans/objectives and the multi-year budget. Unit goals are assessed annually through the (SOAR) process. As discussed in previous standard reports, individual offices use this assessment to measure their effectiveness and improve their processes. These assessments also may inform annual budget requests if financial resources are needed.

The annual SOARs submitted by individual units/departments address many aspects of process improvement and link to both the Strategic Plan and Mission of the College. Administrative units are tasked with examining processes and procedures with an eye towards efficiency and effectiveness. Division leaders regularly review and examine operations to maintain continuity and improve campus services. Metrics used across all divisions ensure the College meets its overall goals and objectives. Standard metrics used by multiple departments include student retention, graduate rates, student enrollment, and national survey results, such as those from the Higher Education Data Sharing Consortium (HEDS).

The SOAR/SLOA process allows for the formalization of assessments and provides for a broadened constituent participation. Typically, the SOAR is written with input from staff to provide transparency in the process and a greater understanding of how departmental units/goals are linked to the Strategic Plan and Mission of the College. Academic departments use the SLOA process to conduct annual evidenced-based analyses directly linked to student performance. Departments align key course assessments to the content/performance standards set by each program.

Existing academic programs undergo critical evaluation and assessment through the Program Review process described in Standard V. This process includes assessment of both program content and program finances and supports. To ensure the effective use of resources, the Academic Program Review process includes an assessment of program financials (SVI.C2: Academic Program Review - Communications 2022, Sections 6 & 7). All new academic programs go through a well-documented and transparent approval process. Department faculty, with support of the School Dean, undertake an environmental scan to assess the viability of a program, develop the program curriculum, required courses, and a facility plan if necessary. Proposals must support the Mission of the College and be fiscally sound. Program faculty

work with finance and administration to develop a business plan and budget model of anticipated costs and revenue. The Vice President for Finance and Administration (VPFA) and Vice President for Academic Affairs (VPAA) discuss cost metrics associated with launching new programs and balance estimated revenue with estimated expenses (SVI.C2: New Undergraduate Programs Financial Model Updated for FY23; SVI.C2: New Graduate Programs Financial Model Updated for FY23; SVI.C2: Cybersecurity BA Financial Model FY18). After financial reviews, program proposals are voted on by department faculty, school faculty, and either the Undergraduate Academic Committee (UAC) or Graduate Academic Committee (GAC) before moving to the full faculty for endorsement. The Representative Committee (RepCom) of the faculty forward their recommendation to the President, who reviews and who reviews, requests additional information, and approves if appropriate before bringing it to the Board of Trustees for final approval. Once approved, the revenue and expenses for the new program are folded into the current and multi-year budgets.

One example of a recent improvement to an established process is the decreased application decision time implemented by the Graduate Admissions team. During an annual meeting of the Graduate Admissions team after the Fall 2018 admissions cycle, the team expressed concerns regarding yield rates of accepted students, which had remained flat at 45%. Yield at the graduate level is calculated by dividing the total enrolled students by the number of accepted applicants (SVI.C2: Annual SOAR - Graduate Admissions 2019-2020). In examining the data, the Graduate Admissions team found that, on average, faculty rendered admissions decisions 50 days after a student applied. Though the average decision time was just beyond industry standards (SVI.C2: Ruffalo Noel Levitz (RLN) Marketing and Recruitment Practices for Graduate Students Report 2021), it was determined that a quicker response could improve yield. Working with the faculty, the Graduate Admissions team put procedures and protocols in place that resulted in a quicker decision times, while still allowing faculty adequate time to review each applicant carefully. The table below illustrates the correlation of the improved average length of time between application and notification with the rate of enrollment. While total acceptances decreased, new graduate student enrollment remained strong, with a 2.3% increase in yield rate. This improvement to our graduate admissions application process addressed a departmental goal from the 2019 Graduate Admissions Department SOAR to "build a graduate enrollment funnel that achieves the overarching goals" (SVI.C2: Annual SOAR - Graduate Admissions 2019-2020).

Table VI.1: Average Time from Application to Accept – Graduate Admissions

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Average day from Application to Acceptance	48	52	41	42
Number of Accepted Applicants	408	471	446	403
Number of Enrolled Applicants	186	211	223	211
Yield Rate	46%	45%	50%	52%

The implementation of TargetX, a Customer Relationship Management (CRM) software tool, serves as a primary example of divisional improvement. This software package allows the Undergraduate and Graduate Admissions offices a shared communication platform for handling prospective student engagement, reviewing student applications at the undergraduate level, and managing application flow for faculty review at the graduate level. TargetX was purchased and on-boarded in 2018, and is fully integrated into all admissions functions from recruitment to yield. This improvement to our admissions communication process addressed a 2016-2017 departmental goal, as referenced in the 2019 Graduate Admissions Department SOAR, to “develop a segmented, purposeful, and continuous communication plan for all interested students” (SVI.C2: Annual SOAR - Graduate Admissions 2019-2020).

Assessment and planning processes also aid future enhancements to the College. For example, after performing a campus-wide space utilization evaluation to determine the current and future space needs of the College the National Association of College and University Business Officers (NACUBO) recommended the formation of a committee to review space utilization on campus to create efficiencies and a more carbon-neutral footprint for the College (SVI.C2: Facilities Potential Projects FY2022). This committee was formed in January 2022, and included representatives from the president’s office, academic affairs, finance and administration, student development, facilities, and

human resources. The Committee reviewed space and potential employee sharing to improve efficiencies and made recommendations based on their review. These recommendations were considered at a president’s cabinet meeting, and several recommendations are in the process of implementation. Moving forward, the committee will review space needs on an annual basis (SVI.C2: Facilities Report Draft 2021).

Criterion 3: Financial Planning and Budgeting Process

The College’s annual budget process is aligned with the institutional goals set out in the strategic plan. This process begins with a needs assessment carried out by individual units. After determining their needs, college administrators, deans on behalf of faculty, and area supervisors on behalf of staff requesting funds complete a Budget Request Form (SVI.C3: Budget Process October 2021). These forms require a thoughtful rationale that directly link requests to the college’s strategic plan and mission, illustrating the alignment between these documents and the planning process. New budget submissions must be categorized as either a new program/initiative, as an increase to an existing budget or reallocation of current funds and be identified as recurring or non-recurring, and having a high or low priority. The budget form requires managers to connect their request to the appropriate Strategic Initiative/Budget Goal/Priority, as well as to the departmental/unit operating plan and/or

mission. The proposal must include a detailed explanation of the purpose and the strategic significance of the initiative and identify the required resources. The budget request also requires discussion of how the new initiative will impact other programs or departments. The requestor must work with other areas or program affected by the budget request to ensure all related costs are captured. Finally, the requestor identifies budgetary resources and either describes alternatives or explains the impact of not funding this request. In order to ensure continuous improvement, budget proposals include a timeline for implementation and plans assessing its impact on revenue. Budget managers submit their proposals to their respective Vice Presidents who must approve them for the proposal to be considered (SVI.C3: Budget Request Form FY2023).

Once a budget request is approved by the area Vice President, it is submitted to the AVP for Financial Planning and Auxiliary Services. The AVP summarizes all requests and reviews and evaluates with the Vice President for Finance and Administration (VPFA) as part of the budget process. All new budget requests are compiled, and evaluated against the revenue budget. The Finance Office creates revenue budget models and assumptions in collaboration with revenue-generating departments. Finance and Administration analyzes enrollment models, along with enrollment market studies and data, consumer price indexes, and benchmarking data to develop recommendations for tuition, room, board and fees. These proposals are reviewed by the Strategic Planning and Priorities Committee (SPPC) who make a recommendation to the President. The President reviews this information and makes final recommendations on parameters for tuition, room, board and fee rates to the Board of Trustees. Once the Board approves the tuition rate the information is released publicly and financial aid packaging for future years begins. In order to provide financial aid packages in a competitive time frame, the Board approves future rates at the October board meeting.

The College's needs in staffing, maintenance, etc., are assessed annually as described above and in the criterion 6 section, and are incorporated into both the current year's budget process and multi-year budget planning. The Finance department drafts budgets with input from all Vice Presidents and cabinet members. Cabinet reviews the draft budget and sends a recommendation to the board, which approves the budget annually. Budget reforecasts are presented to the board a minimum of twice a year. The Finance department, Cabinet, and the Board also review multi-year budgets (SVI.C3: Multi-Year Budget Projection Draft FY2022-2025; SVI.C3: Board Approved Budget for

FY2022-2023). Currently, staff participation in the budgeting process is limited to budget managers for expenses and revenue-generating departments for revenue. Discussions are underway to consider a campus-wide Budget Advisory Committee to increase constituent participation.

As reflected in our strategic plan, financial stability and sustainability are key interests for the College, and Saint Rose to work to ensure both. As a result of recognized financial issues, the College actively addressed fiscal concerns through detailed assessment, resulting in reductions in both administrative and academic areas.

In the Fall of 2020, the College announced the elimination of programs to support its long-term financial sustainability (SVI.C3: Saint Rose to Discontinue Academic Programs Announcement December 8, 2020). The approved plan reduced educational expenses by approximately \$6 million. Programs were eliminated based on declining and/or low enrollment or on the net cost to maintain individual programs. The College also instituted \$8 million in administrative reductions achieved through position eliminations, salary reductions, freezing the pension plan, holding open vacant positions, reducing departmental operating expenses, and selling properties not considered mission critical. The FY 2022 budget included \$1.5 million in savings through not filling or delaying to fill open positions. In 2021 the College instituted a revised Academic Program Review process that includes examination of program financials. Through this regular assessment cycle, the College can evaluate programs from a financial point of view. The College developed teach-out plans for all students in eliminated program to enable them to complete their degrees at Saint Rose.

These actions, although difficult, put the College on firmer financial footing and informed the institutional goal of Fiscal Strength in the strategic plan. As part of that goal, the College developed a college-wide, multi-year budget plan to achieve a balanced budget by the 2024-2025 budget year. Given recent enrollment issues, the College is updating the multi-year budget plans based on conservative enrollment estimates and a reduced blended discount rate (reduced back to 60%).

A goal of the Strategic Plan is to increase enrollment by 7% annually. Achieving this goal will include developing a new financial aid model, updating recruitment goals in consultation with deans, department chairs, and faculty, and engaging faculty and staff in recruitment efforts. It is important to note that our budget projections are based on more conservative enrollment projections. These

enrollment projections are developed through consultation with enrollment management consultants and are based on current enrollment and retention trends. In fiscal year 2021-2022, gross tuition and fee revenue accounted for 77% of total operating revenues (less one time HEERF grant funding). While this is a reduction from 2020-2021 (81%), the College is still highly tuition-dependent. The Strategic Plan also includes tactics to diversifying revenue streams to decrease tuition-dependency and increase both restricted and unrestricted fundraising. The College has established a goal to increase the endowment, both restricted and unrestricted, with an annual goal of \$6 million established in 2021-22. The market value of the endowment as of June 30, 2022 was \$40 million.

Criterion 4: Fiscal and Human Resources and Technical Infrastructure

The College **consistently assesses its fiscal and human resource needs** to ensure adequate support of operations. The College regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the College considers all expenditures related to its ongoing mission-related activities, as well as the conduct of services undertaken to support those activities, to be general expenditures.

The College's strategy to achieve financial sustainability is based on developing a plan for a future Saint Rose that is grounded in its founding values of meeting the needs of students and of the times. The College continues its commitment to financial discipline, including efforts to increase net tuition revenue, controlling the institutionally funded financial aid discount rate, increasing undergraduate enrollment, by increasing the pool of new students and increasing retention of current students, expanding graduate enrollment while transitioning program delivery modes to online/flex, continuously controlling expenditures and streamlining organizational structures to better serve students and conserve resources, regularly reviewing of vacant positions and the need to fill the vacancy, increasing unrestricted and scholarship fundraising, and reducing debt service..

The College of Saint Rose revenue derives primarily from tuition, room, board and fees assessed to undergraduate and graduate students. In the past five years, the college has

experienced some downward pressure on enrollment from the combination of New York State changes to how SUNY tuition is charged (Excelsior Scholarship) and the drop in traditional-aged students attending college in the Northeast (SVIC4: Western Interstate Commission for Higher Education (WICHE) Knocking at the College Door Report 2020). In addition to these twin pressures there has been a strain on the enrollment at the college for the last few years, from COVID-19. We have initiated operating budget cuts and the receipt of one-time federal relief funds from the Pandemic narrowed annual budgetary shortfalls. These federal relief funds are not recurring so there was no impact to the College's structural deficit. The College is facing a multi-year budgeted operating deficit due to the decline in net tuition revenue.

The College is using a multi-pronged effort to increase undergraduate applications, yield and enrollment and has expanded its undergraduate recruitment contract with a national enrollment company. The College has retained a national branding firm to conduct market research, and to develop a new brand campaign. Moving forward, the college is placing a greater emphasis on admissions processes, yield activities, market position, and program differentiation. This work includes:

- Implementing a new strategic marketing plan to go into effect July 2022. This plan will emphasize the distinct features of Saint Rose to prospective students, alumni, and potential donors;
- Contracting with an Enrollment Consulting agency to support top of enrollment funnel activities to ensure a large enough applicant pool that will benefit from the improved yield strategies. The national enrollment firm has worked with the Interim Associate Vice President for Graduate and Undergraduate Admissions to establish the first year goal. The national firm recently expanded, adding new products that enhance their effectiveness and reach into the High School Market. They have projected an initial increase in applications to land between 35%-40%. This coupled with the new sales approach and projected increase in admitted students projects a first year class of 340 students;
- Recasting the admissions team into a strategic recruitment team that is well trained, data driven, and result oriented along with strong customer service orientation;
- Refining admissions standards through empirical research to improve first-year retention.

- Developing a seamless pathway for students who left Saint Rose in the last 7 years and are ready to complete their degrees; and
- Creating a 'Build the Teacher Pipeline Initiative' to encourage future students to choose to pursue teaching related majors and build the teacher pipeline. This initiative is expected to increase our full time undergraduate headcount by 90 students by Fall 2023. It should be noted that there was no increase built into the draft enrollment projections for Fall 2023 for this initiative

The expected net effect of these changes will be a larger applicant pool with more students considering Saint Rose in their top choice set. It is hoped that the noted changes in admissions and recruiting will result in improved yield rates and higher confidence for senior leadership when developing future year budgets.

As part of our plan to increase retention of current students, the College closely monitors annual retention metrics. The College is using a third party tool to identify students early who are struggling academically. The Academic Support Center has also piloted several interventions and new initiatives tailored to enhance academic skills and aid in retention

Beyond enrollment and tuition-based and room and board revenue, the department that is primarily responsible for generating funds is the department of Institutional Advancement. It is the fundraising and alumni relations arm of Saint Rose. In coordination with the Board of Trustees, Advancement engages and solicits alumni and other donors to financially support Saint Rose priorities, with the highest priority being student scholarships. Institutional Advancement is currently working on focused and targeted fundraising efforts to build enrollment, including a plan to increase flex-classrooms on campus, unrestricted support and expendable scholarships, a new microbiology lab, replacing the sports complex turf field and fencing, and the teacher pipeline initiative. The renewal and increase of funding for our BOLD Leadership Initiative is another example of a successful fundraising effort. The College had its largest fundraising year to date in 2021-2022, with approximately \$6.5 million raised. During Fiscal Year 2023 the College received \$2.4 million from a partial distribution of an estate gift from a long-time Trustee. In response to the recent financial challenges, the office created the "Campaign for Saint Rose" fundraising plan with an overall goal of \$50

million goal by December 31, 2024. As of July 2022, \$36 million has been raised. A proposed action plan for securing at least the remaining \$14 million balance was presented for approval at the October 2022 Board meeting. Major elements of the plan include seeking additional unrestricted commitment from Board members, Major Gifts Fundraising, corporate and foundation engagement, and expansion of fundraising events (SVI.C4: The Campaign for Saint Rose Draft Plan 2022). A new VP for Institutional Advancement joined the College in January 2023.

Efforts to control expenditures include consolidating space and obtaining Board approval for the sale of properties. The College terminated a long-term operating lease for resident hall space, resulting in cash and budget savings in excess of \$1,000,000. The College refinanced its bond debt, reducing annual debt service expense. With the outlined revenue enhancing and expense reduction initiatives, the College continues to review and enhance future strategies to move to a balanced budget.

As noted elsewhere in this report, staff turnover is a challenge that the College is addressing. Staffing needs are assessed annually and requests for new positions and filling vacant ones must be justified based upon relevant metrics for that position (SVI.C4: Staffing Exemption Form). In fiscal year 2021-22, there were fewer residential students, so we reduced the staff accordingly and have seen savings in maintenance personnel, resident assistants, and area coordinators. When a vacancy occurs, the position is re-assessed to determine if it is still necessary and continues to fit current needs. The assessment process recently approved by the Cabinet requires that these assessments directly link the need for the position to the institutional goals outlined in the Strategic Plan. Prior versions of the assessment did not explicitly reference the Strategic Plan, and connections to College goals were only implied. The approval process for new faculty positions requires assessment of programmatic needs, including justification based upon historical and projected enrollment trends. Priority is given to positions in areas that are student serving, life and safety, or revenue generating. The assessment process for administrative and staff positions also includes evaluating department work load and procedures to determine whether the job duties associated with the open position can be redistributed to existing positions, by streamlining processes and creating efficiencies. The College's effort to recruit a diverse workforce is also directly linked to the Strategic Plan. Part of the process for recruiting faculty and other key positions is the creation of a diversity plan to attract candidates with diverse backgrounds. The College's Chief Diversity Officer

is part of the assessment and approval of these plans. While there has been some modest improvement in the diversity of employees at Saint Rose in the past ten years, we are continually striving to create an increasingly diverse workplace.

Faculty needs are determined through an assessment of program requirements. This process is outlined in the Faculty Manual (SVI.C4: Faculty Manual, p.78) and includes input at the department level, school level, and cabinet level. Recommendations are made to the President for final approval. External factors such as program accreditations and state requirements also influence faculty staffing levels. The College believes its faculty levels are adequate for our needs and reflect our values, pedagogical approach, and the requirement of program accreditors (SVI.C4: IPEDS Human Resources Survey 202-2021). The Saint Rose community prides itself on classroom innovation and exceptional teacher pedagogy, which occurs more often, in our opinion, when classes are smaller.

In addition to hiring, the College also looks to maximize the effectiveness of existing staff and resources in order to ensure necessary work is being completed and students are being adequately served, while conserving budget resources. One example of alternative staffing solutions occurred in the Physical Plant department. When a position opens, the department evaluates its function to see if those functions and responsibilities can be combined with other positions to increase efficiency. Since the start of the pandemic, Physical Plant has had difficulty finding employees to fill two grounds positions and two custodial positions due to a shortage of viable candidates. As a result, one of the open grounds positions was temporarily converted into an operating expense, and a contractor now supplements the staffing shortage. The department is also assessing whether the starting pay rate may contribute to the lack of viable candidates.

The College makes continual efforts to recruit and keep qualified faculty, staff, and administrators; however, some college positions are more challenging to recruit and retain. For example, positions in the ITS department have been hard to fill due to competition from the private sector. To improve employee retention, the College conducts exit interviews, uses salary data from other institutions (CUPA-HR), and assesses positions when turnover occurs which could provide good data for discussing staffing levels.

Currently, the College operates with approximately 150 fewer positions than in 2019-2020. Some of this change is to be

the result of the administrative and program adjustments discussed above, or reflects changed circumstances and reduced enrollments. Some of this reduction is the result of attrition for other reasons. As noted in other sections of this report, this attrition, especially in critical areas, is of concern to the campus community. Analysis by Human Resources shows that the top three reasons people leave Saint Rose include retirement, job security, and pay and benefits. To address the latter, a Benefits committee comprised of faculty, administrators, and staff make recommendations on benefits offered to all employees. This committee meets annually to ensure benefits offered are competitive, appropriate, and appealing. After reviewing the exit interview analysis prepared by Human Resources, the President recommended to the Board an investment in employee retention that included a salary increase for all non-union employees, an increase in retirement benefits for all employees, and the elimination of the temporary pay reductions approved in April 2020. The board approved the recommendation and it was implemented in April 2022. To address concerns over job security, College management engages in open discussions with the campus community. Community-wide convocations are held periodically to discuss College finances and update the community on initiatives to increase revenue. The decision to implement the salary and retirement benefit increases was intended to increase employee morale, as well as increase employee retention. The College was experiencing a 25% employee turnover rate and the board approved the salary benefit increases. Other examples of morale boosting initiatives include the restoration of our 100% tuition remission benefit for employees and their dependents and additional paid vacation time for College employees, closing the College for an extended winter break and reducing summer working hours. Management continues to seek ways to boost employee morale, and retain faculty, administrators, and staff in order to ensure we can continue to foster student success and carry out the College's mission.

The College continuously assesses its technical infrastructure to ensure that it is adequate to support both the academic needs of our students and College operations. One of the Information Technology Department's (ITS) unit level goals is to provide technology resources, support, and education needed to support the College's academic, professional, research and institutional objectives (SVI.C4: Annual SOAR - Information Technology Services 2020-2021). An ITS Help Desk ticketing system is used to track all user issues. Data from the ticketing system is analyzed to evaluate whether changes are needed to ITS-supported systems. Satisfaction surveys are sent to a sample of ticket submitters in order to

regularly assess the overall level of satisfaction with Help Desk services.

An annual student survey assesses student satisfaction with the College's technology inventory and capabilities. Survey data is used to improve technology services and support and as the basis of budget requests. This 2020 survey revealed that the College's Wi-Fi did not meet student usage needs. As a result, the College implemented a multi-year upgrade to its Wi-Fi system, an effort partially funded by federal grant money. When the College decided to add additional Flex Classrooms, ITS developed a survey that was administered to faculty members who had taught in the existing Flex Classrooms to determine what worked well and to gather suggestions and recommendations for improvement. The data from the survey informed the decision making process for the new Flex classrooms.

ITS meets with members of the Academic Technology Committee and the Super Users & Programmers group to identify College priorities and review a variety of technology topics, including the College's technical infrastructure. The Academic Technology Committee uses surveys to monitor satisfaction with academic technology. An annual survey is sent to all faculty to assess the current level of academic technology and whether or not it is meeting the needs of educators and students. The Academic Technology Committee meets annually to discuss the results of these surveys and to make recommendations. One example of a decision made based on survey results was the transition from the Blackboard LMS to Canvas from Blackboard in 2018. Both faculty and students expressed much dissatisfaction with Blackboard functionality and usability. The transition was carried out by department and in two phases. Faculty members in the departments choosing to be on the first wave made the switch in Fall 2018. The departments on the second were transitioned in Spring 2019. Another example is the decision to add technology in common areas in the Albertus Hall hallways and corridors and in the lounge in the campus center after students and faculty expressed desire for more study spaces with access to technology. Another example of a data-informed outcome is the decision to adopt Watermark solutions as a replacement for our course evaluation and student assessment platforms in 2023. Online learning services proposed this change after evaluating helpdesk requests and negative feedback on the old systems from both faculty and students. Most of the College's technology systems generate regular logs that document system performance and record any issues. Alerts are also generated when certain performance indicators deviate from desired parameters or specifications. These Issues are investigated

with the intention of preventing reoccurrences of the same problem. ITS currently contracts with a cyber-security vendor to provide 24/7 monitoring of Saint Rose systems.

Criterion 5: Well-defined Decision-Making Processes and Clear Assignment of Responsibilities

The College's leadership structure follows industry standards with a Board of Trustees, President, Executive Cabinet, and mid-level managers. The Board of Trustees has a well-documented process of recording and archiving the minutes and presentations from each meeting. At the cabinet level, the President holds weekly executive cabinet meetings where college-wide issues are discussed and each cabinet member provides updates for the departments within their areas. Guests are invited to address the Cabinet as needed. Cabinet members communicate decisions and recommendations to the employees in their departments. The Cabinet is responsible for enterprise risk management, adhering to policies, procedures, and regulations that are global in nature and generally require reporting to local, state, and federal governments. Decision-making is appropriately spread throughout the organization in positions and levels appropriate to the work being done. These decisions are guided by College policies as well as applicable federal and state rules and regulations.

High-level decisions, such as upgrading our Wi-Fi network, are made at the Cabinet level. Cabinet sets goals and policies and the responsible department executes and enforces these policies. All cabinet meetings are documented, including meeting notes detailing executive decisions, follow-up tasks, and responsibilities. An example of cabinet-level decisions is the College's response to the COVID-19 pandemic. Prior to the pandemic, the Emergency Management Team (EMT) met monthly and reported to the Cabinet on policies and plans related to disaster and emergency protocols. In January 2020, campus discussion commenced regarding the nature and effect of COVID-19 on the campus community. In February 2020, the Cabinet made the decision to reframe this team to form a Pandemic Committee made up of various units across campus.

Table VI. 2 Pandemic Task Force Membership

Emergency Management Team	Pandemic Task Force
President	Associate Vice President for Academic Affairs
Vice President for Student Affairs	Vice President for Student Affairs
Associate Vice President for Marketing & Communications	Associate Vice President for Marketing & Communications
Associate Vice President for Human Resources & Risk Management (co-chair)	Associate Vice President for Human Resources & Risk Management
Director of Safety & Security	AVP for Facilities
Dean, School of Math & Science	Director of Health Services
Chair, Emergency Operation Group (EOG)	Associate Vice President & Director of Athletics
	Director of Residence Life
	Faculty Member
	Director of Health & Safety
	Director of Campus Events
	Assistant Vice President for Undergraduate Admissions

This group was tasked with addressing issues specifically related to the outbreak of COVID-19. The committee examined the Pandemic Influenza Plan (SVI.C5: Pandemic Influenza Plan 2012) created years earlier during another pandemic to develop a benchmark for decisions moving forward and made recommendations for dealing with the pandemic in regard to campus health and safety. The Committee reported weekly to the Cabinet to share information and make recommendations for decisions related to the College's pandemic response.

In March 2020, the College decided to close all residence halls and have students return home by March 15. College classes transitioned to remote instruction effective March 18. These decisions were made prior to any local, state, or federal policies, mandates, or directives. Deliberation among the members of the Pandemic Task Force revolved around the safety of the students. Approximately 35% of the undergraduate students at that time were from areas hardest hit by the pandemic, such as New York City, so there was a prominent concern regarding whether travel restrictions or bans would prohibit students from returning home. The Pandemic Task Force also recommended that residential students remove all of their belongings, as the college anticipated the pandemic would last well beyond the end of the semester in May. This turned out to be a fortuitous decision, as many other colleges required students to return home temporarily, a decision that made retrieving belongings more difficult later in the semester (SVI.C5: Inside Higher Ed article - Dorm Evictions for the Public Good).

Academically, the most pressing concerns of the committee members revolved around preserving the academic integrity of instruction and the students' ability to maintain their enrollment. Faculty were trained in remote modalities over two days after the decision to teach remotely was made. The departments of ITS and OLS were heavily involved in this effort. Faculty were familiar with Canvas, the online learning platform, having used it as a course management tool, so most of the workshops related to using video streaming tools such as Zoom. Academic leadership met frequently during this time to assess academic policies and discuss with faculty how to adapt rules during the remote learning period. Faculty also expressed concerns regarding student access, and the college made laptops and other learning devices available through a loaner program.

After the Spring 2020 semester, the Academic Restart Group, made up of faculty and academic administrators, considered the return to campus instruction in the Fall of 2020. Discussions with faculty and student surveys determined that returning to campus would result in a better educational experience. Careful coordination with facilities to ensure classroom and study spaces had the proper protections, such as the removal of desks to provide required social distancing, the installation of Plexiglass barriers, and a schedule to ensure frequent cleaning. The College provide additional resources where necessary. An example is the singing masks and protective devices for wind instruments for music students. Online Learning Services provided additional training and support of online and hybrid teaching. In subsequent terms, faculty were supported to move their classes back to face-to-face or hybrid modes to ensure that students received as much face-to-face instruction as possible while still responding to the changing nature of the pandemic.

The campus created its own vaccination policy to prioritize the health and safety of our students, and developed a policy that could be enforced effectively. Students were required to be vaccinated, or to have valid exemptions, by the Spring 2022 semester. To support students to meet this deadline, the College partnered with a local health agency to offer vaccination clinics on campus. Students received vaccinations throughout the semester to help them meet the requirement. Information on vaccines and safety was made available to students with questions. By the beginning of the Spring 2022 semester 95% of all students were vaccinated.

Finally, it is important to note that budget resources were reallocated to address health and safety concerns, as well as technological needs, throughout the pandemic. The College assessed available resources and re-projected the bottom line. To support the financial requirements of the pandemic, the College applied for newly available federal grant funds and generated new non-tuition revenue to partially offset unanticipated expenses and lost revenue.

The decision to transform the EMT into the expanded Pandemic Task Force resulted in greater confidence and trust from the College community. Having a faculty member on the committee who could address faculty concerns was invaluable. Overall, impressions of the Pandemic Task Force and decisions made by the College during the pandemic are largely favorable. Communication was frequent and included clear and thoughtful instructions. Offices also needed to adapt to the pandemic (i.e., making processes and forms electronic).

As an example of campus wide decision-making processes that are designed to be flexible and responsive, the pandemic highlighted the strong inter-departmental communication and clear assignment of responsibility that allowed the campus to quickly move to an online learning platform and remote work format. While the Cabinet does not have a formal process to review and assess decision-making protocols, all decisions are reviewed after they are implemented. Two areas of improvement were noted by members of the Pandemic Task Force. First, while meal delivery to students in quarantine started at a low volume, it increased over time, making it difficult for the limited staff charged with this task to keep up with the need. Second, managing the return to in-person instruction and balancing social distancing, with requests for hybrid modalities, proved challenging and provided an important lesson: accommodating all requests from students and faculty was not possible.

Cabinet members are responsible for decisions affecting their areas of responsibilities. Decisions for units within broader areas are made by Deans, Directors, and Managers. For instance, as part of the pandemic response, the Provost tasked the Dean of Arts and Humanities with creating a Team to develop the College's academic plan for return to studies in Fall 2020. This academic team was made up of faculty and staff from academic departments. It worked closely with the Pandemic Task Force to ensure consistency.

College policies act as guides in decision-making. These policies indicate decision-makers, processes, and timelines. For example, the Bursar, Accounting, Registrar, and Finance Aid committee have decision-making policies for student withdrawal and medical leave. Academic management decisions are also well-documented and up to date in the college catalog, outlining common procedures and policies related to student activities such as registration, academic standing, and advising. The governance document included in the Faculty Manual outlines roles and responsibilities for input, recommendations, and decisions in the academic areas. This includes identifying the responsible parties for each role. Administrative policies are posted on the College's Human Resources SharePoint site, which also contains current copies of handbooks for faculty, administrators and staff. Student policies are set out in the Catalog and Student Handbook. Where appropriate, these documents provide information on decision-making processes and provide clear guidelines on responsibilities.

Criterion 6: Comprehensive Planning for Facilities, Infrastructure, and Technology

The College undertakes comprehensive planning for facilities, infrastructure and technology. Decision-making on facilities, infrastructure, and technology is grounded in the needs of users. For instance, the college takes direction from Academic Affairs regarding the need for new facilities or renovations to support academic programs. The case of the new BS in Nursing program is an example. The Facilities Department was informed well in advance that the program required the construction of an additional microbiology lab to aid nursing and other science students. Working with several campus partners from various departments, a preliminary budget was developed outlining construction costs and means to secure grants and donations for construction of the new space. The lab is planned for operational use by the Fall semester of 2023.

In 2019, Facilities created a five-year capital plan to guide decision-making and provide for long-term planning. This plan will be re-evaluated next year (SVIC6: Facilities Operations Five Year Budget Projections 2022-2027). Facilities receives a list of approved capital projects scheduled to be funded in that budget year based on available capital for expenditures. The list is generated through a campus-wide project request/approval process. New requests are added to the list of projects that were not completed in the previous year (SVIC6: Facilities Project Request Process FY2023). The entire list is reviewed and prioritized by the Facilities Management team, the VP of Finance and Administration, the office of the President, and various other campus stakeholders as deemed appropriate. One priority in our multi-year plan relates to energy expenditure and our drive toward net neutrality. An example of a campus-wide effort to lower our energy foot print was an upgraded lighting initiative in the gymnasium and parking lots that converted lighting in those areas to LED. Initial investments will be recouped in 2.9 and 11.4 years respectively. The Finance and Administration office uses the five-year capital plan in the decision-making process, and the College annually updates the plan based on changing priorities.

In September of 2019, the Facilities Department held an "unexpected events" planning exercise. This exercise demonstrated that the College needed to encumber funds in the event of unexpected expenditure that may fall outside of the Facilities operating budget. As a part of capital project planning, the department now holds a pool of contingency budget funds to support potential expenses, such as a collapsed sewer line and subsequent emergency

repair, flood or storm damage, environmental remediation, including mold or sewage cleanup, or replacement/repair of a significant piece of campus utility infrastructure.

Routine maintenance expenses, such as annual maintenance contracts (Elevator Maintenance and testing, sprinkler system inspection and testing, etc.), are charged to the annual operating budget. The Facilities Department has several recurring costs associated with operating the College's physical plant that make easier year-to-year resource planning. The department holds contracts with several outside vendors to maintain areas on campus that staff members may not have the experience or necessary certification to repair. For example, a three-to-six-year contract is in place for the college-wide sprinkler system maintenance. Continuity of service offers a degree of cost stability and helps with budget planning. Vendors also benefit from holding their costs steady for the contract term in return for a longer commitment from the College.

To assess the overall efficiency and adequacy of resources, Facilities annually examines budget utilization. The department can see where spending fluctuated and works with Finance and Administration to adjust the budget allocation between expense accounts for the current fiscal year and/or to request additional budget funds for future fiscal years. For example, Facilities saw the need to increase the amount of money budgeted to the "HVAC Service Contracts" account line for the Physical Plant operating budget. HVAC staff could not perform proper preventative maintenance on the campus chillers and maintain the cooling systems properly. Facilities initiated a service contract with a local HVAC company with expert-level experience.

Facilities maintains a list of buildings and equipment within its Computerized Maintenance Management Software system (CMMS). The department uses the CMMS for generating preventative maintenance tasks for the facilities staff, but not for planning upgrades or equipment replacements. As equipment degrades, the capital planning list is amended to schedule replacements or equipment/system upgrades. The department seldom experiences a situation in which it does not foresee significant mechanical failure of a piece of equipment that requires an emergency replacement. The facilities management team keeps close track of critical campus systems, making sure plans are in place to replace parts as necessary. In 2018, for example, the department noticed that the cooling tower water basin had corroded severely over the summer, resulting in small leaks. The department maintained functional operation of

the equipment through the end of the cooling season and added a total cooling tower replacement project to the capital budget for the following spring. This cooling tower was replaced in April of 2020.

For urgent projects, Facilities studies the situation as a whole rather than focusing on one item. For example, when a single boiler replacement project in the residence hall at 956 Madison turned into a more complex job, redundancy was built into the system by installing two smaller capacity boilers and a hot water storage tank, a decision that allowed the boilers to make domestic hot water as well. This enabled the department to eliminate four electric water heaters, which reduced energy usage. The decision to take this approach was reinforced by reviewing the campus energy efficiency study, (SVI.C6: Energy Efficiency Report (C&S Engineers) October 2020) which demonstrated that this building used the most electricity of all residence halls.

Technology planning at Saint Rose is informed by the mission and Strategic Plan, and supports the goals and objectives of the Strategic Plan. ITS is involved in the planning of new construction, acquisitions of new properties, and major renovations of existing properties. The College had made progress in addressing deferred maintenance by upgrading and replacing technology systems and equipment. Information Technology Services (ITS) created a five-year plan for technical infrastructure (SVI.C6: Five Year Technology Plan Revised 2021). This plan outlines when technology systems, equipment and software should be upgraded and the projected costs. This plan is reviewed with the AVP for Financial Planning annually and informs the development of the technology budget for the upcoming year. Technology contracts and licensing agreements are also evaluated annually and re-negotiated at the end of each contract term.

One of the Information Technology Department's (ITS) unit level goals is to responsibly manage College technology resources by utilizing appropriate planning and management. The Associate Vice President for Information Technology monitors the current technology budget to ensure the unit stay within approved budget parameters and to plan for additional needs in future years. Over the past two years, the College provided funding to replace the network firewalls, replace Intermediate Distribution Frame (IDF) network switches, acquire additional physical servers to support the virtual server farm, replace the wireless network, and build three Flex classrooms. ITS completed most scheduled classroom, computer lab, and other academic computer replacements as specified in the Five Year Technology Plan. Budget constraints have delayed some

technology projects and upgrades. Due to staffing shortages within ITS, the College currently uses a third party company to provide support with certain ITS functions.

Criterion 7: Annual Independent Audit

The College's financial statements and schedule of expenditures of federal awards are audited annually by an independent audit firm. The auditor's opinion for the past five years has been unmodified, identifying no material weaknesses or significant deficiencies and noting no noncompliance material to the financial statements. In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The College of Saint Rose as of June 30, 2022 and 2021, and the changes in its net assets audits cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America" (SVI.C7: Audited Financial Statements 2021-2022). The College has consistently qualified as a low-risk auditee (SVI.C7: Audited Financial Statements 2021-2022). This history of a clean audit is evidence of the College's commitment to accurate financial reporting.

The Board of Trustees approves the audited financial statements prior to issuance of the report. The Board also receives a report from the independent auditors, with required communications to those charged with governance, including audit results. Any audit findings are discussed at the Audit Committee meeting and College management provides a response and corrective action for any reported findings.

Criterion 8: Measuring and Assessing the Adequacy and Efficient Utilization of Institutional Resources and Criterion 9: Periodic Assessment of the Effectiveness of Planning and Resources

College budget resources are assessed on a continuous basis. Each year, Cabinet members have the opportunity to provide feedback on the **adequacy of their current budgets through the budget request process** discussed above (SVI.C8, SVI.C9: Budget Process October 2021; SVI.C8, SVI.C9: Fact Book 2021-2022). Budget managers connect new budget requests to a strategic plan initiative or institutional mission or goal. Due to limited resources, the College needs to prioritize funding for initiatives and activities, with priority given to initiatives and activities deemed mission-critical. As noted under Criterion 1, planning and resource allocation at the College are based in part upon the goals and objectives of the College's Strategic Plan which is informed by the College's mission.

The College assesses the effectiveness of planning and resources.

Monthly reports identify expense overages and revenue shortfalls. Budget managers are required to transfer funds between budget accounts to cover expense overages. When it is apparent that revenue is going to come in under budget, Finance attempts to reduce operating expenses to cover the expected revenue shortfall. If this is not possible, Finance develops a budget reforecast. Budget reforecasts are presented to Cabinet and the Board. In most cases, the revenue shortfall is due to lower-than-expected enrollment. As enrollment shortfall affects future fiscal years, the multi-year projections are updated with current information in order to determine the availability of resources for the upcoming budget years. Finance seeks input from all Cabinet members when cutting expense budgets and approving significant new budget requests. The academic program review process also has a financial review component, to ensure the effective use of resources. Each program looks at enrollment metrics, net tuition revenue, and expenses to determine whether the program is operating at a surplus or deficit.

Requirements of Affiliation and Institutional Priorities

The evidence provided in this standard addresses compliance with the Requirements of Affiliation numbers 10 and 11. Planning and resource allocation at the College is based in part upon the goals and objectives of the College's Strategic Plan, which sets out institutional objectives including academic excellence, student success, and fiscal strength. The Strategic Plan includes a goal to create a college-wide resource allocation and assessment process, with recommendations from the annual and periodic assessments, to further integrate budget planning with student learning goals and institutional effectiveness. Management is in the process of implementing the strategies detailed above, in order to ensure resources are adequate to support educational programs and ensure financial stability. While planning and institutional improvement affects all aspects of work and life at the College, the information in this review primarily supports Institutional Priority 4: Ensuring Fiscal Strength. Paying close attention to budgeting and resource allocation, and the associated processes, supports the overall well-being of the College.

Areas for Improvement and Innovation:

As described above, the College relies on numerous policies and procedures in planning, resource allocation, and institutional improvement. In order to ensure that policies and processes are efficient and meeting our needs, and to enhance constituent participation, we suggest:

- That the College implement a policy on policy review. This would ensure that policies and processes are as effective as possible. Currently, the College has a draft of such a policy which should be reviewed, updated, and approved; and,
- That the College continue discussions of ways to expand participation in the budgeting process, such as the use of a Budget Advisory Committee, as noted above, or an expanded role for SPPC in the development of multi-year budgets

Summary

The College of Saint Rose meets the criteria in Standard VI in the areas of financial planning, resource allocation, mission alignment, transparency, resourcefulness, accountability, and effectiveness. The College maintains a strong foundation comprised of thoughtful processes and well-built facilities to support its goals as an academically challenging yet supportive environment for students, faculty, and staff that exemplifies the founding values of the College. These processes will continue to be important as the College continues to deal with revenue challenges resulting from the effects of demographic realities on enrollment. The College continues its commitment to financial discipline in order to address declining enrollment and a structural operating deficit. Management is evaluating and implementing the aforementioned strategies to fund the College's expenses and growth to achieve a level of revenue adequate to support the College's cost structure going forward.

Standard VII Governance, Leadership, and Administration

Executive Summary

The institution's governance, leadership, and administration meet its purposes and support the College in fulfilling its mission and vision. The College meets the criteria of Standard VII, as well as the requirements of affiliation related to this standard. The following account of governance, leadership, and administration addresses the lines of inquiry identified for this standard.

Criterion 1: A Clearly Articulated and Transparent Governance Structure

The College of Saint Rose is committed to shared governance between the Board of Trustees, College administration, and faculty. The Representative Committee of the Faculty (RepCom) facilitates full faculty meetings, elections for committees, and regularly communicates with the Provost. The components of governance align with and support fulfillment of the mission and vision of the College. The **governance structures are clearly articulated and transparent** and are set out in several documents that denote roles, responsibilities, and accountability for decision making at the College (SVII.C1: Faculty Manual, Addendum II); SVII.C1: Board of Trustees By-Laws 2020, Article IV). These documents have been approved by the appropriate constituent groups: the Bylaws of the College approved by the Board of Trustees (BOT), and the Faculty Manual (FM) and Faculty Governance Document (FGD) approved by the faculty and Board. The College is chartered by the Board of Regents of New York state, and all programs are approved by the Board of Regents through the New York State Department of Education (NYSED).

Roles and responsibilities related to academic decisions are set out in the Faculty Governance Document (FGD) with 20 standing committees playing a pivotal role in providing input, review, and recommendations leading to decision-making. These include strategic planning, new program approval, review academic grievances, and the granting of rank and tenure to faculty (SVII.C1: Committee Membership List 2020-2021). Each governance committee has a constitution that sets out its membership and articulates the responsibility of the committee. The College is currently discussing re-organization of Academic Affairs. This reorganization might require the College to review and revise the Faculty Governance Document and that organization of the

committee structure.

One example the shared governance process between the faculty, standing committees, and the Board of Trustees is the development and approval of new degree programs. This process is delineated in the Faculty Manual and includes approval by the respective academic department and school, by the appropriate governance committee, the Undergraduate Academic Committee (UAC) for undergraduate programs or the Graduate Academic Committee (GAC) for graduate programs. Only after approval at each of these stages do programs go to the Provost/VPAA and then to the Academic Affairs Committee of the Board, the full Board of Trustees, and NYSED for approval. Only after NYSED approval is received can a program be marketed and delivered to new students.

Another important example of how shared governance functions is reflected in the work of the Committee on Rank and Tenure (CRT). The Committee on Rank and Tenure is charged with evaluating faculty applications for tenure and advancement in academic rank. As described in its constitution, the committee is composed of six full-time tenured faculty members (no more than two from each School), with at least one year of service at The College of Saint Rose, a minimum rank of Assistant Professor at the time of membership, and three alternate members. Guidance for completing applications for tenure and advancement in rank are found in Chapters 3, Sections A and B of the Faculty Manual. The Committee on Rank and Tenure uses the metrics in these sections for evaluation of candidates and submits recommendations for each candidate to the Provost/Vice President for Academic Affairs. The Provost/VPAA writes recommendations for each candidate and submits these, and those from the Committee on Rank and Tenure, to the President, who makes recommendations to the Academic Affairs Committee of the Board of Trustees (AACBT). The AACBT brings these recommendations to the full Board of Trustees in Executive Session (SVII.C1: Board of Trustees Academic Affairs Committee Agenda February 14, 2022). The rank and tenure process successfully pivoted to electronic portfolios during the COVID-19 pandemic, and, due to their efficiency, the faculty voted to continue to use electronic portfolios.

The Student Association (SA) is the governing body for the students at The College of Saint Rose. SA was founded as an organization to represent the voices of all students in the governance of the College, as is clearly set out in its constitution: "We, the students of The College of Saint Rose, in order to establish and protect our rights and responsibilities as students, to promote the unity and effectiveness of the

Student Body, to voice our opinions in the governance of The College, and to promote the independence and general welfare of the entire student community and The College as a whole, do ordain and establish this Constitution of The Student Association of The College of Saint Rose" (SVII.C1: Student Association (SA) Constitution 2013). The Student Association is comprised of the Executive Board and general members. The Executive Board includes a President, Comptroller, Director of Communications, Director of Academic Activities, Director of Special Interest Groups, Director of Social Activities, and an Executive Assistant. The general members are all students at The College of Saint Rose.

The Student Association is designed to function as a representative for the student body's voice, as well as to work with student clubs and organizations. The president of the Student Association attends full Board meetings. In the past 10 years, the emphasis of the SA changed from representing student voices in governance to managing clubs. Each SA student director on the board oversaw various clubs, processed paperwork, and planned campus events. In the last five years, involvement in SA has decreased. Fewer students attended meetings, clubs disbanded, and few students ran for board positions. In academic year 2021-2022, the College did not have an SA board, and many clubs were inactive due to lack of interest and limited in-person activities the previous year due to the pandemic. In order to find a sustainable student government model, a Student Leadership Survey was conducted in October 2021 to gauge student interest in leadership on campus and the value it has for their post-graduate careers. Currently, focus groups are being conducted to engage in more in-depth discussion with students about student government, the structure of the organization, and the role the Student Association should have on campus. Interviews with alumni past-Presidents of the Student Association are also being held to examine what challenges they faced, and how the administration could better support them. This multi-pronged assessment approach is being used to develop a revitalized approach to student government at the College. The SA constitution is currently being re-written. The revised constitution will be brought to the students, the President, the President's Cabinet and to the Board of Trustees Student Affairs and Student Success Committee for review and input prior to final approval by the Board (SVII.C1: Student Association (SA) Constitution Proposed Draft January 2020).

Criterion 2: A Legally Constituted Independent Governing Body

The College's Board of Trustees (BOT) is the legally constituted and independent governing body of the College. Article I of the Board Bylaws states that the purpose of the College is "to provide an education which recognizes the individual potential of each student, drawing upon the heritage of the past to meet the needs of the present and to prepare for the future." This defines the College's purpose, and the Board's role as the governing body in serving the public good. The Board's Mission and Values Committee, as defined in the Committee's Statement of Purpose, regularly reflects, and assesses whether the College is fulfilling its mission and founding values of excellence in all endeavors, fostering an inclusive community, caring for the "dear neighbor," and meeting the needs of the times.

Aligned with Association of Governing Boards (AGB) **principles of good practice in board governance**, most of the work of the Board is carried out in its committees. Each of the Board's 12 Committees, including the Executive Committee, has a statement of purpose that guides their work. Each year, the committees evaluate their statements of purpose, which are then reviewed and approved by the Trustees Affairs and Governance Committee and the full Board (SVII.C2: Board of Trustees Committees Statements of Purpose).

The trustees of the Board conduct individual self-review and assessment of their role on the Board every 3 years when their term is up for renewal. This written assessment instrument was updated and revised in 2021 and approved by the Trustee Affairs and Governance Committee. The written assessments are then reviewed by the Chair of the Trustee Affairs and Governance (TAG) Committee and followed-up by individual conversations with the TAG Committee Chair and/or the Board Chair with each Trustee. The results of these conversations are shared in confidence with the TAG Committee.

The Board held a Board Assessment retreat in April of 2021 facilitated by Association of Governing Boards of Universities and Colleges (AGB) consultant Dr. Eileen Wilson-Oyeleran. This retreat was preceded by an AGB Board survey completed by all Trustees to assess the Board's effectiveness as a collective governance body. The data was analyzed in the aggregate by Dr. Wilson-Oyeleran and used in her facilitation of the Board Retreat. At this retreat, several action items surfaced which the Board's TAG Committee moved forward including revising the Board's by-laws. (A subcommittee of the Board completed this process in the Spring and Summer of 2022 and the Board approved the newly revised by-laws at its October 2022 meeting.) In July

2022, the Board held an in-person full-day retreat focused on the Board's fiduciary responsibilities that included a presentation by external legal counsel expert on this topic

According to The College of Saint Rose Board of Trustees Bylaws, Article IV Section 2, **the BOT approves and adopts all major changes regarding the educational policies and programs** of the College. It approves the granting of all degrees and honorary degrees, and enacts and amends the statutes of the College, particularly concerning the appointment, promotion, tenure, and duties of the officers, administrative officials, and faculty of the College.

The approval of new programs, faculty promotions, and granting of tenure are initiated in the Academic Affairs Committee (AACBT). A member of the Representative Committee of the Faculty attends the meetings of the Academic Affairs Committee. In order to facilitate communication between the bodies, the faculty representative recently has been asked to provide a report to the AAC on behalf of the faculty. This motion was submitted to the Provost and to the Educational Programs Committee (EPC, now named Academic Affairs Committee) and approved by EPC at its February 13, 2020 meeting, and the February 14, 2020 meeting of the Board of Trustees (SVII.C2: Board of Trustees Educational Programs Committee Minutes February 13, 2020). The Trustees will consider whether the submission of this report by the faculty could be codified in Board bylaws when the Board reviews and updates them.

In the past five years, the fiscal viability of the institution has been at the forefront in matters of governance and decision-making of the Board. **The Board approves the College's annual budget, tuition and tuition discount rates, and annual audit conducted by external auditors after approval by the Board's Audit Committee.** The Audit Committee meets independently with the external auditors.

The Financial Affairs and Physical Plant Committee (FAPPC) brings matters of fiscal urgency to the BOT to ensure the financial sustainability of the College. In the past five years, these matters included expense reductions due to the decrease in revenue resulting from declining enrollment, the financial impact of the COVID pandemic, meeting the net asset covenant requirements of the Bank holding the College's debt, and, most recently, refinancing the College's debt of nearly \$50 million. The FAPPC brought the issues facing the College to the full board at special and regular board meetings. These issues included the need to make cash draws funds from the endowment to cover operating expenses, and the risk of loan default and the resulting

impact on the College's accreditation and ability to accept Title IV funding, (SVII.C2: Board of Trustees Financial Affairs and Physical Plant Committee Agenda October 17, 2019).

As stipulated in the BOT bylaws, the Executive Committee (ECBOT) has authority to act on most matters between board meetings. The BOT has also scheduled special board meetings to address urgent matters facing the institution. In the past five years, the BOT has elected to meet as a full board in Special Meetings (as delineated in the Trustee bylaws) between the regular board meetings as they considered matters that were of urgency to the future of the College.

This was the case in the spring, summer, and fall of 2020 when the Board considered the issues facing the College due to the critical financial situation resulting from impact of the global pandemic on students, decline in enrollment and revenue, and increase in expenses. The FAPPC, Audit Committee (ACBOT), and full board reviewed detailed financial analyses of the revenue and expenses of the institution, multi-year forecasts, and the impact of continual draws from the College's endowment to fund operations and debt service (SVII.C2: Board of Trustees Financial Affairs and Physical Plant Committee Agenda October 17, 2019; SVII.C2: Board of Trustees Executive Session Agenda October 18, 2019).

In February 2020, then President Stefanco announced that she would finish her term as President on June 30, 2020. On March 9, 2020, the Board appointed Marcia White, an 18-year Trustee, as Interim President. With the onset of the pandemic, from late March to June 30, Interim President White participated in the day-to-day decision making of the institution to provide consistency in leadership during this time of crisis. Her term as President became fully effective on July 1. During this period, the full board met on March 24, April 9, June 12, and July 20. Shortly after this meeting, and following the procedures in the Faculty Manual, the President met with Representative Committee of the Faculty (RepCom) and shared with them the urgency of the College's financial situation, and the Board's approval for her to work with RepCom to convene a group to develop a plan for the reduction of academic programs and resulting retrenchment of faculty. The President appointed the Provost, the Associate Provost, the Vice President for Finance and Administration, and Chief of Staff to this joint working group, and the full faculty voted to have RepCom represent the faculty in the working group (SVII.C2: Motions passed in Special Full Faculty Meeting August 2020). From August through mid-November, this group reviewed materials from all academic departments.

The Joint Working Group (JWG) developed a plan in consensus, approved by each member of the group, and submitted it to the President on November 7 (SVII.C2: Joint Working Group Recommendations to Achieve Institutional Stability Memo to President White November 2020). The President submitted this report, unchanged, to the Board of Trustees along with all the supporting material considered by the JWG. The report and materials, including all the academic department proposals/reports, were posted on November 13, one week in advance of the Board's special meeting on November 20. The summary of the report titled Overview of Recommendations to Achieve Institutional Stability was jointly presented by Dr. Angela Ledford, Ph.D., Professor of Political Science (Co-Chair of the Representative Committee of the Faculty); Rob O'Neil, Assistant Professor of Art (Co-Chair of the Representative Committee of the Faculty); Debra Lee Polley, Vice President for Finance and Administration; and Lisa Haley Thomson, G'94 Chief of Staff. The RepCom co-chairs presented the perspective of the faculty at this meeting to ensure that the Trustees heard directly from the faculty as they considered the recommendations of the President and JWG that would have a profound impact on the College. (SVII.C2: Board of Trustees Special Meeting Agenda November 20, 2020).

The full Board met again in a Special meeting on December 7 and voted to accept the recommendations in the JWG's proposed plan to eliminate 25 undergraduate-, graduate-, and certificate programs out of a total of 109, leaving 84 academic programs open to new students. These decisions directly affected 10% of undergraduate students and 4% of the enrolled graduate credits, and resulted in the elimination of 33 out of 151 full-time tenure and tenure track positions in December 2021. Some faculty elected to take a retirement incentive (SVII.C2: Board of Trustees Special Meeting Agenda December 7, 2020).

The Board took this action fully cognizant of its fiduciary responsibility to sustain the institution, to fulfill its mission, its role in the Capital Region and the City of Albany, and its duty to the original vision of the founding sisters.

Another illustration of the BOT taking action on urgent matters was in the re-financing of the College's debt, which was re-financed through publicly held bonds underwritten by the City of Albany. This has reduced the College's annual debt service and alleviated the cumbersome bond covenants. This information was shared with the College community only hours after the bonds were issued (SVII.C2: President White Remarks at Campus Community Conversation October 29, 2021). The College has made all of

its bond covenants, including the June 30, 2022, covenants.

As stated clearly in its bylaws, **the Board appoints the Chief Executive Officer, and is responsible for the evaluation of the CEO.** It has been the tradition and practice that the appointment of the President by the Board is done in collaboration with a campus search committee comprised of Trustees, faculty, staff and administrators, and students. Campus wide input is sought, and finalist candidates have done day-long campus presentations.

The Board has an Evaluation and Compensation Committee (ECC) led by the Board Chair whose purpose is to evaluate the performance of the President and negotiate a presidential contract and compensation package. This Committee has a timeline and a process for evaluation of the president. The Trustees are considering how the process could be made more inclusive and include periodic input from the College Community.

As stated in Article X of the Board of Trustees bylaws, **each Trustee and key persons at the College must submit a conflict-of-interest questionnaire annually** to the Secretary of the Board of Trustees. Any questionnaire that discloses a possible conflict of interest is reviewed by the Audit Committee for potential conflicts related to payment for services, contractual relationships, employment, family, financial or other interests that could be or could be perceived to be conflicts of interest. As stated in the bylaws, if a conflict is disclosed, the trustee shall recuse himself or herself from discussions of, and abstain from voting on, such matter under consideration by the Board of Trustees or its committees. In addition to the statement in the bylaws, the Board has a Conflict-of-Interest Policy that is reviewed and approved annually by the Board's Audit Committee and full board of trustees (SVII.C2: Conflict of Interest Questionnaire). The Audit Committee is chaired by Trustee James Sandman, a highly regarded national attorney and currently the Distinguished Lecturer and Senior Consultant to the Future of the Profession Initiative at University of Pennsylvania Carey Law School.

The Board exhibits diligence in supporting the President in maintaining the autonomy of the institution while subject to the laws of the State of New York. Its bylaws state that the Board shall exercise ultimate authority over and ultimate responsibility for all acts of the College. No other entity is referred to or cited. The College's Board of Trustee bylaws (SVII.C2: Board of Trustees By-Laws 2020, Article II, Section 2), supported by the sponsorship agreement with the Sisters of St. Joseph of Carondelet, Albany Province, states that "not

less than one-quarter (1/4) of the voting members shall be representatives of the Sisters of St. Joseph, one of whom shall be designated by the Province Leadership Team of the Sisters of St. Joseph of Carondelet, Albany Province, from among its membership. There shall be thirty-six (36) voting members of the Board of Trustees" (SVII.C2: The Congregation of the Sisters of Saint Joseph Sponsorship Agreement April 2016).

Criterion 3: Chief Executive Officer

The **President of the College of Saint Rose is elected by and assessed by the Board of Trustees** (SVII.C3: Board of Trustees By-Laws 2020, Article IV, Section 2, p.4 and Article VI, Section 4, p.8). For the purpose of providing the Board with a broader basis for evaluating the President, the Standard VII working group suggests that the Board solicit college-wide participation in this assessment. The President reports to the Board of Trustees (SVII.C3: Organizational Charts). The President is an ex-officio member of the Board without vote and does not chair the Board (SVII.C3: Board of Trustees By-Laws 2020, Article II, Section 2, p.1 and Article III, Section 1, p.3).

On March 3, 2020, Dr. Carolyn J. Stefanco, who had served as President of The College of Saint Rose since July 2014, announced that she would step down from her position on June 30, 2020. At that time, concern about the spread of COVID-19 was rising globally and in New York state. On Wednesday, March 11, The College informed students that they needed to leave campus by Sunday, March 15, and that classes would be offered remotely beginning on Monday, March 16. Nonessential employees would work from home. On March 18, Jeffrey Stone, Chair of the Board of Trustees, taking note of this "time of unprecedented challenge and uncertainty, announced that the Trustees had "unanimously chosen Marcia J. White to serve as Interim President of the College" (SVII.C3: Marcia White Named Interim President Announcement March 2020).

The Board chose Marcia J. White as Interim President in a time of crisis in which the College was in severe financial difficulties and COVID-19 was spreading rapidly. White is a proud graduate of the College, who is familiar with the values of its founders and well equipped to foster the mission of Saint Rose. White, a former nurse, has a B.A. in Communications from Saint Rose. She served as a Saint Rose trustee for 18 years. When she came to the Board, White was working as press secretary and aide to New York State Senator Joseph L. Bruno, the Senate Majority Leader. In 2005, having demonstrated a high level of skill in marketing, communications, public relations, White was

named President of the Saratoga Performing Arts Center, a position she held for twelve seasons. In announcing White's appointment, the Board Chair cited **her professional experience and commitment to the College and its mission.** He noted that she was well known in the Capital Region for her role as President of the Saratoga Performing Arts Center (SPAC), where she restructured the Center's finances and reestablished it as a preeminent cultural institution.

In Article VII, section 3 of the Board's bylaws, the Board also makes clear **that the president has the authority and autonomy to fulfill the responsibilities of the position:** "The President shall have the general and active management, control and other direction of the business operations, education activities, and other affairs of the College." This is evidenced by the Board's acceptance of the recommendation of President White to work with faculty to develop a plan to reduce academic expenses. The Board did not explicitly direct the President to make the cuts; rather they approved her developing a plan to address the College's ongoing structural deficit which was then presented to the Board in December of that year (SVII.C3: Board of Trustees Special Meeting Agenda July 20, 2020).

The President's autonomy is displayed in other instances as well. One of these critical areas is the College's response to the pandemic. Under White's leadership, Saint Rose faculty and administrators developed plans for remote work and teaching and established guidelines and protocols to ensure the health and safety of the College community. The College returned to in-person classes and work in fall 2020 but provided options for remote and hybrid learning. The Pandemic Task Force continued to meet and make recommendations to the President. President White has continued to deal effectively with the COVID crisis. Another illustration of the president's autonomy and initiative was when students of color raised concerns about equity and racial issues in June 2020. White, in collaboration with the Director of the Women's Leadership Institute, held numerous all-college conversations on racism, and drastically revised the system for reporting incidents of bias. White also appointed the Director of the Women's Leadership Institute as Chief Diversity Officer and authorized the creation and filling of the position of Director of Diversity and Inclusion.

In August 2021, the Board named White President, extended her term through June 2023, and indicated that a national search would be launched for a new president in the summer or early fall of 2022. In making the appointment, the Board referenced her success in raising \$5.7 million and her facilitation of the efforts of the Representative Committee of the Faculty and a team of administrators to recommend

painful but necessary cuts in the academic area and praised White's commitment to partnering with faculty. In summer 2022 it was announced that the Board had made White permanent president, citing the need for continuity as the College continues to deal with the effects of COVID, enrollment, and faculty and staff morale.

In late October 2021, the College successfully refinanced its outstanding debt through the City of Albany Capital Resources Corporation thanks to the expertise and dedicated work by the Vice President for Finance and Administration. White's effective leadership and ability to reach out to Albany's elected officials and business community for fundraising and building confidence in the future of the College were noted as contributing factors by the Board in this significant achievement.

The **President is supported in her work by senior administrators with responsibility** for high-level oversight of key areas of the College's operations. In addition to the President, the President's Cabinet is composed of the incumbents in the following positions. Associate Vice President and Director of Athletics, Director of Women's Leadership Institute and BOLD Women's Leadership Network and Chief Diversity Officer, Associate Vice President for Marketing and Communications, Associate Vice President for Human Resources and Risk Management, Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, Associate Vice President for Student Development, and Chief of Staff. The President has the authority to change the composition of the Cabinet to respond to altered circumstances. Recent changes include the inclusion of the Associate Vice President for Human Resources and the Chief Diversity Officer.

Information Technology and Office of Online Learning Services partner with relevant stakeholders to procure and support the technological needs of the administration. A list of administrative information systems maintained by the College is in the document library. The College has a Super Users and Programmers Group composed of Information Technology staff and administrative technology systems users. The Group requests enhancements to systems and plans system upgrades (The Super User Group has not met in the past year). The Cyber Risk Mitigation Task Force is composed of senior employees in Finance and Administration, including the Associate Vice President for Information Technology. The Task Force reviews risks to College information technology systems and recommends solutions to identified risks.

Criterion 4: Administration

The College has a **clearly defined and documented organizational structure** with an organization chart that notes each position and incumbent and shows reporting relationships (SVII.C4: Organizational Charts). The organization chart is maintained and is accessible in the Human Resources area of SharePoint. **Administrative numbers are appropriate** for ensuring that necessary functions and responsibilities are fulfilled. At Saint Rose, an administrator is any non-faculty employee who is salaried and not hourly, and so consists of a broad range of positions and not just senior administrators. The number of full- and part-time administrators at the College has declined in the past 4 years, although the percentage of administrators in the overall employee population has remained consistent. The 'All Employees' category in Table VII. 1 below does not include adjunct faculty, as it was judged that inclusion of this group would skew the overall picture. While all current administrative work is getting done, declining administrative numbers and turnover have caused strain in some areas.

Table VII.1 Administrators as Percentage of Employee Population:

Category	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022
All Employees (Full and Part Time)*	571	568	557	502	426
Administrators (Full and Part Time)	196	208	196	178	159
Percentage of Employee Population	34	37	35	35	37

SOURCE: CES REPORT DATA /HUMAN RESOURCES/APRIL 2022

* Does Not Include Adjunct Faculty

The College's hiring process ensures that **administrative hires have credentials and professional experience essential to the position and consistent with the institution's mission.** The College has job descriptions for all administrative and staff positions which include responsibilities, qualifications, and reporting relationships. The College's Recruiting and Selection policy for administrators and staff positions notes a review of the job description, job responsibilities, and required qualifications by the hiring manager and the human resources representative as an initial step in the recruitment process (SVII.C4: Recruiting and selection policy for administrators and staff). This review includes an examination of the job's responsibilities and review of the required qualifications in relation to those responsibilities. The descriptions are revised, if appropriate, as an initial step in the process to fill an open position. The descriptions are also revised when an incumbent's job responsibilities change.

The College administration engages with faculty regularly by holding meetings with faculty, administration, and staff prior to the start of the fall and spring semesters (SVII.C4: Academic Calendar and Meeting Schedule 2022-2023). Administration has held special meetings with faculty as needed. Faculty are informed of these meetings in advance by email. Deans meet with the faculty in their Schools multiple times during the semester on set dates specified in the Academic Calendar, published at the beginning of an

academic year. The Provost holds regular meetings with all department chairs to discuss matters relevant to academic affairs.

The College administration engages with students initially beginning the summer before their first semester, welcoming them to campus prior to Orientation and answering questions. In their first year, students are contacted after the first month to inquire how they are progressing and remind them about important dates (Advisement Day, Spring Registration, etc.). All students are contacted about registration and Advisement Day, and following the registration periods if they have not registered for the upcoming semesters. Academic Success Mentors reach out to students on academic probation. Students are also involved in administration-sponsored activities such as Golden Knights Socials (once a month), Career Center events about potential job opportunities (several times a semester), and events such as the National Day on Writing and Reach Out Saint Rose. Students are involved in ad hoc committees discussing topics of significance to the student population. An example of this are the recent committees on diversity and inclusion. Students receive updates and reminders of these and other events through In the Know, a weekly newsletter sent from the administration to all students. The mental and physical health of students are prioritized as students receive weekly emails regarding the COVID pandemic, vaccinations, counseling services, and other

important and relevant health information.

The **work performance of all non-bargaining unit administrators and staff is evaluated annually** by the administrator's or staff member's department head (SVII.C4: Administrator Handbook; SVII.C4: Staff Handbook). This performance appraisal requires the setting and appraisal achievement of individually assigned objectives, as well the assessment of success in meeting established standards for a set of College-wide performance factors. Through the SOAR process, each administrative department identifies objectives that are consistent with the College's strategic plan. As discussed in previous Standards, departments review objectives and assess success in attaining those objectives on an annual basis.

Criterion 5: Timely and Appropriate Assessment of Effective Governance

Each standing and ad hoc committee established by the Board, "shall have a written statement of purpose and primary responsibilities." These statements are approved by the Board's Trustee Affairs and Governance Committee, and subsequently by the full board. "Each committee shall review such statements for their appropriateness and adequacy annually" (SVII.C5: Board of Trustees By-Laws 2020, Article VII, Section 1). The Committees use this review as an opportunity to evaluate whether they are effectively fulfilling their purpose as outlined in the Committee's statement of purpose. This requirement is explicitly stated in the Board of Trustees by-laws.

The Faculty Governance Document notes that "fidelity to the structures the College creates for governance, at every level and by every member of the College Community, is necessary to facilitate" positive outcomes (SVII.C5: Faculty Manual, p 75). All members of the College work to ensure that governance is shared appropriately. Each governance standing committee is required to regularly assess and reaffirm its constitution. We suggest that the Faculty set up a committee to assess satisfaction with the operation of the shared governance process. The assessment could be done every other year.

Administrators are assessed by their immediate supervisor through a process managed and tracked by Human Resources through an online portal. The President is assessed by the Board through a documented timeline and procedure for this assessment. We suggest that the Board facilitate a periodic college-wide assessment of the President, perhaps aligned with the President's contract renewal process. While

different processes and components of shared governance are assessed as noted above, there is currently no process at the College for assessing shared governance as a whole.

Requirements for Affiliation and Institutional Priorities

The College fully complies with requirements for Affiliation #12, #13, and #14. The College shares its governance structure as outlined in the Board of Trustees by-laws and its sponsorship by the Sisters of St. Joseph of Carondelet, Albany Province. The Trustees and key persons adhere to a conflict-of-interest policy as outlined in the Board's by-laws, and annually disclose any personal/financial interest that may pose a conflict. Those questionnaires are reviewed annually by the Board's Audit Committee. The President serves on the Board without vote and does not serve as Chair of the Board.

In its Annual Institutional Update, the College submits all information regarding enrollment, finances, and academic programs as required. This includes the College's annual external audit. This information is presented consistent with current best practices and standards in higher education. The College communicates in a timely manner with Middle States important news or changes in leadership, academic programs, or other issues that the College judges are of a level of which the accrediting agency should be made aware.

Areas for Improvement and Innovation

Shared governance is a part of the effective working of the College, and ensures that we are able to serve our students and fulfill our mission. During the pandemic, much of the work of governance at all levels of the College shifted to virtual modes. The College can build upon this experience to enhance our governance processes and address Strategic Plan Goal 3 to foster an engaged, inclusive, and supported community. In order to support our strategic objectives to foster a shared sense of purpose and to enhance internal communication we suggest:

- That the College explore ways of using technology to ensure full participation in governance processes that might not be possible in a strictly face-to-face environment. Our experience during the pandemic shows that governance participation can be supported through technology;
- That the Faculty set up a committee to assess satisfaction with the operation of the shared governance process. The assessment could be done every other year. We also suggest that the Board

facilitate a periodic college-wide assessment of the President, perhaps aligned with the President's contract renewal process. This should include a regular review of the governance document and Faculty Manual; and,

- That the College develop processes through which all employees can have a role and voice in the shared governance of the institution.

Summary

The College fulfills the criteria as outlined in Standard VII as well as the related requirements of affiliation. Processes of shared governance in the Faculty Manual and the by-laws of the Board of Trustees document interdependent processes of governance between the faculty, administration, and the board. Recent experiences within the College, as well as the external environment, inform continuing assessment of these processes, including by a task force reviewing the College's academic structure, by a committee of the board examining its by-laws, and by students, staff and alumni assessing student government. Assessment of the organization and its process is healthy and highlights the institution's commitment to improvement. In drafting this section, the Committee worked collaboratively with a group of Trustees including the Board Chair and the President. One area that was identified for greater clarity was the presidential search and assessment process, which could include a periodic evaluation in which the Trustees seek input from the campus community.



Appendix I List of Abbreviations

Abbreviation Table	
AACBT	Academic Affairs Committee of the Board of Trustees
AAP	Affirmative Action Plan
AAQEP	Association for the Advancement of Quality Educator Preparation
ACBOT	Audit Committee of the Board of Trustees
ACBSP	Accreditation Council for Business Schools and Programs
ACNE	Accreditation Commission for Education in Nursing
ACSSJ	Association of Colleges of Sisters of Saint Joseph
AGB	Association of Governing Boards
AOE	Academic Opportunity Experience
BBA	Bachelor of Business Administration
BCSSE	Beginning College Survey of Student Engagement
BOT	Board of Trustees
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CHEA	Council for Higher Education Accreditation
CITE	Center for Integrated Training and Education
CMMS	Computerized Maintenance Management Software
CRM	Customer Relationship Management software tool
CRT	Committee on Rank and Tenure
CSR	College of Saint Rose
CUNY	City University of New York
DEI	Diversity, Equity and Inclusion
DSP	Directed Self-Placement
ECBOT	Executive Committee of the Board of Trustees
ECC	Evaluation and Compensation Committee of the Board of Trustees
EMT	Emergency Management Team
EPC	Educational Programs Committee of the Board of Trustees
FAFSA	Free Application for Federal Student Aid
FAPPC	Financial Affairs and Physical Plant Committee of the Board of Trustees
FERPA	Family Educational Rights and Privacy
FGD	Faculty Governance Document
GA	Graduate Assistantship
GAC	Graduate Academic Committee
HEA	Higher Education Act
HEDS	Higher Education Data Sharing Consortium
HLC	Higher Learning Commission
IAWG	Institutional Assessment Working Group

Abbreviation Table

IDEA Committee	Inclusion, Diversity, Equity and Action Committee
IDF	Intermediate Distribution Frame
ITS	Information Technology Services
JWG	Joint Working Group
L.E.A.D.	Learn. Engage. Apply. Dedicate.
MOU	Memorandum of Understanding
MSCHE	Middle States Commission on Higher Education
MSEd	Master of Science in Education
MSW	Master of Social Work
NACUBO	National Association of College and University Business Officers
NAEYC	The National Association for the Education of Young Children
NASP	National Association of School Psychologists
NSSE	National Survey of Student Engagement
NYSED	New York State Education Department
NYSUT	New York State United Teachers
OLS	Office of Online Learning Services
PFEC	Probationary Faculty Evaluation Committee
Provost/VPAA	Provost/Vice President for Academic Affairs
RepCom	Representative Committee of the Faculty
ROA	Requirements of Affiliation
SA	Student Association
SBL	New York School Building Leader
SDL	School District Leader
SLOA	Student Learning Outcomes Assessment
SOAR	Strategic Administrative Unit Outcomes Assessment Report
SPAC	Saratoga Performing Arts Center
SPPC	Strategic Planning and Priorities Committee
STAR Day	Student Transition, Advisement and Registration Day
SUNY	State University of New York
UAC	Undergraduate Academic Committee
VPAA	Vice President for Academic Affairs
VPFA	Vice President for Finance and Administration
WOW	Week of Welcome

Appendix II List of References

References are listed in the order of their appearance in the report.

	In-Text Citation	File Name in Evidence Inventory	Standard, Criteria, ROA	References
1	College Catalogs	No file needed. Reserved URL.	SI.C1	The College of Saint Rose, Registrar. (2023). <i>Undergraduate and graduate catalogs</i> . https://www.strose.edu/academics/registrar/college-catalogs/
2	SI.C1: Faculty Manual, p.5	FacultyManual_20210701.pdf	SI.C1	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>The faculty manual 2021</i> .
3	SI.C1: Student Handbook 2021-2022, p.10	StudentHandbook_2021-2022.pdf	SI.C1	The College of Saint Rose, Division of Student Development. (2021). <i>Student handbook 2021-2022</i> . Retrieved from http://assets.strose.edu/handbook/StudentHandbook.pdf
4	SI.C1: Administrator Handbook, p.4	AdministratorHandbook_2014.pdf	SI.C1	The College of Saint Rose, Human Resources. (2014). <i>Administrator employee handbook</i> .
5	SI.C1: Staff Handbook, p.5	StaffHandbook_2014.pdf	SI.C1	The College of Saint Rose, Human Resources. (2014). <i>Staff employee handbook</i> .
6	History & Mission	No file needed. Reserved URL.	SI.C1	The College of Saint Rose. (2023). <i>History & mission</i> . http://president.strose.edu/history-and-mission/
7	SI.C1: Board of Trustees Mission and Values Committee Minutes 2019-2020	BOTMissionandValuesCommitteeMinutes_2019-2020.pdf	SI.C1 ROA 7	The College of Saint Rose, Board of Trustees Mission and Values Committee. (2019-2021). <i>Committee meeting minutes for years 2019 - 2020</i> .

	In-Text Citation	File Name in Evidence Inventory	Standard, Criteria, ROA	References
8	SI.C1: Strategic Planning and Priorities Committee Constitution	StrategicPlanningandPrioritiesCommitteeConstitution_20140511.pdf	SI.C1	The College of Saint Rose, Strategic Planning and Priorities Committee. (2012). <i>Strategic Planning and Priorities Committee Constitution</i> .
9	SI.C1: Board of Trustees Mission and Values Committee Minutes October 13, 2021	BOTMissionandValuesCommitteeMinutes_20211013.pdf	SI.C1 ROA 7	The College of Saint Rose, Board of Trustees Mission and Values Committee. (2021). <i>Committee meeting minutes October 13, 2021</i> .
10	SI.C1: Reach Out Saint Rose Agency List 2021	ROSRAgencyList_2021.pdf	SI.C1	The College of Saint Rose, Office of Spiritual Life and Community Service. (2021). <i>Reach Out Saint Rose (ROSR) agency list</i> .
11	SI.C1: Saint Rose Senior Citizen Program Threatened by Grant Expiration (Spectrum News) May 2019	SaintRoseSeniorCitizenProgramThreatenedbyGrantExpansion_article_20190501.pdf	SI.C1	Hunter, Matt. (2019, May 1). <i>Saint Rose senior citizen program threatened by grant expiration</i> . Spectrum News. Retrieved from https://spectrumnews1.com/wi/milwaukee/news/2019/05/01/saint-rose-food-insecurity
12	SI.C1: Alternative Break Trips Brochure 2018-2019	AlternativeBreakTripsBrochure_2018-2019.pdf	SI.C1	The College of Saint Rose, Office of Spiritual Life and Community Service. (2018). <i>Alternative trip break brochure 2018-2019</i> .
13	SI.C1: Social Justice Week Program of Virtual Events April 2020	SocialJusticeWeekProgramofVirtualEvents_202005.pdf	SI.C1	The College of Saint Rose, Office of Spiritual Life and Community Service. (2020). <i>2020 Social Justice Week program of events</i> .
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48	SII.C3: Faculty Manual, p.15-17 and 97-99	FacultyManual_20210701.pdf	SII.C3	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>The faculty manual 2021</i> .
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66	SII.C5: Affirmative Action Plan for Minorities and Women	AffirmativeActionPlan_2021.pdf	SII.C5	The College of Saint Rose, Human Resources. (2021). <i>Affirmative action plan for minorities and women.</i>
67	SII.C5: Security Union Contract 2021-2024, Article 17	SecurityUnionContract_2021-2024.pdf	SII.C5	The College of Saint Rose and The Security Officers and Drivers Association Employed at The College of Saint Rose. (2021). <i>Collective bargaining agreement The College of Saint Rose and The Security Officers and Drivers Association employed at The College of Saint Rose.</i>
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97	SIII.C2: Fact Book 2021-2022, p.58	FactBook_2021-2022.pdf	SIII.C2 ROA 8	The College of Saint Rose, Office of Institutional Effectiveness. (2022). <i>The College of Saint Rose fact book 2021-2022.</i>
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99	SIII.C2: Faculty Credentials Review Process	FacultyCredentialsReviewProcess_20181201.pdf	SIII.C2 ROA 15	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2018). <i>Faculty credentials review process.</i>
100	SIII.C2: Faculty Manual, Chapter 3	FacultyManual_20210701.pdf	SIII.C2 ROA 15	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>The faculty manual 2021.</i>
101	SIII.C2: Visiting Fulltime Faculty Handbook	VisitingFacultyHandbook_20190701.pdf	SIII.C2 ROA 15	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2019). <i>Information handbook for visiting fulltime faculty.</i>
102	SIII.C2: Adjunct Faculty Handbook	AdjunctFacultyHandbook_20210801.pdf	SIII.C2 ROA 15	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>Information handbook for adjunct faculty.</i>
103	SIII.C2: Faculty Achievements Webpage	FacultyAchievements_webpage_2022.pdf	SIII.C2	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d.). <i>Faculty achievements website.</i> Retrieved 2022, from https://www.strose.edu/academics/faculty/faculty-achievements/

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107	SIII.C2: Annual Assessment Report 2019-2020	AnnualAssessmentReport_2019-2020.pdf	SIII.C2 ROA 8	The College of Saint Rose, Institutional Assessment Working Group. (2020). <i>College of Saint Rose assessment update 2019-2020</i> .
108	SIII.C2: Annual Assessment Report 2020-2021	AnnualAssessmentReport_2020-2021.pdf	SIII.C2	The College of Saint Rose, Institutional Assessment Working Group. (2021). <i>College of Saint Rose assessment update 2020-2021</i> .
109	SIII.C2: HEDS Senior Survey Results Presentation October 2021	HEDSSeniorSurveyResultsPresentation_20211019.pdf	SIII.C2 ROA 8	The College of Saint Rose, Office of Institutional Effectiveness. (2021). <i>Higher Education Data Sharing Consortium (HEDS) senior survey</i> .
110	SIII.C2: Course Evaluation Averages 2016-2021	CourseEvaluationYearlyAverages_2016-2021.pdf	SIII.C2	The College of Saint Rose, Online Learning Services. (2021). <i>SmartEvals course evaluation averages 2016-2021</i> .
111	SIII.C2: Course Evaluation Response Rates 2016-2021	CourseEvaluationResponseRates_2016-2021.pdf	SIII.C2	The College of Saint Rose, Online Learning Services. (2022). <i>SmartEvals response rates 2016-2021</i> .

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112	SIII.C2: Provisions Webpage	Provisions_webpage_2021.pdf	SIII.C2	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d). <i>Provisions website</i> . Retrieved December 9, 2021, from https://www.strose.edu/academics/faculty/provisions/
113	SIII.C4: Academic Success Center Webpage	AcademicSuccessCenter_webpage_2021.pdf	SIII.C4	The College of Saint Rose, Academic Success Center. (n.d). <i>Academic Success Center webpage</i> . Retrieved December 16, 2021, from https://www.strose.edu/student-development/student-success/academic-success-center/
114	SIII.C4: Annual Strategic Administrative Unit Outcomes Assessment Report (SOAR) Guidelines 2021-2022	AnnualSOARGuidelines_2021-2022.pdf	SIII.C4	The College of Saint Rose, Office of Institutional Effectiveness. (2021). <i>Annual strategic administrative unit outcomes assessment report (SOAR) guidelines 2021-2022</i> .
115	SIII.C4: Annual SOAR - Academic Success Center 2020-2021	AnnualSOAR_SD_AcademicSuccessCenter_2021.pdf	SIII.C4	The College of Saint Rose, Academic Success Center. (2021). <i>Annual SOAR - Academic Success Center 2020-2021</i> .
116	SIII.C4: Annual SOAR - Writing Center 2020-2021	AnnualSOAR_SD_WritingCenter_2021.pdf	SIII.C4	The College of Saint Rose, Writing Center. (2021). <i>Annual SOAR - Writing Center 2020-2021</i> .
117	SIII.C4: Writing Center Webpage	WritingCenter_webpage_2021.pdf	SIII.C4	The College of Saint Rose, Writing Center. (n.d.). <i>Writing Center webpage</i> . Retrieved December 16, 2021, from https://www.strose.edu/student-development/student-success/academic-success-center/writing-center/

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118	SIII.C4: Disability Services Webpage	DisabilityServices_webpage_2021.pdf	SIII.C4	The College of Saint Rose, Office of Services for Students with Disabilities. (n.d.). <i>Office of Services for Students with Disabilities webpage</i> . Retrieved December 16, 2021, from https://www.strose.edu/student-development/student-success/academic-success-center/disability-services/
119	SIII.C4: Annual SOAR - Disability Services 2020-2021	AnnualSOAR_SD_DisabilityServices_2021.pdf	SIII.C4	The College of Saint Rose, Office of Services for Students with Disabilities. (2021). <i>Annual SOAR - Disability Services 2020-2021</i> .
120	SIII.C4: Academic Opportunity Experience (AOE) Program Webpage	AOEProgram_webpage_2021.pdf	SIII.C4	The College of Saint Rose, Academic Opportunity Experience Program. (n.d). <i>Academic Opportunity Experience webpage</i> . Retrieved December 16, 2021, from https://www.strose.edu/admissions/first-year-students/academic-opportunity-experience-program/
121	SIII.C4: Library Webpage	Library_webpage_2023.pdf	SIII.C4	The College of Saint Rose, Neil Hellman Library. (n.d.). <i>Library webpage</i> . Retrieved January 25, 2023, from https://library.strose.edu/home
122	SIII.C4: Annual SOAR - Library 2020-2021	AnnualSOAR_AA_Library_2021.pdf	SIII.C4	The College of Saint Rose, Neil Hellman Library. (2021). <i>Annual SOAR - Library 2020-2021</i> .
123	SIII.C4: Online Learning Services Webpage	OnlineLearningServices_webpage_2022.pdf	SIII.C4	The College of Saint Rose, Online Learning Services. (n.d.). <i>Online Learning Services webpage</i> . Retrieved March 7, 2022, from https://www.strose.edu/campus-offices/online-learning-services/
124	SIII.C4: Annual SOAR - Online Learning Services 2020-2021	AnnualSOAR_AA_OnlineLearningServices_2021.pdf	SIII.C4	The College of Saint Rose, Online Learning Services. (2021). <i>Annual SOAR - Online Learning Services 2020-2021</i> .

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125	SIII.C4: Academic Advising Webpage	AcademicAdvising_webpage_2023.pdf	SIII.C4 The College of Saint Rose, Office of Academic Advising. (n.d.). <i>Office of Academic Advising webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/academics/academic-resources/academic-advising/
126	SIII.C4: Annual SOAR - Academic Advising 2020-2021	AnnualSOAR_AA_AcademicAdvising_2021.pdf	SIII.C4 The College of Saint Rose, Office of Academic Advising. (2021). <i>Annual SOAR - Academic Advising 2020-2021</i> .
127	SIII.C4: Teach-Out Plan Progress Report Fall 2022	TeachOutPlanProgress_2022.pdf	SIII.C4 The College of Saint Rose, Office of Academic Advising. (2022). <i>Teach-out plan progress report</i> .
128	SIII.C4: Research Symposium Webpage	ResearchSymposium_webpage_2016.pdf	SIII.C4 The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d.). <i>Research Symposium webpage</i> . Retrieved April 19, 2016, from https://www.strose.edu/academics/undergraduate-programs/research/undergraduate-research-symposium/
129	SIII.C4: Journal of Undergraduate Research Webpage	JournalofUndergraduateResearch_webpage_2023.pdf	SIII.C4 The College of Saint Rose, Journal of Undergraduate Research. (n.d.). <i>Journal of Undergraduate Research webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/academics/undergraduate-programs/research/journal-of-undergraduate-research/

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130	SIII.C4: Undergraduate Summer Research Webpage UndergraduateSummerResearch_webpage_2021.pdf	SIII.C4	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d.). <i>Undergraduate summer research webpage</i> . Retrieved December 9, 2021, from https://www.strose.edu/academics/undergraduate-programs/research/undergraduate-summer-research/
131	SIII.C4: Undergraduate Summer Research Recipients 2018-2022 UndergraduateSummerResearchRecipients_2018-2022.pdf	SIII.C4	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2022). <i>Undergraduate summer research recipients 2018-2022</i> .
132	SIII.C4: Center for International Programs Study Abroad Data CenterforInternationalProgramsStudyAbroadData_20220302.pdf	SIII.C4	The College of Saint Rose, Center for International Programs. (2022). <i>Center for International Programs study abroad data</i> .
133	SIII.C4: Study Abroad Programs Webpage StudyAbroadPrograms_webpage_2022.pdf	SIII.C4	The College of Saint Rose, Center for International Programs. (n.d.). <i>Study Abroad webpage</i> . Retrieved March 7, 2022, from https://www.strose.edu/academics/international-programs/study-abroad-study-away/
134	SIII.C4: Student Exchange Program Webpage StudentExchangeProgram_webpage_2022.pdf	SIII.C4	The College of Saint Rose, Student Exchange Program. (n.d.). <i>Student Exchange Program webpage</i> . Retrieved October 2022, from https://www.strose.edu/academics/international-programs/study-abroad-study-away/programs/u-s-exchanges/

In-Text Citation	File Name in Evidence Inventory	Standard, Criteria, ROA	References	
135	College Catalogs: 2021-2023 Undergraduate Catalog	No file needed. Reserved URL.	SIII.C4	The College of Saint Rose, Registrar. (2023). <i>Undergraduate and graduate catalogs</i> . https://www.strose.edu/academics/registrar/college-catalogs
136	SIII.C4: Internships Webpage	Internships_webpage_2022.pdf	SIII.C4	The College of Saint Rose, Career Center. (n.d.). <i>Internships webpage</i> . Retrieved March 4, 2022, from https://www.strose.edu/outcomes/
137	SIII.C4: LEAD Program Webpage	LEADProgram_webpage_2022.pdf	SIII.C4 ROA 8	The College of Saint Rose, Office of Student Life. (n.d.). <i>LEAD Program webpage</i> . Retrieved March 4, 2022, from https://www.strose.edu/student-development/leadership-opportunities/leadership-programs/
138	SIII.C4: BOLD Webpage	BOLD_webpage_2022.pdf	SIII.C4	The College of Saint Rose, BOLD Women's Leadership Network. (n.d.). <i>BOLD webpage</i> . Retrieved March 4, 2022, from https://www.strose.edu/student-development/leadership-opportunities/womens-leadership/bold/about-bold/
139	College Catalogs: 2021-2023 Undergraduate Catalog, The Core Requirements, The Core Learning Objectives and College-wide Requirements	No file needed. Reserved URL.	SIII.C5	The College of Saint Rose, Registrar. (2023). <i>Undergraduate and graduate catalogs</i> . https://www.strose.edu/academics/registrar/college-catalogs/
140	SIII.C5: NYSED Department Expectations - Curriculum Webpage	NYSEDDepartmentExpectationsCurriculum_webpage_20200224.pdf	SIII.C5	New York State Education Department. (2020). <i>Department expectations: Curriculum</i> . Retrieved from www.nysed.gov/college-university-evaluation/department-expectations-curriculum

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141	SIII.C5: Undergraduate Academic Committee Meeting Minutes March 24, 2021	UndergraduateAcademicCommitteeMeetingMinutes_20210324.pdf	SIII.C5	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>Undergraduate Academic Committee March 2021 meeting minutes.</i>
142	SIII.C6: NYSED Department Expectations - Graduate Programs Webpage	NYSEDDepartmentExpectationsGradPrograms_website_20181004.pdf	SIII.C6	New York State Education Department. (2018). <i>Department expectations: Graduate programs.</i> Retrieved from www.nysed.gov/college-university-evaluation/department-expectations-graduate-programs
143	SIII.C6: NYSED Department Expectations - Curriculum Webpage	NYSEDDepartmentExpectationsCurriculum_webpage_20200224.pdf	SIII.C6	New York State Education Department. (2020). <i>Department expectations: Curriculum.</i> Retrieved from www.nysed.gov/college-university-evaluation/department-expectations-curriculum
144	College Catalogs: 2022-2024 Graduate Catalog	No file needed. Reserved URL.	SIII.C6	The College of Saint Rose, Registrar. (2023). <i>Undergraduate and graduate catalogs.</i> https://www.strose.edu/academics/registrar/college-catalogs
145	SIII.C6: Graduate Student Research Grants Proposal RFP December 2021	GraduateStudentResearchGrantsProposalRFP_20211216.pdf	SIII.C6	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>Graduate student research grants proposal RFP December 2021.</i>
146	SIII.C6: Graduate Assistantship Program Webpage	GraduateAssistantshipProgram_webpage_2021.pdf	SIII.C6	The College of Saint Rose, Financial Aid. (n.d.). <i>Graduate assistantship program.</i> Retrieved December 14, 2021, from https://grad.strose.edu/tuition-aid/graduate-assistantships/

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147	SIII.C6: MBA Flex Fact Sheet	MBAFlexFactSheet_2021.pdf	SIII.C6	The College of Saint Rose, Graduate Admissions Office. (2021). <i>MBA flex fact sheet</i> .
148	SIII.C6: Online Programs Webpage	OnlinePrograms_webpage_2021.pdf	SIII.C6	The College of Saint Rose, Graduate Admissions Office. (n.d.). <i>Online programs webpage</i> . Retrieved December 17, 2021, from https://www.strose.edu/academics/online-programs/
149	SIII.C6: CITE Administration Program Details	CITEAdministrationProgramDetails_webpage_2021.pdf	SIII.C6	CITE. (n.d.). <i>Administration program details</i> . Retrieved December 14, 2021, from https://www.citeeducation-strose.com/ed-admin-details/
150	SIII.C7: Off-Site Programs Webpage	OffSitePrograms_webpage_2021.pdf	SIII.C7	The College of Saint Rose, Registrar. (n.d.). <i>Off-site programs webpage</i> . Retrieved December 9, 2021, from https://www.strose.edu/academics/registrar/off-site-programs/
151	SIII.C7: Off-Site Affiliate Programs Webpage	OffSiteAffiliatePrograms_webpage_2023.pdf	SIII.C7	The College of Saint Rose, Registrar. (n.d.). <i>Off-site affiliate programs webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/academics/registrar/off-site-programs/off-site-programs-affiliates/
152	SIII.C7: CITE Administration Program Details Webpage	CITEAdministrationProgramDetails_webpage_2021.pdf	SIII.C7	CITE. (n.d.). <i>Administration program details</i> . Retrieved December 14, 2021, from https://www.citeeducation-strose.com/ed-admin-details/
153	SIII.C8: Academic Program Review Guidelines	AcademicProgramReviewGuidelines_20200422.pdf	SIII.C8 ROA 8	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2020). <i>Academic program review guidelines</i> .

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154	SIII.C8: Undergraduate Program Review	UndergraduateProgramReview_20120718.pdf	SIII.C8 ROA 8 ROA 15	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2012). <i>Undergraduate program review</i> .
155	SIII.C8: Graduate Program Review	GraduateProgramReview_20120718.pdf	SIII.C8 ROA 8 ROA 15	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2012). <i>Graduate program review</i> .
156	SIII.C8: Annual Assessment Report 2019-2020	AnnualAssessmentReport_2019-2020.pdf	SIII.C8 ROA 8	The College of Saint Rose, Institutional Assessment Working Group. (2020). <i>College of Saint Rose assessment update 2019-2020</i> .
157	SIV.C1: National Center for Educational Statistics (NCES) College Navigator - Saint Rose	NCESCollegeNavigatorSaintRose_2022.pdf	SIV.C1	National Center for Education Statistics, College Navigator. (2020). The College of Saint Rose: Financial aid section. Retrieved August 24, 2022, from https://nces.ed.gov/collegenavigator/?id=195234#fedloans
158	SIV.C1: Types of Financial Aid Webpage	TypesofFinancialAid_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Financial Aid. (n.d.). <i>Types of aid webpage</i> . Retrieved from https://www.strose.edu/campus-offices/financial-aid/types-of-aid/
159	SIV.C1: Financial Aid King Grants, Loans, Scholarships Webpage	FinancialAidKingGrantsLoansScholarships_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Financial Aid. (n.d.). Financial aid king website. Retrieved August 24, 2022, from https://financialaidking.com/
160	SIV.C1: Work Study Program Webpage	WorkStudyProgram_webpage_2023.pdf	SIV.C1	The College of Saint Rose, Financial Aid. (n.d.). <i>Work Study Program webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/campus-offices/financial-aid/types-of-aid/work-study/

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161	SIV.C1: Graduate Assistantship Program Brochure	GraduateAssistantshipProgramBrochure.pdf	SIV.C1	The College of Saint Rose, Graduate Admissions Office. (2015). <i>Graduate assistantship program policies, procedures & guidelines</i> .
162	SIV.C1: Resident Assistants Webpage	ResidentAssistants_webpage_2023.pdf	SIV.C1	The College of Saint Rose, Division of Student Development. (n.d.). <i>Resident Assistants webpage</i> . Retrieved from https://www.strose.edu/student-development/leadership-opportunities/leadership-employment-opportunities/resident-assistants/
163	SIV.C1: Bursar's Office Webpage	BursarsOffice_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Bursar. (n.d.). <i>Bursar's Office webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/campus-offices/payment-office/
164	SIV.C1: Academic Opportunity Experience Program Flyer	AOEOverviewFlyer.pdf	SIV.C1	The College of Saint Rose, Academic Opportunity Experience Program. (n.d.). <i>Academic Opportunity Experience (AOE) Program flyer</i> .
165	SIV.C1: Disability Resource Guide for Prospective Students	DisabilityResourceGuideforProspectiveStudents.pdf	SIV.C1	The College of Saint Rose, Office of Services for Students with Disabilities. (2021). <i>Disability resource guide for prospective students</i> .
166	SIV.C1: Navigate App Webpage	NavigateApp_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Division of Student Development. (n.d.). <i>Navigate App webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/student-development/student-success/navigate/
167	SIV.C1: Annual SOAR - Academic Success Center 2020-2021	AnnualSOAR_SD_AcademicSuccessCenter_2021.pdf	SIV.C1	The College of Saint Rose, Academic Success Center. (2021). <i>Annual SOAR - Academic Success Center 2020-2021</i> .

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168	SIV.C1: Undergraduate Admissions Visit Report Fall 2019	UndergraduateAdmissionsVisitReport_2019.pdf	SIV.C1	The College of Saint Rose, Undergraduate Admissions. (2019). <i>Undergraduate Admissions visit report Fall 2019</i> .
169	SIV.C1: Student Transition, Advising, and Registration (STAR) Day Webpage	STARDay_webpage_2023.pdf	SIV.C1	The College of Saint Rose, First Year Experience. (n.d.). <i>STAR Day webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/student-development/student-success/first-year-experience/orientation/star-day/
170	SIV.C1: New Student Transition Programs Webpage	NewStudentTransitionPrograms_webpage_2023.pdf	SIV.C1	The College of Saint Rose, First Year Experience. (n.d.). <i>New student transition programs webpage</i> . Retrieved from https://www.strose.edu/student-development/student-success/first-year-experience/orientation/
171	SIV.C1: Week of Welcome and Orientation Webpage	WeekofWelcomeandOrientation_webpage_2023.pdf	SIV.C1	The College of Saint Rose, First Year Experience. (n.d.). <i>Week of welcome and orientation webpage</i> . Retrieved from https://www.strose.edu/student-development/student-success/first-year-experience/orientation/at-a-glance-schedule/
172	SIV.C1: Reach Out Saint Rose Webpage	ReachOutSaintRose_webpage_2023.pdf	SIV.C1	The College of Saint Rose, Office of Spiritual Life and Community Service. (n.d.). <i>Reach Out Saint Rose webpage</i> . Retrieved from https://www.strose.edu/student-development/student-activities/community-service/reach-out-saint-rose/

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173	SIV.C1: Academic Advising Forms and Information Webpage AcademicAdvisingFormsandInformation_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Office of Academic Advising. (n.d.). <i>Academic Advising forms and information webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/academics/academic-resources/academic-advising/academic-advising-forms/
174	SIV.C1: Health Services Webpage HealthServices_webpage_2023.pdf	SIV.C1	The College of Saint Rose, Health Services. (n.d.). <i>Health Services webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/student-development/health-counseling-wellness/health-services/
175	SIV.C1: Counseling Services Webpage CounselingServices_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Counseling Services. (n.d.). <i>Counseling Services webpage</i> . Retrieved October 9, 2022 from https://www.strose.edu/student-development/health-counseling-wellness/counseling-services/
176	SIV.C1: Registrar's Office Webpage RegistrarsOffice_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Registrar. (n.d.). <i>Registrar's Office webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/academics/registrar/
177	SIV.C1: Our Four Schools Webpage OurFourSchools_webpage_2023.pdf	SIV.C1	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d.). <i>Our four schools webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/academics/schools
178	SIV.C1: Undergraduate Programs Webpage UndergraduatePrograms_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d.). <i>Undergraduate Programs webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/academics/undergraduate-programs/

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179	SIV.C1: Graduate Programs Webpage	GraduatePrograms_webpage_2022.pdf	SIV.C1	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (n.d.). <i>Graduate programs webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/academics/graduate-programs/
180	SIV.C1: Career Center Services Handout	CareerCenterServicesHandout_20190809.pdf	SIV.C1	The College of Saint Rose, Career Center. (2019). <i>Career Center services handout</i> .
181	SIV.C1: Fast Facts 2020-2021	FastFacts_webpage_2023.pdf	SIV.C1	College of Saint Rose, Office of Institutional Effectiveness. (2020). <i>Fast Facts 2020-2021</i> . Retrieved January 25, 2023, from https://www.strose.edu/about/fast-facts/
182	SIV.C1: Fact Book 2022-2023	FactBook_2022-2023.pdf	SIV.C1 ROA 2	The College of Saint Rose, Office of Institutional Effectiveness. (2023). <i>The College of Saint Rose fact book 2022-2023</i> .
183	SIV.C2: Seamless Transfer Webpage	SeamlessTransfer_webpage_2022.pdf	SIV.C2	The College of Saint Rose, Registrar. (2021). <i>Seamless transfer policy</i> . Retrieved October 11, 2022, from https://strose.smartcatalogiq.com/2021-2023/Catalog/Academic-Policies-and-Procedures/Seamless-Transfer
184	SIV.C2: Nursing Bachelor of Science (BSN) Webpage	NursingBSN_webpage_2022.pdf	SIV.C2	The College of Saint Rose, Nursing BSN. (n.d.). <i>Bachelor of Science in Nursing (BSN) webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/nursing-bsn/
185	SIV.C2: Pre-Law Program Webpage	PreLawProgram_webpage_2022.pdf	SIV.C2	The College of Saint Rose, Pre-Law Program. (n.d.). <i>Pre-Law Program webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/pre-law-program/

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186	SIV.C3: FERPA Webpage	FERPA_webpage_2022.pdf	SIV.C3	The College of Saint Rose, Registrar. (2016). <i>FERPA webpage</i> . Retrieved August 24, 2022, from https://www.strose.edu/academics/registrar/policies-and-procedures/ferpa
187	SIV.C3: Student Handbook 2021-2022, p.66-71	StudentHandbook_2021-2022.pdf	SIV.C3	The College of Saint Rose, Division of Student Development. (2021). <i>Student handbook 2021-2022</i> . Retrieved from http://assets.strose.edu/handbook/StudentHandbook.pdf
188	SIV.C4: Student Athlete Handbook 2021-2022, p.18-19	StudentAthleteHandbook_2021-2022.pdf	SIV.C4	The College of Saint Rose, Athletics Department. (2021). <i>2021-2022 Student-athlete handbook</i> .
189	SIV.C4: Student Association (SA) Constitution 2013	SAConstitution_20130208.pdf	SIV.C4	The College of Saint Rose, Student Association. (2013). <i>Student Association Constitution</i> .
190	SIV.C5: Student Satisfaction Inventory Presentation March 2019	StudentSatisfactionInventoryPresentation_201903.pdf	SIV.C5	The College of Saint Rose, Student Affairs and Student Success. (2019). <i>Student Satisfaction Inventory presentation 2018-2019</i> .
191	SIV.C5: HEDS Senior Survey Results Presentation October 2021	HEDSSeniorSurveyResultsPresentation_20211019.pdf	SIV.C5	The College of Saint Rose, Office of Institutional Effectiveness. (2021). <i>Higher Education Data Sharing Consortium (HEDS) senior survey</i> .
192	SIV.C5: Bookstore Committee Memo November 2021	BookstoreCommitteeMemo_20211110.pdf	SIV.C5	The College of Saint Rose, Campus Bookstore Committee. (2021). <i>Campus bookstore survey (students, faculty and staff)</i> .

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193	SIV.C5: Faculty & Student Technology Surveys Report Spring 2016	FacultyandStudentTechnologySurveysReport_2016.pdf	SIV.C5	The College of Saint Rose, Information Technology Services. (2016). <i>Faculty & student technology surveys report</i> .
194	SIV.C6: Annual Strategic Administrative Unit Outcomes Assessment Report (SOAR) Guidelines 2021-2022	AnnualSOARGuidelines_2021-2022.pdf	SIV.C6	The College of Saint Rose, Office of Institutional Effectiveness. (2021). <i>Annual strategic administrative unit outcomes assessment report (SOAR) guidelines 2021-2022</i> .
195	SIV.C6: Academic Advising Webpage	AcademicAdvising_webpage_2023.pdf	SIV.C6	The College of Saint Rose, Office of Academic Advising. (n.d.). <i>Office of Academic Advising webpage</i> . Retrieved January 25, 2023, from https://www.strose.edu/academics/academic-resources/academic-advising/
196	SIV.C6: Annual SOAR - Academic Advising 2020-2021	AnnualSOAR_AA_AcademicAdvising_2021.pdf	SIV.C6	The College of Saint Rose, Office of Academic Advising. (2021). <i>Annual SOAR - Academic Advising 2020-2021</i> .
197	History & Mission	No file needed. Reserved URL.	SV.C1	The College of Saint Rose. (2023). <i>History & mission</i> . http://president.strose.edu/history-and-mission/
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211	SV.C2: Annual Assessment Report 2018-2019	AnnualAssessmentReport_2018-2019.pdf	SV.C2 ROA 9	The College of Saint Rose, Institutional Assessment Working Group. (2019). <i>College of Saint Rose assessment update 2018-2019.</i>
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230	SV.C5: Annual Assessment Report 2018-2019	AnnualAssessmentReport_2018-2019.pdf	SV.C5 ROA 9 The College of Saint Rose, Institutional Assessment Working Groups. (2019). <i>College of Saint Rose assessment update 2018-2019.</i>

	In-Text Citation	File Name in Evidence Inventory	Standard, Criteria, ROA	References
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233	History & Mission	No file needed. Reserved URL.	SVI.C1	The College of Saint Rose. (2023). <i>History & mission</i> . http://president.strose.edu/history-and-mission/
234	SVI.C1: Annual Assessment Report 2020-2021, Appendix B	AnnualAssessmentReport_2020-2021.pdf	SVI.C1	The College of Saint Rose, Institutional Assessment Working Group. (2021). <i>College of Saint Rose assessment update 2020-2021</i> .
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241	SVI.C2: Ruffalo Noel Levitz (RLN) Marketing and Recruitment Practices for Graduate Students Report 2021	RLNGraduateMarketingandRecruitmentPracticesReport_2021.pdf	SVI.C2	Ruffalo Noel Levitz. (2021). <i>2021 Marketing and recruitment practices for graduate students report</i> . Retrieved from https://www.ruffalonl.com/papers-research-higher-education-fundraising/graduate-student-recruitment-report/
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252	SVI.C4: Staffing Exemption Form	StaffingExceptionForm.pdf	SVI.C4	The College of Saint Rose, Office of the AVP for Financial Planning. (n.d.). <i>Staffing exemption form.</i>
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267	SVII.C1: Committee Membership List 2020-2021	CommitteeMembershipList_2020-2021.pdf	SVII.C1 ROA 12	The College of Saint Rose, Office of the Provost and Vice President for Academic Affairs. (2021). <i>2021-2022 Committee membership list.</i>
268	SVII.C1: Board of Trustees Academic Affairs Committee Agenda February 14, 2022	BOTAcademicAffairsCommitteeAgenda_20220210.pdf	SVII.C1	The College of Saint Rose, Board of Trustees Academic Affairs Committee. (2022). <i>Committee meeting agenda February 10, 2022.</i>
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285	SVII.C3: Board of Trustees By-Laws 2020, Article II, Section 2, p.1 and Article III, Section 1, p.3	BOTByLaws_20200714.pdf	SVII.C3 ROA 12	The College of Saint Rose, Board of Trustees. (2020). <i>Board of Trustees By-Laws.</i>

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292	SVII.C4: Staff Handbook	StaffHandbook_2014.pdf	SVII.C4	The College of Saint Rose, Human Resources. (2014). <i>Staff employee handbook</i> .
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Appendix III Contributors to the Self-Study Report

Working Group on Standard I - Mission and Goals & Standard II - Ethics & Integrity:

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Standard VII - Governance, Leadership, and Administration:

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Gerry Lorentz, Liaison	Co-Chair, Dean of School of Arts and Humanities, Acting Dean of School of Education
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Deb Liberatore	Director of the Office of the Provost
Craig Tynan, Co-Chair	Registrar

Evidence Inventory Manager:

Mary Lindner	Cataloger/Collection Management/Reference Librarian/Library Faculty
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Steering Committee:

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Valerie Myers	Associate Vice President for Financial Reporting and Comptroller

** Some of the members have either retired from or left the College during the self-study process. We still wish to recognize their contribution.*

