Strategic Plan 2020

SUNY Institute of Technology

December 2012

PREFACE

As a polytechnic institution, SUNYIT offers professional, technical and liberal arts programs, combining theory and practice to prepare graduates for rewarding careers that will enable them to be contributing members of society. SUNYIT recognizes that a strong general education program is the foundation of a baccalaureate education. SUNYIT aspires to become a premier polytechnic institution providing exceptional education to its students, advancing the frontiers of knowledge, and contributing to the development of the region and the state. This plan is our roadmap to excellence.

INTRODUCTION

Following years of advocacy by local civic leaders and elected officials, the State University of New York Board of Trustees, in 1966, approved the establishment of a baccalaureate-granting college in the Mohawk Valley, the Upper Division College at Herkimer/Rome/Utica. After operating for more than a decade in West Utica, Rome, and other locations, the college moved onto the newly constructed Marcy campus beginning in 1985, and enrollment was reduced to planned levels focusing on "technology." Having changed its name to "SUNY College of Technology at Utica/Rome" in 1977, the college responded, in 1988, to the adoption of the name "College of Technology" by the six agriculture and technology campuses, and thus the name SUNY Institute of Technology at Utica/Rome, or SUNYIT, was born.

During the past four years the college's focus has sharpened. Enrollment was increased, some academic programs have been consolidated, and some eliminated. A stand-alone program in electrical and computer engineering has been successfully started, a program in community and behavioral health has been launched, and a program in civil engineering will begin in the fall. Additionally, programs in mechanical engineering, materials science and engineering, systems engineering, and bioengineering are under development. The first natural sciences program in more than twenty years, Biology, enrolled its first class. Existing undergraduate and graduate programs in telecommunications evolved into programs in cybersecurity. A partnership was forged with the College of Nanoscale Engineering at SUNY Albany, and funding was secured for both academic facilities to house SUNYIT's programs in computer science, engineering, and engineering technology and for a business incubator – all with a focus on nanotechnology. The graduate MBA program specializing in Technology Management and the graduate Accountancy program both are accredited by AACSB and pioneers of online business education. Nursing programs, both undergraduate and graduate, incorporate health care technology and are unique and strong.

In 2001, the Governor and the Chancellor announced their support for the fulfillment of three mission-related initiatives advanced by the college:

- SUNYIT to evolve into a full Institute of Technology.
- Adding selected lower-division majors to its upper-division majors.
- Adding an MBA with emphasis on technology management.

The reasoning was predicated upon:

- <u>Providing a four-year college opportunity</u> to students from the Mohawk Valley who, in disproportionate numbers, left the region to attend college.
- <u>To attract new students to the Mohawk Valley</u> in select four-year disciplinary programs particularly from the Albany and Syracuse metropolitan areas.
- <u>Enable the recruitment of top-quality freshman and increasing selectivity of transfer admissions</u> to enhance overall academic quality in order to maintain SUNYIT's unique and specialized mission within the University.

The current planning initiative began with a retreat in 2010 that included representatives of many campus constituencies. This was followed with a study by the campus Planning and Budgeting Committee that drafted the mission statement and presented it for review by multiple campus constituencies.

As a technology college, SUNYIT brings innovation in science and technology to NY State and the Mohawk Valley and serves as an academic leader in innovation with its technology-focused academic programs. With the forthcoming Marcy NanoCenter located at our campus, SUNYIT will be able to combine its partnership with high-tech industries and its professional academic programs to create new jobs for the region.

VISION, MISSION, CORE VALUES

I) **Vision**

- SUNYIT is a vibrant community engaged in the pursuit of scholarship, public service, and intellectual and creative endeavors. We will become a premier polytechnic institution dedicated to improving society by advancing knowledge and technology.

II) **Mission**

- The State University of New York Institute of Technology at Utica/Rome (SUNYIT) provides an intellectually stimulating learning environment and prepares students to fully engage in the challenges, complexities, and opportunities of living in a modern technological society. Our mission is to:
  - Provide a comprehensive range of high quality undergraduate and graduate programs
  - Prepare students to live in a dynamic and diverse world by demonstrating the interconnectedness of knowledge, peoples, and cultures and emphasizing the importance of continuous learning
  - Engage in the development and dissemination of new knowledge by nurturing research and creative endeavors
  - Foster economic development and create educational opportunities within our region, the nation, and beyond
  - Promote civic responsibility and commitment to public service

III) **Core Values**

- Academic Excellence
  - through intellectual achievement, collaboration, accomplishment in teaching, research, discovery, and scholarship, and innovative pedagogy both in the classroom and online.
- Inclusiveness and Diversity
  - through respect, accessibility, and actions to embrace difference, experience and thought
- Transformational Experience
  - through student-centered curriculum, strong co-curricular environment, and support of personal and professional growth
- Integrity
  - by celebrating academic freedom, sustaining academic responsibility, and developing an ethical citizenry
- Civic Responsibility
- Student Success
- Faculty/Staff/Student Lifelong Relationships

STRATEGIC GOALS

I. **Achieve Financial Stability**
In addition to the challenges resulting from State budget limitations, two other factors combine to threaten the achievement of financial stability:

- o *The academic programs offered at SUNYIT are inherently more expensive than comprehensive or agriculture/technological programs offered by other non-PhD programs within the SUNY System. The result is a chronic underfunding for SUNYIT in light of programs offered consistent with its mission.*
- o *Because SUNYIT is a relatively small institution, its administrative costs tend to be a higher percentage of operating budgets than is the case for larger institutions.*

Controlling costs and increasing revenues must be a priority for SUNYIT if its Strategic Goals and inherent potential are to be realized.

Objective 1: Increase Sponsored Program Support

Objective 2: Increase Alumni Support

Objective 3: Increase Philanthropic Support

Objective 4: Increase Enrollment to 2500 FTE such that Fixed Costs are Distributed

Objective 5: Reduce non-Instructional Costs

Objective 6: Implement Shared Services When Appropriate

Objective 7: Increase State Support in Accordance with Special Mission

Objective 8: Ensure Residence Hall and Dining Services are Fully Subscribed

II. **Strengthen Undergraduate Programs**
To meet its technological mission, support the SUNY Strategic Plan (Power of SUNY), and meet the workforce needs necessary for a vibrant New York economy, SUNYIT will pursue the following objectives:

Objective 1: Establish new Degree Programs that Advance the Development, Application, and Understanding of Science and Technology such as Engineering and Mathematics

Objective 2: Ensure Quality Academic Programs through Disciplinary Accreditation (whenever possible) or Program Review.

Objective 3: Foster Technological and Cultural Literacy as Essential Elements of a SUNYIT Education through Academic Programs and Co-Curricular Activities

Objective 4: Improve Academic Profile of Undergraduate Student Body and Increase Freshman/Sophomore Retention

Objective 5: Develop Undergraduate Research Programs

Objective 6: Increase Undergraduate Enrollment through Domestic and International Recruitment and Additional Scholarship Support

III.   Promote the Transformative Experience for SUNYIT Students
To ensure the social and intellectual growth of students it will be necessary to provide continuous support both within academic programs and in extracurricular/co-curricular activities as outlined in the following objectives:

Objective 1: Promote Student Engagement

Objective 2: Integrate Student Services to Provide Seamless Experience

Objective 3: Increase and Enhance Extracurricular/Co-curricular Activities especially Clubs, Professional Societies, Intramural and Intercollegiate Sports, and Cultural Programming

Objective 4: Increase Support for Transfer and Non-Traditional Students such as Increasing Hours of Operation, Implementing Online Orientation, and Hosting Periodic Social Gatherings

Objective 5: Improve Advising Process and Effectiveness

IV.   Strengthen Graduate Recruitment, Education, and Research
To achieve advanced degree workforce needs and provide opportunity for faculty development, the following objectives will be pursued:

Objective 1: Establish New Graduate Degree Programs in Critically Important Areas

Objective 2: Increase Graduate Enrollment through Domestic and International Recruiting to 500 FTE

Objective 3: Increase Sponsored Research Funding

Objective 4: Build on Strengths and Opportunities such as Nanotechnology, Cybersecurity, and Biomedical Devices

V. Promote Excellence in Teaching and Research
In order to achieve continuous improvement, implement latest findings of pedagogical research, and advance the frontiers of knowledge, the following objectives will be pursued:

Objective 1: Encourage Innovative Pedagogies

Objective 2: Ensure Diversity of Perspective in Learning, Problem Solving, and Scholarly, and Creative Work

Objective 3: Pursue Entrepreneurship and Technology Transfer

Objective 4: Promote Project-Based Learning, Service-Based Learning, and Experiential Learning

Objective 5: Increase and Enhance online course offerings

VI. Strengthen Faculty and Staff Recruitment and Development
A capable, dedicated, and productive faculty and staff are essential to the delivery of high-quality academic programs and the achievement of a high reputation.

Objective 1: Recruit Outstanding Faculty and Staff

Objective 2: Provide Opportunities for Professional Growth

Objective 3: Provide Orientation and Mentoring

Objective 4: Recruit Visiting Faculty and Scholars in Residence

Objective 5: Establish Chaired Professorships

Objective 6: Celebrate and Reward Accomplishments

VII. Develop Facilities and Strengthen Instructional Resources
In order to provide appropriate campus facilities, the following objectives will be pursued:

Objective 1: Define and Create an IT Infrastructure to Meet Current and Future Needs of SUNYIT. Maximize Use of SUNY System IT initiatives such as ITEC.

Objective 2: Implement the Facilities Master Plan

Objective 3: Create Collaboration and Work Spaces for Students

Objective 4: Maximize Utilization of Campus and Facilities to Support a Vibrant Community

Objective 5: Enhance Residential Character of Campus

Objective 6: Integrate Distance Learning Services

VIII. Engage Civic, Cultural, and Global Responsibilities

Civic Engagement, Cultural Awareness, and a Global Perspective are opportunities important to students' education as addressed in the following objectives:

Objective 1: Prepare Students to be Responsible, Ethical Citizens of our Global Community.

Objective 2: Strengthen the Campus Community

Objective 3: Increase Transparency in College Operations

Objective 4: Expand Alumni Engagement and Volunteerism

Objective 5: Expand Experiential Learning Opportunities

Objective 6: Strengthen Community Engagement Opportunities

IMPLEMENTATION

TABLE I lists the strategic goals along with the:

- office responsible for implementation

- alignment with the SUNY Strategic Plan

- metrics to be periodically updated to track implementation progress

The SUNY Strategic Plan is reproduced in Appendix B. It is designed to revitalize the economy of New York and enhance the quality of life for its citizens; SUNY will commit our energy and resources to the realization of Six Big Ideas:

- SUNY and the Entrepreneurial Century

- SUNY and the Seamless Education Pipeline

- SUNY and a Healthier New York

- SUNY and an Energy-Smart New York

- SUNY and the Vibrant Community

- SUNY and the World

TABLE I – IMPLEMENTATION

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Assignments, Alignment, Metrics

Strategic Goals & Objectives	Primary Coordination Office	Entrepreneurial Century	Seamless Education Pipeline	Healthier New York	Energy-Smart New York	Vibrant Community	The World	Measure 1	Measure 2	Measure 3	Measure 4
I. Achieve Financial Self-Sufficiency											
Obj. 1 Increase sponsored program support	Associate Provost CPE, Sponsored Research	E	E	E	E	E	E	Expenditures			
Obj. 2 Increase alumni support	Director of Development	E	E	E	E	E	E	Increase Participation Rates by 1% Annually	Increased Number of Dollars Raised		
Obj. 3 Increase philanthropic support	Director of Development	E	E	E	E	E	E	Increase Naming Opportunities by 1-2 Annually	Establish 1-2 New Scholarships Annually	Increase Academic Merit Awards by $25,000 Annually	
Obj. 4 Increase enrollment to 2500 FTE such that fixed costs are distributed	Director of Admissions					D		Increase Enrollment by 140 Students Annually			
Obj. 5 Reduce non-instructional costs	Assistant VP, Business Affairs	E	E	E	E	E	E	5% Cost Reduction over 3 Years			
Obj. 6 Implement shared services when appropriate	Vice President, Administration	E	E	E	E	E	E	Dollars Saved	Redirect Funds		
Obj. 7 Increase state support in accordance with special mission	President	E	E	E	E	E	E	Reclassified - Specialized College	Additional Funding		
Obj. 8 Ensure residence hall and dining services are fully subscribed	Associate Provost, Student Affairs	E	E	E	E	E	E	Increased Percentage			
II. Strengthen Undergraduate Programs											
Obj. 1 Establish new degree programs that advance development, application, and understanding of science & technology	Provost		D					Number of New Faculty	Number of New Programs		
Obj. 2 Ensure quality academic programs through disciplinary accreditation or program review	Director, Assessment	E	E	E	E		D	Student Learning Outcomes	IDEA Evaluation Results		
Obj. 3 Foster technological and cultural literacy as essential elements of a SUNYIT education through academic programs and co-curricular activities	Director, Assessment						D	Review of Program Goals			
Obj. 4 Improve academic profile of undergraduate study body and increase freshmen/sophomore retention	Director, Admissions		D					Freshman Tiers	Transfer GPA	Increase Retention to 80%	Tier I & II make up 65% of Student Body
Obj. 5 Develop undergraduate research programs	Associate Provost CPE, Sponsored Research	D	D	D	D	D		Number of URPs	Number of Students Involved		
Obj. 6 Increase undergraduate enrollment through domestic and international recruitment and additional scholarship support	Director, Admissions; Director of Development						D	FTE	Increase Academic Merit Awards by $25,000 Annually		

Strategic Goals & Objectives	Primary Coordination Office	Entrepreneurial Century	Seamless Education Pipeline	Healthier New York	Energy-Smart New York	Vibrant Community	The World	Measure 1	Measure 2	Measure 3	Measure 4
		SUNY Six Big Ideas						Key Measures			
III. Promote the Transformative Experience for SUNYIT Students											
Obj. 1 Promote student engagement	Director, Assessment		D			D		Freshman Feedback Survey	Number of Student Involved in Extra-curricular Activities	Student Opinion Survey	
Obj. 2 Integrate student services to provide seamless experience	Assoc Provost Student Affairs, Asst. VP Business Affairs		D					Student Opinion Survey			
Obj. 3 Increase and enhance extra-curricular/co-curricular activities especially clubs, professional societies, intramural and intercollegiate sports, cultural programming	Assoc Provost Student Affairs					D		Student Participation Rate	Satisfaction Survey	Impact Survey	
Obj. 4 Increase support for transfer and non-transfer students such as increasing hours of operation, implementing online orientation, hosting periodic social gatherings	Assoc Provost Student Affairs, Asst. VP Business Affairs		D					Student Opinion Survey			
Obj. 5 Improve advising process and effectiveness	Provost		D					Student Opinion Survey	Number of Degrees Awarded	Resolution of Incidents	
IV. Strengthen Graduate Recruitment, Education and Research											
Obj. 1 Establish new graduate degree programs in critically important areas	Provost	D	D	D	D	D	D	Number of Faculty Hires	Number of New Programs		
Obj. 2 Increase graduate enrollment through domestic and international recruiting	Coordinator, Graduate Ctr		D	D			D	Number of Students			
Obj. 3 Increase sponsored research funding	Associate Provost CPE, Sponsored Research	D	D	D	D	D	D	Dollar Amount per Faculty	Dollar Increase Per Year		
Obj. 4 Build on strengths and opportunities such as nanotechnology, cybersecurity, biomedical devices, health and allied health	President	D	D	D	D	D	D	Number of Initiatives Developed	Dollar Support		
V. Promote Excellence in Teaching and Research											
Obj. 1 Encourage innovative pedagogies	Provost	D	D					Number of Online Courses	Number of Experiential Courses	Number of Internships	Faculty Survey
Obj. 2 Ensure diversity of perspective in learning, problem solving, scholarly and creative work	Director of Human Resources, Director of Assessment		D					Faculty Survey	Exit Interviews		
Obj. 3 Pursue entrepreneurship and technology transfer	Chair, Business Mgmt; Assoc Provost CPE Sponsored Research	D						Number of Disclosures	Number of Start-ups	Number of Courses	
Obj. 4 Promote project-based learning, service-based learning, and experiential learning	Provost		D	D	D	D		Number of Projects	Student Learning Outcomes	IDEA Evaluations	Peer/Professional Review
Obj. 5 Increase and enhance online course offerings	Provost	E	D	E	E	D	D	Number of Courses	Student Learning Outcomes	IDEA Evaluations	Peer/Professional Review

Strategic Goals & Objectives	Primary Coordination Office	Entrepreneurial Century	Seamless Education Pipeline	Healthier New York	Energy-Smart New York	Vibrant Community	The World	Measure 1	Measure 2	Measure 3	Measure 4
VI Strengthen Faculty and Staff Recruitment and Development											
Obj. 1 Recruit outstanding faculty and staff	Provost	D	D	D	D	D	D	Number of Hires	Grant Proposals	Teaching Awards	IDEA Evaluations
Obj. 2 Provide opportunities for professional growth	Provost	D	D	D	D	D	D	UUP Awards	Pres Opp Fund Applications	Number of Conference/Presentations	Professional Development Plans
Obj. 3 Provide orientation and mentoring	Provost, VP for Administration	D	D	D	D	D	D	Number of Participants	Number of Events		
Obj. 4 Recruit visiting faculty and scholars in residence	Associate Provost CPE, Sponsored Research	D	D	D	D	D	D	Number of Each			
Obj. 5 Establish chaired professorships	Director of Development	D	D	D	D	D	D	Number of Chaired Professorships			
Obj. 6 Celebrate and reward accomplishments	President, Chief of Staff	D	D	D	D	D	D	Newsletter Mentions	Newspapers, Trade Journals		
VII. Develop Facilities and Strengthen Instructional Resources											
Obj. 1 Define and create an IT infrastructure to meet current and future needs of SUNYIT	Provost	E	E	E	E	E	E	Number of RT Tickets			
Obj. 2 Implement the facilities master plan	Vice President, Administration	E	E	E	E	E	E	Timeline Comparison			
Obj. 3 Create collaboration and work space for students	Vice President, Administration; Director of Library	E	E	E	E	E	E	Number of Collaborations/ Work Spaces	Student Survey	Faculty Survey	
Obj. 4 Maximize utilization of campus and facilities to support a vibrant community	Associate Provost CPE, Sponsored Research	E	E	E	E	E	E	Number of Events			
Obj. 5 Enhance residential character of campus	VP for Administration	E	E	E	E	E	E	Student Opinion Survey	Campus Enhancements		
Obj. 6 Integrate distance learning services	Provost; Asst VP Institutional Research		D					Number of Distance Learning Offerings			
VIII Engage Civic, Cultural, and Global Responsibilities											
Obj. 1 Prepare students to be responsible, ethical citizens of our global community	Director, Assessment						D	Number of Participants in Study Abroad	First Destination Survey	Accreditation Results	
Obj. 2 Strengthen the campus community	President					D		Surveys			
Obj. 3 Increase transparency in college operations	Chief of Staff					D		Faculty/Staff Feedback	Type/Number of Publications		
Obj. 4 Expand alumni engagement and volunteerism	Director of Development					D	D	Number of Events	Number of Alumni in Attendance		
Obj. 5 Expand experiential learning opportunities	Provost	D	E	D	D	E	D	Number of Courses	Student Learning Outcomes	Peer/Professional Review	
Obj. 6 Strengthen community engagement opportunities	Associate Provost CPE, Sponsored Research	D	E	D	D	E	D	Number of Activities	Number of Participants	Impact Survey	

Note: E signifies it is enabling, D signifies it directly contributes

APPENDIX A – Environment Scan

SUNYIT's focus on polytechnic programs at the graduate and undergraduate levels is responsive to regional and national needs and includes a wide range of disciplines. Programs in mathematics, science, engineering, computer sciences, nursing, business, humanities and the social sciences all prepare graduates for science, technology, engineering and mathematics (STEM) careers, including employment in science, technology, engineering, and medicine/health. STEM skills are of critical national interest, as well as international concern, and STEM will be a major growth area in coming years for education and employment.

Pedagogical changes have been enthusiastically embraced by polytechnic institutions, including the use of technology in the classroom as well as shifts toward hybrid and distance learning. Adoption of new technologies for teaching has introduced students and faculty to new ways of delivering content and assessing understanding and competence. Additionally, project-based learning that focuses on learning to learn, collaboration, teamwork, learn by doing, and solving real-world problems has been widely adopted in many variants.

Diversity and access to education are critical factors in the mission of SUNY overall and of particular importance to SUNYIT, given its location and demographic profile. The development of a campus culture and academic programs that embrace diversity is essential to SUNYIT's mission. Occupational choice involves a complex set of decisions, people, skills, and timing. Decisions to enter STEM and healthcare fields can be easier for students when they have accurate expectations, are familiar with the rewards, and have frequent and positive contact with role models. SUNYIT provides a hands-on environment with small class sizes, low faculty-student ratios, and a welcoming atmosphere where students from varied backgrounds have the opportunity for this kind of contact and experience.

At SUNYIT, we enable students to develop technology skills, and we lead students to understand the impact of technology on society. SUNYIT is built on the conviction that technology can be put to use for improving the health and well-being of economies, communities, and individuals. We look to the future and seek ways to address social and environmental risks that can accompany technological growth. SUNYIT faculty and academic programs encourage students to think critically about their roles in using new technologies to change and improve their world.

a) *Accountability*

Educational institutions are being held accountable for a broad range of student learning and development outcomes. The SUNYIT *Institutional Assessment Model* evaluates both institutional effectiveness and student learning outcomes. Appendix C shows a visual summary of the model. The *Institutional Assessment Model* comprises five major areas: Institutional Growth and Resources, Campus Life/Culture and Environment, Academic Quality, Community Engagement and Administrative Effectiveness. Each of the areas within the model includes campus offices and services collectively known as the Institutional Effectiveness and Student Learning Committee.

The assessment activity in each area corresponds to the goals and objectives specified; all areas' goals and objectives are mapped to both the mission/vision of SUNYIT and the strategic plan. Corresponding assessment activities are designed to measure the goals and objectives.

Student learning outcomes are gathered by the Academic Quality committee. A rotation schedule for general education, the majors, learning center, library, accreditation, and online learning are reviewed monthly. General education goals and objectives along with the goals and objectives for the majors are all specified.

The Institutional Effectiveness assessment is guided by a modified version of the Carnegie Institute[1] guidelines. Those guidelines specify a set of questions designed to assess the areas for effectiveness and efficacy as it relates to SUNYIT's overall functioning. The areas either have already used the questions to initiate their assessment or are applying the questions to each of the areas.

b) *The Economy*

The Mohawk Valley is striving to rebuild its once prosperous economy after decades of loss in the manufacturing and defense sectors. The regional focus is in developing financial, service, education, healthcare and high-technology sector employment.

The largest regional employment sectors are government (25%); education and health services (18%); trade, transportation and utilities (17.4%); manufacturing (9.7%); professional services (7%); leisure and hospitality (6.5%); and financial services and insurance (5%). The most significant industries[2] in the Mohawk Valley are construction; manufacturing; trade, transportation and utilities; professional and business services; educational services; and health care and social assistance. Significance is determined by factors such as job counts, wage levels, job growth and employment projections. The most significant jobs for

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[1] http://classifications.carnegiefoundation.org/
[2] The New York Department of Labor, http://www.labor.ny.gov/stats/index.shtm

SUNYIT graduates are accountants and auditors; computer programmers; registered nurses; and medical and health services managers. It is worth noting that research (AFRL), biomedical, and telecommunications are significant high-tech employers.

In September 2011, Governor Cuomo announced a $4.4 billion investment by private computer chip manufacturers: Intel, IBM, GLOBALFOUNDRIES, TSMC and Samsung. This investment is projected to result in 450 new jobs at SUNYIT and is viewed by some as the beginning of a new nanotechnology industry for the Mohawk Valley. In November 2011, the Mohawk Valley Regional Economic Development Council issued its Strategic Plan[3] which calls for investments in

- enhanced regional concentrations,
- adjustment of the region's workforce and educational systems,
- enhancing innovation enabling infrastructure,
- increasing the region's spatial efficiency, and
- strengthening government and civic effectiveness.

A broader perspective on supply and demand for SUNYIT graduates can be found through the Occupational Supply Demand System[4], offering a detailed list of current and projected demand for technical occupations.

The OSDS projects that state and national demand will increase through 2018 for the following SUNYIT engineering domains: biomedical; civil, structural and construction; computer applications and systems software; and environmental and health. State demand will decrease or remain even while national demand will increase for the following engineering and business domains: applications; materials; mechanical; metallurgic; operations research; plastics; and computer or engineering project managers. Both state and national demand will decrease for the following engineering and business domains: electrical/electronics and communications; computer and computer systems; energy transmissions; power systems; computer hardware systems design; telecommunications; and business/administration project managers.

c) *Demographics*

In the decade between 2000 and 2010 the population of New York State increased by 2.1% to approximately 19.4 million. While the conventional wisdom is that the upstate region continues to lose population, this perception is neither accurate nor complete. Growth in metropolitan areas upstate did not match the overall state rate of population growth (which itself is below the national average), but there are areas of considerable growth upstate.

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[3] Mohawk Valley Regional Economic Development Council Strategic Plan, November 2011, http://nyworks.ny/gov/content/mohawk-valley
[4] Occupational Supply Demand System, http://www.occsupplydemand.org

In particular, the population grew by more than five percent in all of the metropolitan areas along the Hudson River valley – Albany, Glens Falls, and Kingston. Growth in the Poughkeepsie/Newburgh metro area exceeded 18 percent.

West of Albany the picture is different. The Binghamton, Buffalo, Elmira, and Utica/Rome metro areas all lost between five and eight percent of their population. The Syracuse area lost less than five percent. Despite hard times at Kodak and Xerox, population in the Rochester metro area grew marginally. Rural areas did experience population declines.

These overall population trends suggest that recruitment strategies will need to be adjusted.

In the 2010 Census, 10.5% of Utica residents indicated that their ethnicity was Hispanic or Latino, compared to 4.6% in Oneida County and 17.6% in New York State.

According to the National Center for Education Statistics (NCES)[5], college enrollment for 2010 was approximately 20.6 million, higher than any previous year. College enrollment is expected to increase by 14 percent through 2019, setting new records. The enrollment in U.S. degree-granting postsecondary institutions increased by 9% between 1989 and 1999; however, enrollment increased 38% from 1999 and 2009. The growth from 1999 to 2009 was primarily in full-time enrollment at 45% while part-time students only rose 28% during that same time period. NCES has noted that the percentage increase in the number of students 25 years and over has been larger than the percentage increase in traditional-aged students in recent years and expects this trend to continue.

From 1976 to 2009, NCES noted that nationally, Hispanic students increased from 3% to 12%, Asian/Pacific Islander students increased from 2% to 7% and African American students increased from 9% to 14%. However, during the same time period, White students decreased from 83% to 62%.

Approximately 2,517 students, or 1,885 FTE, are enrolled at SUNYIT. Undergraduates make up 74% of the student population with 26% being graduate students. This composition has not significantly changed over the past nine years. About 55% of SUNYIT students are 20-29 years old with 14% being under 20 years. Most students are residents of New York State; 1.8% are from out-of-state; and 2.6% are international. The number of international students has declined over the past nine years, from 6.1% in 2003 to 2.6% in 2011. The student ethnicity is predominantly White being about 77.9% in the fall 2011 semester. Approximately 7.1% are African American, 3.5% are Hispanic, and 3.1% are Asian/Pacific Islander.

In 2010, the State University of New York reached record enrollment with 471,188 students, an increase of more than 20% over the past decade.

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[5] National Center for Education Statistics, www.nces.ed.gov

d) *Technology*

As a polytechnic institution, it is incumbent upon SUNYIT to not only teach and conduct research at the forefront of technological development but also to utilize exemplary technologies in everything it does. The development of new technology continues at an unprecedented rate and is causing irreversible changes in the nature of work and lifestyle. Although information technology has been leading the startling changes in computers, communications and networking, newer technologies in healthcare, nanotechnology, manufacturing and automation are driving comparable changes in our society.

According to the Bureau of Labor Statistics, substantial increases in the demand for workers in many technological fields can be expected between 2008 and 2018. In particular, substantial demand increases are projected in

- Computer Science   +24%
- Biomedicine Engineering   +72%
- Civil Engineering   +24%
- Physicians Assistants   +41%
- Registered Nurses   +23%

all driven by direct development of new technologies or direct utilization of technological advances. Many other technology-based fields are expected to grow at a rate near the overall workforce growth and include engineering (in general), technology management, and engineering management.

Students are comfortable and confident in their own use of technology. They expect admissions, registrar, laboratories, and classes to effectively utilize technology. Pedagogy is being strongly affected through use of studio classrooms and high-technology laboratories. Anytime – anywhere learning is becoming an integral component of curricula with asynchronous delivery relying on video capture and remote laboratory access becoming the norm.

Technology is profoundly affecting teaching and learning as well as the working environments our graduates will experience. The challenge for institutions such as SUNYIT is to lead the way in technology utilization.

e) *Competition*

Education at polytechnic colleges and universities has undergone rapid evolution during the past 20 years or so. Their disciplines were among the first to develop and implement outcomes assessment as a basis for accreditation. One result has been a significant reduction in reliance on the "passing" of a specific set of courses as the degree requirements. Rather, a host of pedagogically superior experiential learning opportunities such as projects, internships,

and practica have been developed and implemented. One result has been differentiation of academic programs at various college and universities.[6] Experiential learning includes service-based and project-based learning, practicum and internships. It provides students with the opportunity to: relate academic content to "real-world situations," facilitate the acquisition of professional level skills, become aware of the complexities of the social and professional issues involved in real-life situations and, when appropriate, promote social, personal and emotional development. Experiential learning is attractive to a broad range of students.[7] SUNYIT offers experiential opportunities in almost every major including project-based assignments, service-based learning projects, practica and internships. These experiential-based learning opportunities frequently involve students in local, national and global projects, preparing them for a dynamic and diverse world.

Both non-profit and for-profit colleges and universities offer distance learning opportunities as does SUNYIT. The online format allows SUNYIT to expand its student recruitment territory. Online programs offered by private institutions such as University of Phoenix and DeVry University typically require greater tuition than does SUNYIT but tend to offer popular programs that are marketed aggressively. For many students, distance learning is the only opportunity available. It is the case that online courses and hybrid courses appear to be equivalent to classroom courses from a student learning and student satisfaction point of view.

SUNYIT, with its commitment to four-year residential undergraduate programs and its commitment to evolve into a full Institute of Technology while maintaining its upper-division transfer focus, has substantially changed its competitive set of institutions. With its addition of lower-division majors, engineering programs, and technology management, it has added other SUNY institutions and private institutions to its competitive set. While students from the region now have their own four-year institute of technology, they also will choose a college not only because of proximity, but also on the basis of program quality and cost. It is clear that SUNY Binghamton, Rochester Institute of Technology, Clarkson and Rensselaer Polytechnic Institute are already strong competitors for the same students we wish to attract.

III. Internal Environment

SUNYIT is undergoing transitions in many areas. First has been the transition from an upper-division college to a full, four-year plus graduate technological institution. Advising needs have changed significantly as have recruiting and support requirements. The growing residential character of the institution has placed new expectations on co-curricular and extracurricular activities. Finally, serving the needs of a wide spectrum of students ranging from freshmen to adult, part-time learners is clearly a challenge.

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[6] Eyler and Giles, 1999
[7] Prentice and Garcia, 2000

Faculty members recruited to teach and conduct scholarly research in the academic programs are all PhD credentialed. To serve their needs in terms of resources, facilities, and support, SUNYIT is strengthening its sponsored research office, technology support functions, and faculty development programs. Concurrently, faculty presence on campus is strong and expectations for tenure and promotion are high.

SUNYIT enjoys an excellent and expanding physical plant. With the addition of the Quad-C and CAT buildings, physical constraints are not envisioned to be an issue. The state budget, however, is a serious problem for SUNYIT. As a campus that is unique among the 32 "state-operated" SUNY institutions, having its budget tied to the ag & tech campuses is a severe limitation. This situation will become exacerbated as SUNYIT becomes a full Institute of Technology and offers education to more students in high-needs areas.

It is already clear that SUNYIT has a growing reputation and is attracting more, highly qualified students. These students will have higher expectations with regard to both academic rigor and campus environment.

a) *Peer Institutions*

SUNYIT cannot easily be categorized or grouped with comparable institutions. It is quite like the AITU[8] schools in many characteristics but very different in that they are all private universities. It is quite unlike any of the other SUNY campuses even the "technological" colleges. SUNYIT enjoys the Carnegie Classification of "Regional University."

Characteristic data from IPEDS (2009-10 and 2010-11), AAUP (2010-11), and *U.S. News* (2010-11) and VSE (FY 2011) are presented for several institutions in Appendix D. A number of conclusions can be drawn after reviewing the key measures collected for the designated peer institutions.

Size – When compared to the peer institutions, SUNYIT is one of the smallest with a total headcount of 2820. There are three institutions smaller (Milwaukee School of Engineering, Kettering University and Virginia Military Institute), and two that are slightly larger, but in close proximity (Clarkson University and Norwich University (Fall 2010).

Enrollment, Admissions, Selectivity and Retention - Enrollment (Fall 2010) – As mentioned above, SUNYIT is one of the smallest of the peer institutions in total enrollment. If we look at total undergraduate enrollment, SUNYIT continues to be one of the smallest, but has three institutions that are slightly larger, but in close proximity (Milwaukee School of Engineering, Norwich University and Stevens Institute of Technology).

Admissions (Fall 2010) – When compared to the peer institutions, SUNYIT has one of the lowest freshman acceptance rates at 34%, second only to one other institution (California

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[8] Association of Technical Universities (e.g., Clarkson, Olin, RIT, RPI, WPI and others)

Polytechnic State University. Of those students accepted at SUNYIT, 32% of them enroll, placing us right at the average for all peer institutions (31%). This places us in close proximity to five peer institutions that are within 1% of SUNYIT (California Polytechnic State University, Milwaukee School of Engineering, Michigan Technological University, New Jersey Institute of Technology and University of Massachusetts–Dartmouth).

Selectivity (Fall 2010) – When compared to the peer institutions, SUNYIT falls in the lower range with regard to combined SAT scores (critical math and reading). We are most closely aligned with five peer institutions (New York Institute of Technology, Norwich University, University of Massachusetts-Dartmouth, University of Massachusetts-Lowell and Wentworth Institute of Technology).

Retention (Fall 2009 cohort as of Fall 2010) – When compared to the peer institutions, SUNYIT falls in the lower range of freshman first year retention rates at 73%. There are five institutions within 3% of SUNYIT (Florida Institute of Technology, Tennessee Technological University, New York Institute of Technology, University of Massachusetts-Dartmouth and University of Wisconsin-Stout. The average retention rate for the peer institutions is 82%, with Worcester Polytechnic being the highest rate of 95%.

Student/Faculty Ratio (Fall 2010) – When compared to the peer institutions, whose S/F ratio ranges from 11 to 22, SUNYIT falls in between at 17, but there are only four institutions that are higher (New York Institute of Technology, University of Wisconsin-Stout, Tennessee Technological University and California Polytechnic State University).

Faculty Salaries – Faculty salaries are broken out into three categories for comparison, Professor, Associate Professor and Assistant Professor. When compared to peer institutions, SUNYIT's average salaries are slightly higher than its peer institutions in all three categories.

Professor - When compared to the peer institutions, SUNYIT is closely aligned with one institution (University of Massachusetts-Dartmouth).

Associate Professor – When compared to the peer institutions, SUNYIT is in close proximity to four institutions (Illinois Institute of Technology, Polytechnic Institute of New York, Rochester Institute of Technology, and University of Massachusetts-Dartmouth).

Assistant Professor – When compared to the peer institutions, SUNYIT is in line with two peer institutions (Illinois Institute of Technology and New York Institute of Technology).

Rankings (Fall 2010) – SUNYIT ranked 98th in the Regional Universities–North category. All the peer institutions in the same category ranked higher. The highest was Rochester Institute of Technology, ranking 7th; and the lowest was the University of Massachusetts-Dartmouth, ranking 82nd.

Endowment – When compared to peer institutions, SUNYIT's endowment is the lowest with $2.6 million. SUNYIT's endowment must be increased to support evolving needs of the institution.

b) *Students*

Enrollment has fluctuated over time, with peaks in fall 2007, fall 2008, and again in fall 2009, when there were just under 3000 students. Since SUNYIT was relocated onto the Marcy campus, headcount has centered around the 2600 mark. In consideration of several conscious decisions (e.g., increased selectivity, deactivation of select programs) combined with unfavorable market conditions, SUNYIT's enrollment has decreased in fall 2011 to just over 2500 students. Figure 1 shows enrollment variations since 1985.
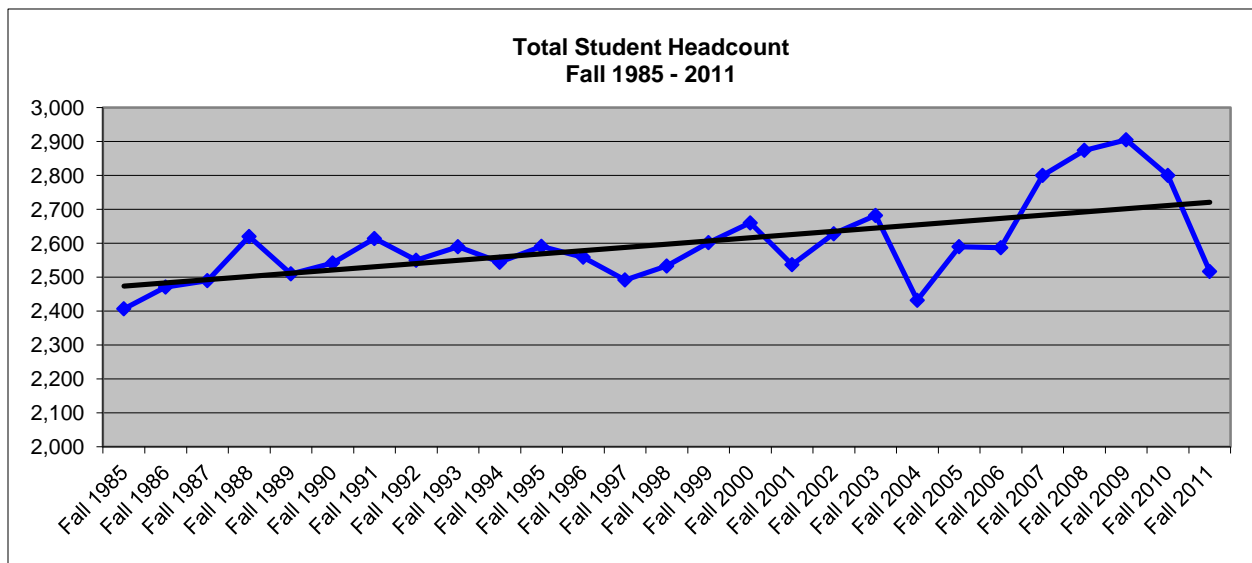
Figure 1.

Recently admitted freshmen have SAT scores between 960 and 1160 for the 25th and 75th percentiles. Approximately 46% are in the top 25% of their high school class. The acceptance rate for students who applied is approximately 62%.

SUNY defines Tier 2 schools as enrolling 60% of their regular admits with Tier 1 and 2 credentials. SUNYIT has met or exceeded these credentials with the first four entering freshman cohorts (fall 2003-04 met Tier 1, fall 2005-06 met Tier 2), and was considered Tier 3 for fall 2007-10. With fall 2011, SUNYIT's second year of increased admissions selectivity, we again achieved a Tier 2 status with 60% of regular admits having Tier 1 and Tier 2 credentials. In addition, with the increased selectivity, SUNYIT has also worked to lower the percentage of the entering class in the special admit category (includes EOP, special talent and other risk). SUNY recommends 15%, for fall 2011, SUNYIT achieved 12.6%. Appendix E gives details of the historical variation of these characteristics.

The freshman retention rate has hovered near 70% since freshmen were first admitted. The most recent six-year graduation rate for four-year students is approximately 46%. Details regarding retention and graduation rates can be found in Appendix H. SUNYIT's percentage of graduate headcount has fluctuated slightly over time and is currently approximately 25% of the total student population. Due to the number of part-time graduate students, overall fte is about 17% graduate, 83% undergraduate .

Transfer students have been and will be important to SUNYIT. The changing nature of the institution and our academic programs will necessitate that special attention be paid to transfer students to insure integration into campus life and academics. Similarly, SUNYIT will have to provide a supportive environment and be sensitive to cultural differences as the student body increases and becomes even more diverse.

c) **Faculty and Students**

In the fall of 2011, full-time faculty numbered 77. At that time part-time faculty numbered 111 for a total of 187 and a full-time faculty equivalent effort of 110. The resulting student/faculty ratio was approximately 17:1. Data for several years is available in Appendix I. It can be seen that since 2005 the number of full-time faculty has decreased, and the number of part-time faculty has increased. The full-time equivalent faculty figure has remained essentially constant.

In 2005 approximately 22% of courses were taught by part-time faculty. This percentage has grown to about 38%.

During the same time frame, full-time staff has fallen from 183 to 175 and part-time staff has remained approximately constant.

d) **Alumni**

SUNYIT attracts students from all over New York, many other states and, in 2011-2012, more than a dozen nations. There are more than 22,000 alumni who are spread across all 50 states.

However, the majority of SUNYIT graduates remain in New York State making contributions in the fields of communication, computer science, engineering technologies, management, nursing and many other occupations. These SUNYIT alumni have a significant economic impact and make vast contributions at work and in the communities in every region of New York State.

e) **Facilities**

SUNYIT's scenic location in the rolling hills overlooking Utica and the historic Mohawk Valley is complemented by its new and planned infrastructure. Three major new buildings – a $13.6 million student center, a $20 million field house and a $23.5 million freshman residence hall complex – have opened in recent months. These improvements have addressed shortcomings described in student opinion surveys and the campus facilities master plan, and there is ample room for further infrastructure growth. A technology complex comprising the Center for Advanced Technology (CAT) and Computer Chip Commercialization Center (Quad-C) will anchor the campus as SUNYIT continues to develop as a major player in the significant technological renaissance and economic development of New York. This complex will bring industry partners to campus and connect students to opportunities for career exploration and future employment.

f) **Financial Resources**

The total budget is approximately $21 million as shown in Figure 2. SUNYIT has experienced a significant decrease in state support punctuating the need to utilize reserves to cover the budget gap over the last several years. State support has decreased over the past four years by over $3 million. In FY 2002-2003, the state support of the budget was approximately 53% whereas in FY 2011-12, the state support of the budget has dropped to 32% of budget. As the chart indicates, there has been a steady decrease in state support for the SUNYIT budget. In addition, while the SUNYIT budget has increased by 17.7% during the past nine years, the Consumer Price Index has increased by 26%.

Financial Resources

(in thousands)
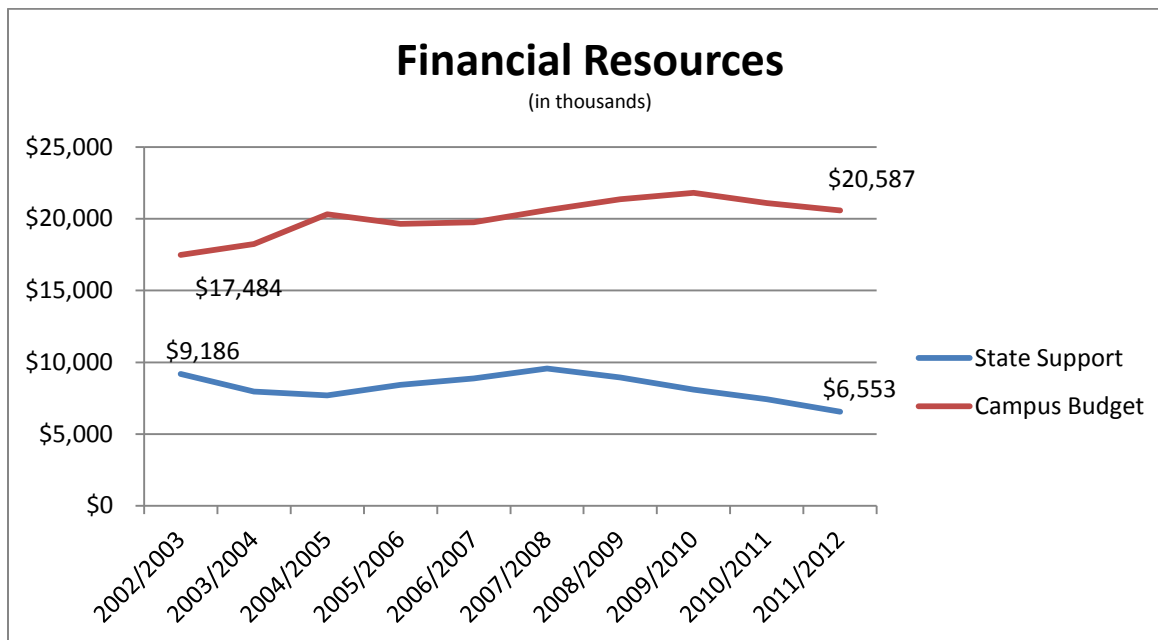
Figure 2.

In the 2002-2003 academic year, SUNYIT enhanced the major gifts and alumni function by appointing a new vice president overseeing resource development. In the same year, the director of development departed and there has been a series of directors of development since. Figures 3 and 4 below indicate, this nine-year transition in leadership has had an impact on SUNYIT Foundation giving levels, as well as revenue contributions. In 2003, the annual giving from alumni participation was at 10.8% and in 2009 it was 4.l0%. In 2002, revenue contributions from all sources totaled $503,731 and our most recent fiscal year ended with $208,728 in total contributions. As the figures indicate, there is an encouraging sign that the development function has turned the corner, as both alumni participation and the percentage of contributions to the Foundation have increased.
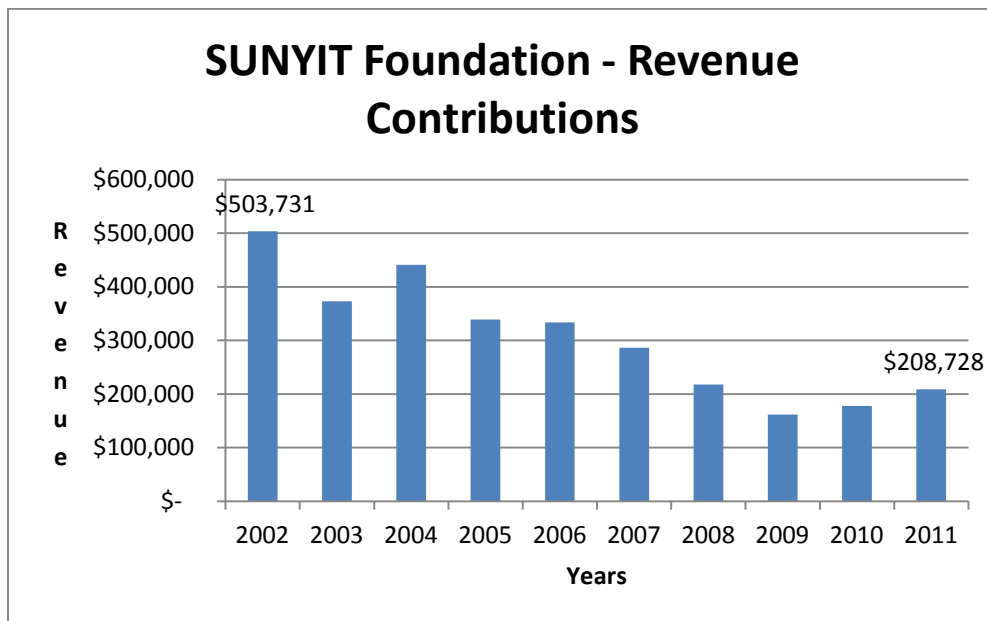
Figure 3.
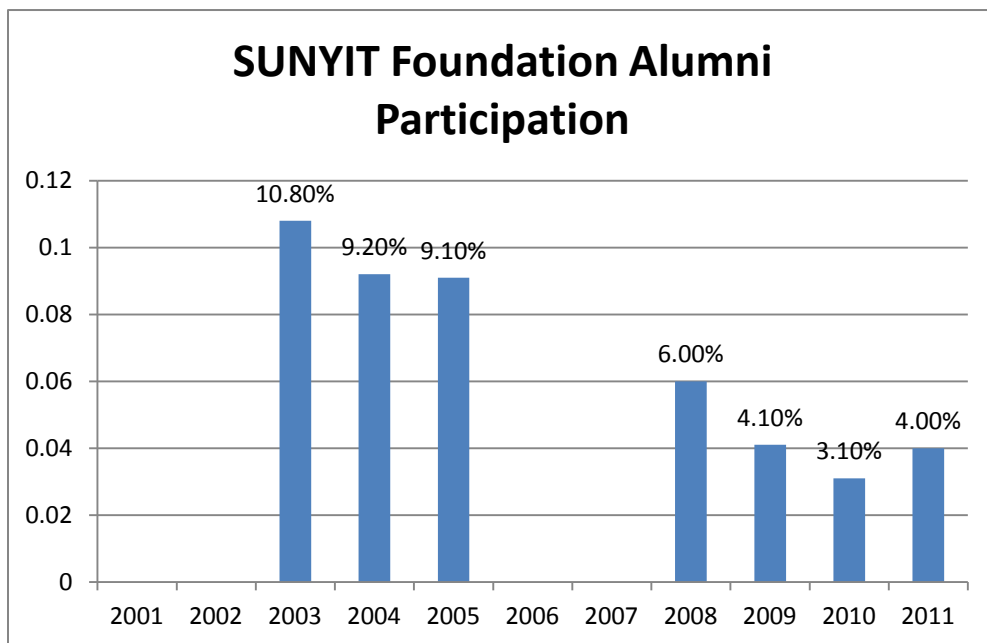
Figure 4.

Financial aid has become a critical element of the admissions process. The "overlap" institutions are more capable than SUNYIT of awarding necessary financial aid to attract top tier students. Financial aid disbursement has increased over the last nine years by 50.45%, from $12.5 thousand to $18.8 thousand. Included in the FY 2010-2011 financial aid

disbursements are direct student loans (61%), Pell grants (16%), TAP awards (10%) and the balance of 13% from scholarships and other sources.

g) **SUNYIT Today**

SUNYIT is undergoing transition on many fronts. In 2003, it began offering four-year bachelor of science programs and, in 2011, expanded its residential dormitory system. These changes have caused the institution to reconsider course scheduling, establish new co-curricular programs, and develop recruitment strategies. Admissions criteria have been raised and are focused on Tier 1 and Tier 2 applicants. The attraction of more qualified undergraduate students has increased demand for financial aid increasing the necessity of improving alumni philanthropy. In addition to construction of new dormitories, SUNYIT has also added a Student Center and Field House along with new athletic facilities to support the residential student body.

New degree programs have been added at both the baccalaureate and master's levels:

- BS in Biology (three options: life science, bioinformatics and biotechnology)
- BS Electrical and Computer Engineering
- BS Community and Behavioral Health
- MS Nursing Education – Online

New degree programs are in the planning stages:

- Doctor of Nursing Practice (DNP)
- PhD Computer Science
- BS Civil Engineering
- BS Biomedical Engineering
- BS Mechanical Engineering
- MS Systems Engineering
- BS Materials Science and Engineering
- MS Applied Math
- MS Network and Computer Security

Programs on the Horizon

- MS Vision Rehabilitation Therapy (certificate)
- BS Sustainability/Environmental Studies
- MS Psychiatric Nurse Practitioner

Several programs have been discontinued:

- BS Criminal Justice
- BS/BBA Finance
- BS Industrial Engineering Technology
- MS Applied Sociology
- MBA in Health Services Management

and several are being held dormant:

- MS Nursing Administration
- MS Adult Nurse Practitioner
- MS Gerontological Nurse Practitioner

SUNYIT has recently restructured its academic administration such that programs have been regrouped into seven departments. Each department has its own chair who reports directly to the Provost. To some extent, the academic administration is still settling into a new operational protocol. Simultaneous with the administrative changes, expectations for tenure and promotion are being clarified, with explicit expectations for teaching excellence, scholarly accomplishment, and service being specified.

CURRENT SUNYIT PROGRAMS

BS Accounting
BS Applied Computing
BS Applied Mathematics
BS Biology
BS, BBA Business Administration
BS Civil Engineering
BS Civil Engineering Technology
BS Communication and Information Design (accelerated BS/MS)
BS Community and Behavioral Health
BS Computer Engineering Technology
BS Computer and Information Science (accelerated BS/MS)
BS Computer Information Systems
BS Electrical and Computer Engineering
BS Electrical Engineering Technology
BS, BPS Health Information Management
BA Interdisciplinary Studies
BS Mechanical Engineering Technology
BS Network and Computer Security
BS Nursing (accelerated BS/MS)
BA Psychology
BA Sociology

MS Accountancy
MS Advanced Technology
MBA in Technology Management
MS Computer and Information Science
MS Information Design and Technology
MS Nursing w/major in Family Nurse Practitioner
MS Nursing w/major in Nursing Education
MS Telecommunications

CAS Nursing Education
CAS Family Nurse Practitioner

APPENDIX B – SUNY Strategic Plan

SUNY and the Entrepreneurial Century

We will cultivate entrepreneurial thinking across our entire learning landscape, helping new and existing businesses innovate, prosper, and grow. Research and innovation have long been hallmarks of American higher education. But in the 21st century, knowledge creation is no longer enough. Economic growth depends on translating that knowledge into tangible, measurable benefits—from more patents issued, to more grants won, to more jobs. This shift demands an entrepreneurial mindset—a way of thinking determined to create and shape new markets.

SUNY and the Seamless Education Pipeline

SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success. An educated population is the foundation of economic growth. Studies show that in the years ahead, almost half of the jobs will require at least some college experience. Already, the 30 fastest-growing fields demand a minimum of a bachelor's degree. At first glance, New York State may seem well-positioned for this new age: we rank fifth in the nation in terms of the percentage of the workforce that holds a bachelor's degree or higher. But in reality, more and more of our young people are being sidelined from the knowledge economy. Nearly three in 10 students fail to graduate from high school in four years. And only six in 10 of those who make it to graduation do so with a Regents Diploma—a critical indicator of college readiness. What's more, far too many students who enter the higher education system need remedial coursework, a level of unpreparedness that jeopardizes their success in college and career.

SUNY and a Healthier New York

A full integrated SUNY healthcare enterprise has enormous potential—in terms of public health, economic impact, and global influence. New York's medical and health dilemmas mirror those of our nation. Healthcare costs are overwhelming our state budget. Disparities in access plague the system. Our population is aging. We face critical shortages in our healthcare workforce. Spiraling costs are bankrupting families. And too many New York children come to school every day with health problems that undermine their ability to learn.

SUNY and an Energy-Smart New York

Achieving sustainability demands action on multiple fronts at once. SUNY's collective intelligence makes it New York's renewable resources for ideas.   The alarms have been sounded again and again on the consequences of climate change and overdependence on fossil fuels. Meanwhile, New York State's energy costs have escalated to 50 percent above the

national average—a burden that makes our businesses far less competitive and places enormous financial strain on households. Without smarter energy use, economic revitalization will remain an elusive goal. The time to act is now. And SUNY, New York's renewable resource for ideas, is ready to lead.

SUNY and the Vibrant Community

As other entities cut or loosen local ties, SUNY's role as an enduring enriching presence in communities becomes even more critical. Wherever New Yorkers come together as a community, SUNY is there—a remarkable 97 percent of all New Yorkers live within 20 miles of a SUNY campus. Many of our campuses proudly bear the name of their home city or town. All of them serve as the local crossroads, enabling people from many different backgrounds to meet and deepen their mutual sense of belonging. Even in a "flat world," the SUNY campuses stand testimony to our powerful attachment to place.

SUNY and the World

We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness. If you look around our campuses on any given day, it quickly becomes clear that we have succeeded at bringing the world to SUNY; taken together, our campuses comprise one of the most diverse learning communities in the world. Our system attracts adventurous and ambitious people from every possible background. In the international race for talent—the most fiercely contested race of the 21st century—we're off to a running start.

sunyit

INSTITUTIONAL ASSESSMENT MODEL

Director of Assessment *(J. Joseph)*

⇕

Institutional Assessment Committee:

Institutional Effectiveness and Student Learning

(J. Joseph, V. Fusco, D. Tyksinski, J. Ninh, J. Ruffrage, R. Tichenor)

⇕

Institutional Initiatives

⇕

Institutional Growth
& Resources (J. Ninh)
Recruitment
Retention
Marketing
Enrollment
Profess Development
Leadership Evaluations
Foundation/Grants
Research Income ($$ brought in)
Financial Aid
Planning & Budget
Alumni Resources
Technology Development

Academic
Quality (R. Tichenor)
General Education
Majors
Programs
Faculty Orientation
Faculty Mentoring
Faculty Development
Academic Research
Applied Methods of Instruction
Learning Center
Opportunity Prgms (EOP, CSTEP)
Library
Academic Advising
Disability
International Initiatives

Campus Life/Culture
& Environment (J. Ruffrage)
Social Environment
Physical Environment
Counseling (emotional)
Student Leadership
Personal Safety
Student Engagement (Social & Academic)
Faculty Engagement
Staff Engagement
Clubs/Organizations
Athletics & Recreation
Health and Wellness
Activities/Events
International Student Support
Residential Life
Physical Fitness

Community
Engagement (D. Tyksinski)
Community Education
Public Service
Community Service
Service based Learning
Internships
Community based Research
Practicums
Collaborative Partnerships
Professional Advisory Groups
Career Planning & Advisement

Administrative
Effectiveness (TBD)
Human Resources
Facilities
Business Office
Physical Envir & Safety

Facilitators

Administrative Affairs   Academic Affairs   Student Affairs

Model Developed By:
J. Joseph
E. Bankert
V. Fusco

APPENDIX D

SUNYIT
Peer Institution Data
Fall 2011

IPEDS UnitID	Peer Institutions	Aspirational	Public / Private	Total Enroll (Fall 2010)	UG Enroll (Fall 2010)	Total FT Faculty (Fall 2010)	% Headcount of FT Fac (derived)	Percent Admitted (Fall 2010)	Admissions Yield (Fall 2010)	SAT Critical Reading & Math Combined 25th Percentile (Fall 2010)	SAT Critical Reading & Math Combined 75th Percentile (Fall 2010)	Full-time Retention Rate (Fall 2009 Cohort as of Fall 2010)	Graduation Rate Freshman (Fall 2004 Cohort Fall 2010)	S/F Ratio
196112	SUNY Institute of Technology		Public	2,820	2,141	85	45.0%	34	32	960	1160	73	57	17
110422	California Polytechnic State University - St Luis Obispo	A	Public	18,360	17,332	726	64.6%	33	32	1120	1320	91	73	22
190044	Clarkson University	A	Private	3,330	2,848	233	46.7%	80	21	1050	1270	87	69	15
133881	Florida Institute of Technology		Private	8,985	5,582	238	26.8%	59	18	1040	1260	75	57	16
145725	Illinois Institute of Technology		Private	7,774	2,602	523	41.7%	64	29	1143	1350	88	64	13
169983	Kettering University		Private	2,187	1,844	131	79.9%	64	16	1160	1380	89	58	14
171128	Michigan Technological University		Public	6,971	5,715	491	45.2%	74	33	1080	1340	81	65	13
239318	Milwaukee School of Engineering		Private	2,589	2,393	141	53.4%	64	32	1150	1380	79	61	14
185828	New Jersey Institute of Technology	A	Public	8,934	6,103	436	43.3%	67	33	1010	1240	81	55	15
194091	New York Institute of Technology		Private	8,607	5,213	271	24.5%	75	27	910	1150	72	48	18
230995	Norwich University		Private	3,477	2,279	124	41.3%	66	35	950	1170	77	53	16
194541	Polytechnic Institute of NY University		Private	4,432	1,768	177	46.3%	68	20	1210	1390	86	55	13
195003	Rochester Institute of Technology	A	Private	15,792	13,175	1,056	66.7%	59	30	1090	1310	88	64	13
186867	Stevens Institute of Technology	A	Private	5,629	2,369	275	39.0%	47	36	1180	1340	92	72	14
221847	Tennessee Technological University	A	Public	11,538	9,436	389	43.8%	97	46	980	1270	76	48	21
167987	University of Massachusetts-Dartmouth		Public	9,432	7,749	375	39.4%	68	31	960	1160	70	48	17
166513	University of Massachusetts-Lowell		Public	14,702	11,276	444	30.7%	74	30	980	1190	78	51	14
240417	University of Wisconsin - Stout		Public	9,339	8,301	333	59.6%	89	56			75	53	21
234085	Virginia Military Institute		Public	1,569	1,569	117	65.0%	46	49	1040	1230	83	70	11
168227	Wentworth Institute of Technology		Private	3,845	3,721	150	52.3%	58	26	970	1200	80	60	15
168421	Worcester Polytechnic Institute	A	Private	5,360	3,649	310	47.9%	57	25			95	80	14
	Average of All Peer Institutions			7,643	5,746	347	47.9%	65	31	1,057	1,275	82	60	15
	Average of Private Peer Institutions			6,001	3,954	302	47.2%	63	26	1,078	1,291	84	62	15
	Average of Public Peer Institutions			10,106	8,435	414	48.9%	69	39	1,024	1,250	79	58	17

IPEDS UnitID	Peer Institutions	Expenses - IPEDS		Avg Faculty Salaries - IPEDS			Ranking Categories - US NEWS		VSE		
		Instruction Expense as a % to Total Core Expenses (2008-09)	Instruction Expenses/ FTE (2008-09)	Professor 9/10 Month Contract (2010-11)	Associate Professor 9/10 Month Contract (2010-11)	Assistant Professor 9/10 Month Contract (2010-11)	Category	Ranking	Operations Total for Research (reported in 2011)	Endowment (reported in 2011)	Percent Alumni Participation (reported in 2011)
196112	SUNY Institute of Technology	30	6,573	$106,617	$84,297	$78,865	Regional Universities-North	98	$0	$2,628,910	4.0%
110422	California Polytechnic State University - St Luis Obispo	46	7,096	$97,182	$80,519	$66,538	Regional Universities-West	7	$404,024	$173,419,476	5.3%
190044	Clarkson University	46	12,438	$110,397	$87,636	$72,256	National Universities	119	$265,600	$165,144,073	13.9%
133881	Florida Institute of Technology	45	7,155	$93,747	$71,961	$59,589	National Universities	164	$86,039	$49,602,761	3.6%
145725	Illinois Institute of Technology	38	14,667	$116,159	$83,211	$80,000	National Universities	111		$194,205,597	3.8%
169983	Kettering University	40	9,465	$78,306	$63,260	$62,726	Regional Universities-Midwest	16	$87,000	$66,833,763	5.0%
171128	Michigan Technological University	31	8,486	$100,573	$79,805	$73,601	National Universities	115			
239318	Milwaukee School of Engineering	48	11,532	$80,332	$71,254	$68,734	Regional Universities-Midwest	19			
185828	New Jersey Institute of Technology	25	8,395	$158,757	$115,440	$86,232	National Universities	138	$630,573	$74,978,000	6.4%
194091	New York Institute of Technology	55	8,840	$126,376	$92,325	$76,823	Regional Universities-North	68			
230995	Norwich University	17	6,347	$84,601	$64,615	$56,599	Regional Universities-North	60		$174,258,000	8.1%
194541	Polytechnic Institute of NY University	48	14,081	$110,553	$85,884	$84,929	National Universities	138			
195003	Rochester Institute of Technology	54	15,499	$111,539	$83,144	$70,556	Regional Universities-North	7		$639,673,000	8.0%
186867	Stevens Institute of Technology	46	13,910	$132,943	$97,071	$85,936	National Universities	88	$58,300	$144,042,262	6.2%
221847	Tennessee Technological University	37	5,638	$77,182	$62,411	$52,248	Regional Universities-South	39	$410	$59,447,887	8.7%
167987	University of Massachusetts-Dartmouth	34	6,837	$106,594	$82,707	$71,514	Regional Universities-North	82			
166513	University of Massachusetts-Lowell	35	8,314	$116,024	$92,713	$74,585	National Universities	177	$5,433,974	$39,488,000	9.3%
240417	University of Wisconsin - Stout	43	6,170	$71,770	$58,449	$54,168	Regional Universities-Midwest	64		$32,094,724	9.7%
234085	Virginia Military Institute	36	11,039	$84,927	$62,789	$52,005	National Liberal Arts Colleges	71			
168227	Wentworth Institute of Technology	47	9,312	$82,874	$71,478	$59,823	Regional Colleges-North	17			
168421	Worcester Polytechnic Institute	47	19,228	$126,056	$93,806	$82,294	National Universities	62	$0	$374,430,000	12.2%
	Average of All Peer Institutions	*41*	*10,222*	*$103,345*	*$80,024*	*$69,558*			*$773,991*	*$168,278,273*	*7.7%*
	Average of Private Peer Institutions	*44*	*11,873*	*$104,490*	*$80,470*	*$71,689*			*$99,388*	*$226,023,682*	*7.6%*
	Average of Public Peer Institutions	*36*	*7,747*	*$101,626*	*$79,354*	*$66,361*			*$1,617,245*	*$75,885,617*	*7.9%*

SUNYIT
Freshman Historical Tier Breakdown
Fall 2003 - Fall 2011

	2003	2004	2005	2006	2007	2008	2009	2010	2011
T1	40	30	34	20	17	26	16	24	24
T2	42	33	50	46	55	53	53	74	80
T3	0	0	40	44	86	87	92	78	69
Reg Admit Total	**82**	**63**	**124**	**110**	**158**	**166**	**161**	**176**	**173**
Risk	0	0	0	0	7	15	15	7	7
Sp Talent	12	7	18	11	12	12	9	11	6
EOP	11	11	17	11	27	14	18	12	12
Other Admit Total	**23**	**18**	**35**	**22**	**46**	**41**	**42**	**30**	**25**
TOTAL	**105**	**81**	**159**	**132**	**204**	**207**	**203**	**206**	**198**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Reg Admit Total	78.1%	77.8%	78.0%	83.3%	77.5%	80.2%	79.3%	85.4%	87.4%
Special Admit Total	21.9%	22.2%	22.0%	16.7%	22.5%	19.8%	20.7%	14.6%	12.6%
TOTAL	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
T1 + T2	100.0%	100.0%	67.7%	60.0%	45.6%	47.6%	42.9%	55.7%	60.1%
Special Admit	21.9%	22.2%	22.0%	16.7%	22.5%	19.8%	20.7%	14.6%	12.6%

SUNY defines Tier 2 schools as enrolling 60% of their regular admits with tier 1 and 2 credentials. SUNYIT has met or exceeded these credentials with the first four entering freshman cohorts (fall 2003-04 met Tier 1, fall 2005-06 met Tier 2), and was considered Tier 3 for fall 2007-10. With fall 2011, SUNYIT's second year of increased admissions selectivity, we have again achieved a Tier 2 status by having 60% of our regular admits having tier 1 and tier 2 credentials. In addition, with the increased selectivity, SUNYIT has also worked to lower the percentage of the entering class in the special admit category (includes EOP, special talent and other risk). SUNY's recommends 15%, for fall 2011, SUNYIT achieved 12.6%.

APPENDIX F – Freshmen Selectivity

Percent Regular & Special Admit
Fall 2003 - Fall 2011

- Reg Admit Total
- Special Admit Total

Percent of T1 & T2 of Regular Admits
Fall 2003 - Fall 2011

Year	Percent
2003	100.0%
2004	100.0%
2005	67.7%
2006	60.0%
2007	45.6%
2008	47.6%
2009	42.9%
2010	55.7%
2011	60.1%
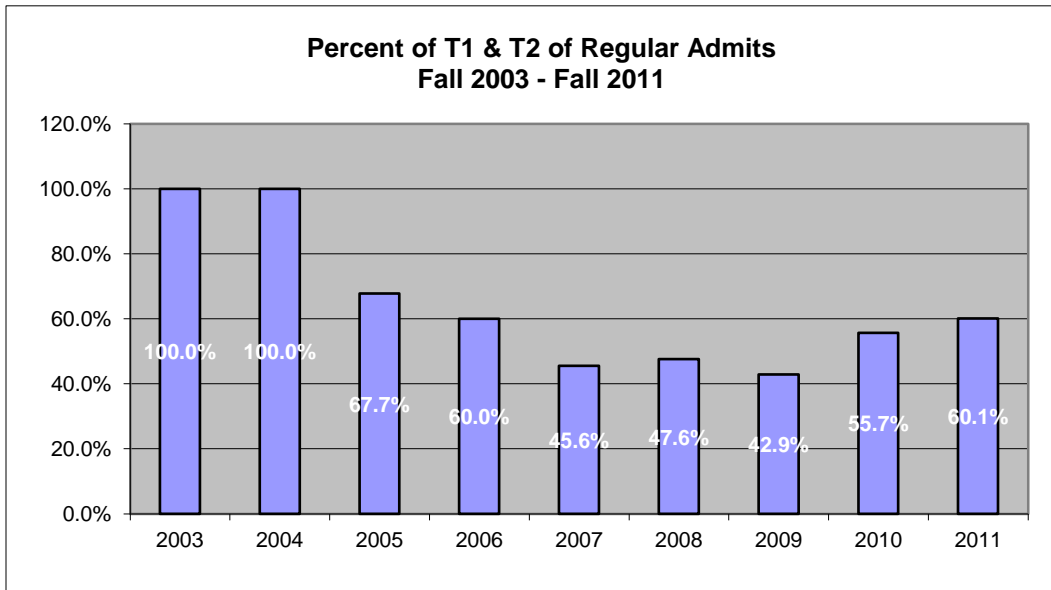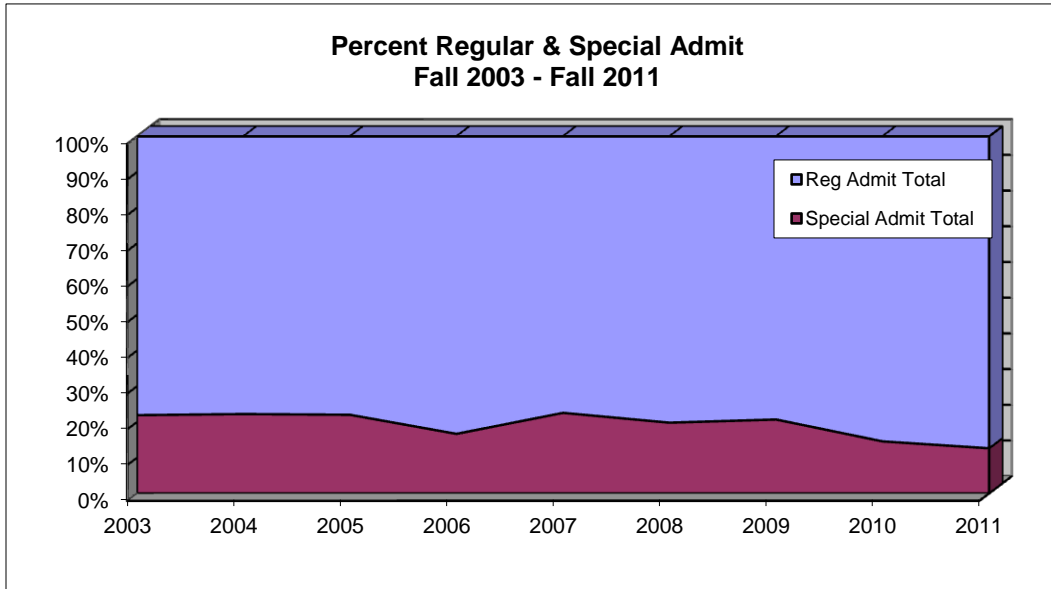
Number of Regular & Special Admits
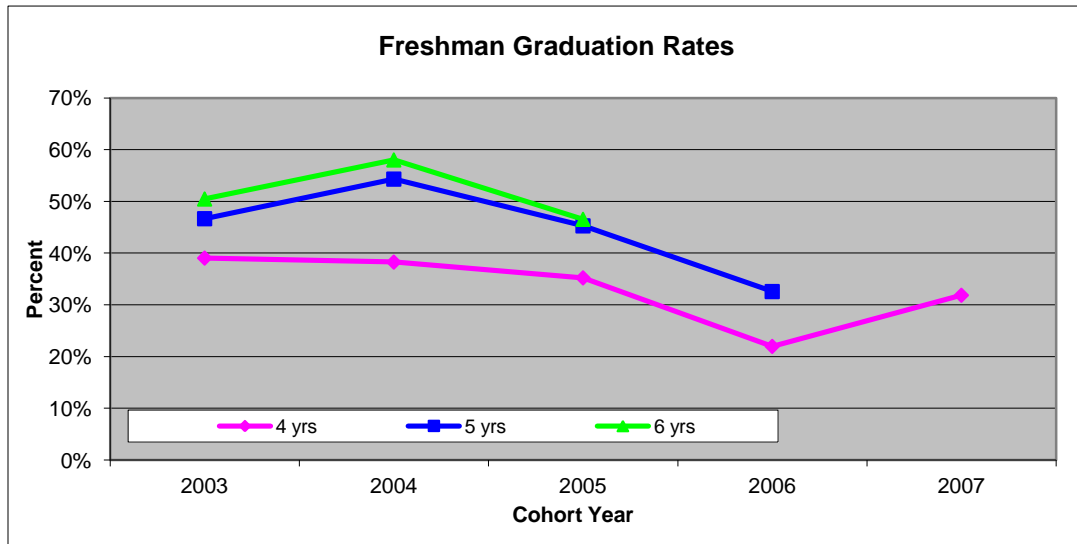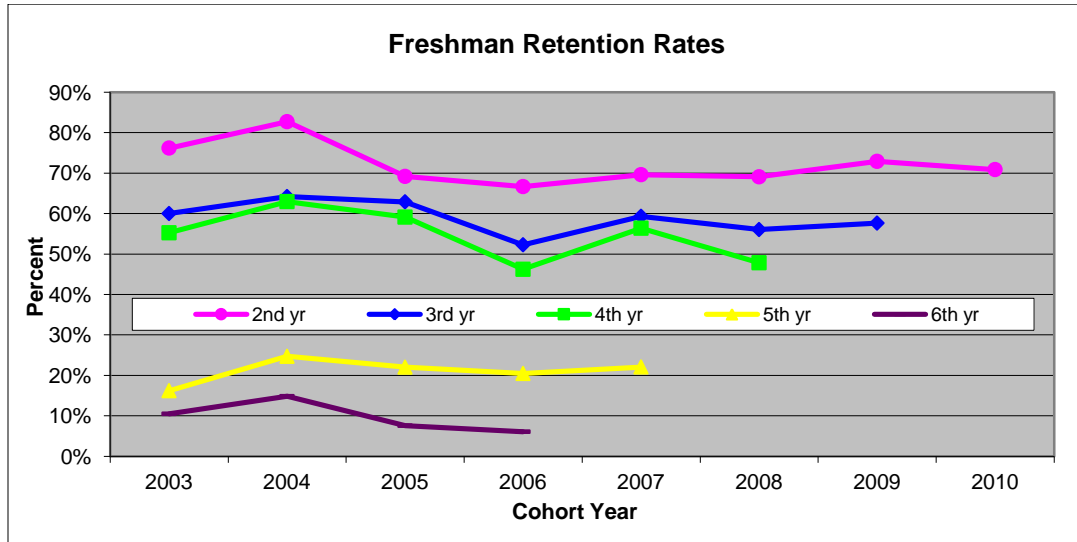**Fall 2003 - Fall 2011**
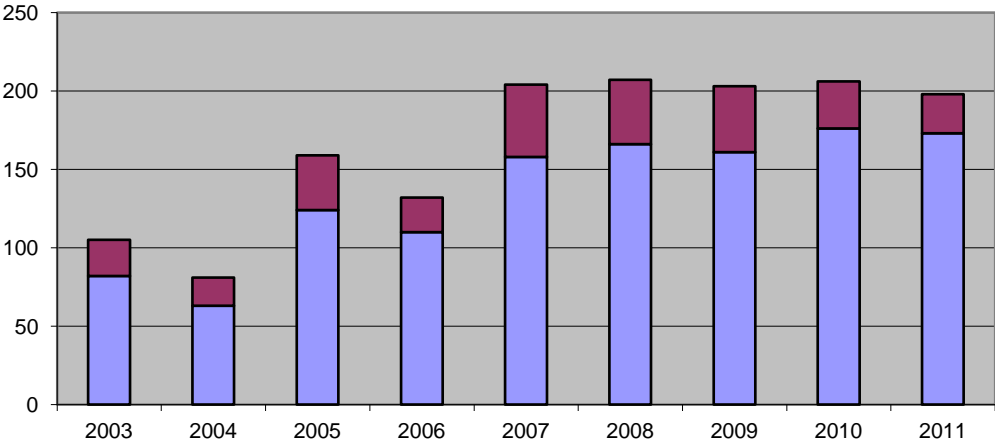
APPENDIX G

SUNYIT
Strategic Planning Task Force
Accountability & Student Sections

Freshman Retention & Graduation rates:

Cohort	Head	Avg	Percent Continuing to										Percent Graduated in						
Year	Count	SAT	2nd yr	3rd yr	4th yr	5th yr	6th yr	7th yr	8th yr	9th yr	10th yr	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs
2003	105	1190	76.2%	60.0%	55.2%	16.2%	10.5%	6.7%	2.9%	4.8%		39.0%	46.7%	50.5%	51.4%	51.4%		
2004	81	1175	82.7%	64.2%	63.0%	24.7%	14.8%	4.9%	3.7%			38.3%	54.3%	58.0%	58.0%			
2005	159	1126	69.2%	62.9%	59.1%	22.0%	7.5%	2.5%				35.2%	45.3%	46.5%				
2006	132	1115	66.7%	52.3%	46.2%	20.5%	6.1%					22.0%	32.6%					
2007	204	1075	69.6%	59.3%	56.4%	22.1%						31.9%						
2008	207	1085	69.1%	56.0%	47.8%													
2009	203	1090	72.9%	57.6%														
2010	206	1090	70.9%															
2011	198	1090																

Overall Average: 72.2% 58.9% 54.6% 21.1% 9.7% 4.7% 3.3% 4.8%   33.3% 44.7% 51.7% 54.7% 51.4%
3 yr Average: 71.0% 57.7% 50.1% 21.5%

APPENDIX H – Freshman Retention Rates

Freshman Retention Rates

Legend: 2nd yr, 3rd yr, 4th yr, 5th yr, 6th yr

Y-axis: Percent (0% to 90%)
X-axis: Cohort Year (2003 to 2010)

Freshman Graduation Rates

Legend: 4 yrs, 5 yrs, 6 yrs

Y-axis: Percent (0% to 70%)
X-axis: Cohort Year (2003 to 2007)

APPENDIX I

SUNYIT
Student/Faculty Ratio
Fall 2002 - Fall 2011

Full-time and part-time/adjunct faculty, all courses taught

SUNYIT	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	5 Yr Avg
Total Campus	*17.0*	*17.2*	*17.0*	*18.1*	*18.3*	**17.5**

Student/faculty ratio is based upon aggregated student credit hours for undergraduate and graduate level students. Then converted into student fte workload (using 15 and 12 credit hrs respectively), then divided by total faculty fte.
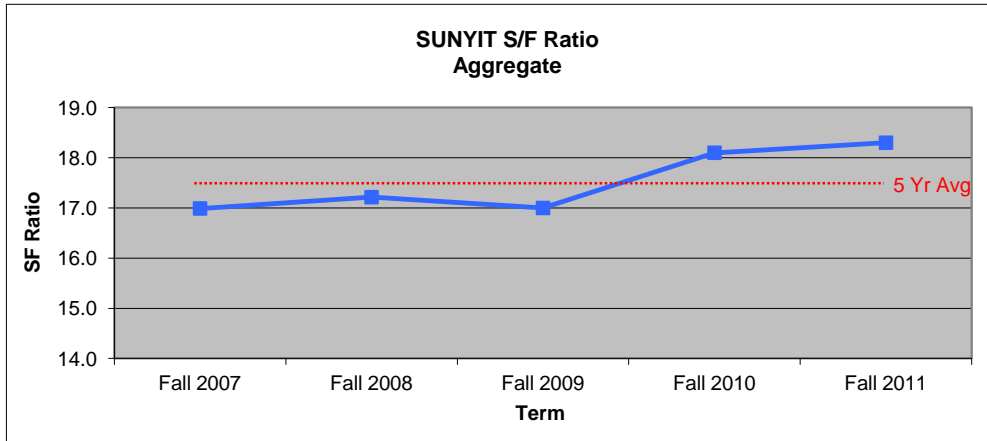
APPENDIX J

<u>STRATEGIC PLAN TASK FORCE</u>

Annette Agness

Darlene Del Prato

William Durgin

Valerie Fusco

Kevin Grimmer

Daniel Jones

Joanne Joseph

Marybeth Lyons

Rosemary Mullick

Anthony Panebianco

Peter Perkins

Carlie Phipps

Ronald Sarner

Kathryn Stam

Zora Thomova

Deborah Tyksinski

Robert Yeh