

*Office of the Provost
and Vice Chancellor
for Academic Affairs*

Mission Review

March 8, 2007





The Process

- A system-wide academic planning process that aligns campus and system in order to:
 - Clarify academic strengths and focus on distinctiveness and potential for inter-campus collaboration
 - Enhance academic quality
 - Set specific quantitative and qualitative goals
 - Develop institutional benchmarks against current and aspirational peers



A Mechanism for Accountability

- Campuses identify peer institutions, both within and outside SUNY, and benchmark progress relative to those institutions with respect to key performance indicators
- Campuses set goals for key indicators – relative to their own current levels of performance – over the next five years
- Campuses and System Administration make specific commitments through 2010, included in a Memorandum of Understanding signed by the Chancellor and Campus President



A Mechanism for Accountability

- Integrating MOU's into ongoing planning processes
 - Presidential evaluations
 - Budget Allocation Process
 - Facilities planning
 - Capital Master Plan Development
 - The SUNY \$3 Billion Challenge – sixty four campuses – one vision
 - Framework for legislative agenda
 - Academic program development
 - Assessment of the Major and General Education
 - P-16 Agenda

- Contributing to the national higher education agenda
 - Spellings Commission Report
 - Accreditation
 - NASH goals



Status Report

- Completed – 49
- Being prepared for signature – 6
- Final negotiations underway – 6



Doctoral Sector Themes

- Enhance national prominence of research and graduate programs while improving the quality of the undergraduate experience
- Increase enrollment
- Increase the number of full-time faculty and the ratio of full-time to part-time faculty
 - To increase funded research
 - To improve instruction and advisement
- Recruit and retain higher achieving students, and become more selective institutions
- Increase retention and graduation rates



Comprehensive College Sector

- Increase graduation and retention rates
- Attract better prepared students (e.g., with higher SAT scores and high school grade point averages)
- Increase percentage of classes taught by full-time faculty
- Enhance the rigor of faculty evaluation for promotion and tenure
- Obtain national accreditation where relevant
- Continue to ensure excellent preparation of teachers



Technology College Sector

- Increase baccalaureate programs and enrollment
 - Enhance necessary student life and support services
 - Increase emphasis on transfer students
- Achieve increase in student selectivity
- Increase retention and graduation rates
- Add “high need” baccalaureate programs (e.g., Nursing at 5 campuses)



Community College Sector

- Increase retention and graduation rates
- Enhance articulation and seamless transfer to senior colleges
- Contribute to the P-16 agenda through high school outreach
- Partner with senior campuses to increase transfer into teacher preparation programs (especially in high need areas)
- Expand academic facilities to accommodate enrollment and program growth
- Develop or expand residence halls as appropriate

Oneonta Peer Table

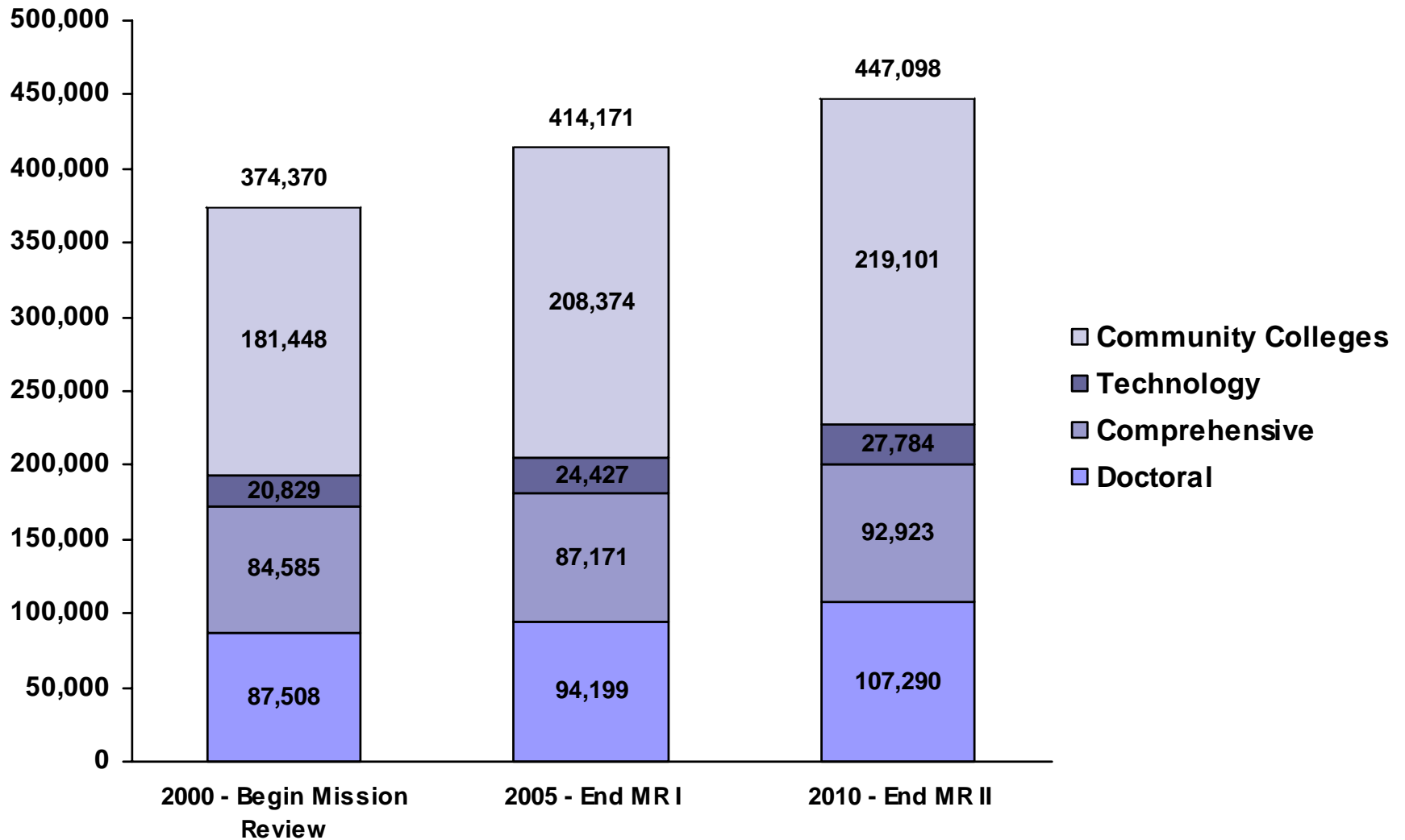
	SUNY College at Oneonta	Current Peers			Aspirational Peers			
		SUNY College at Cortland	SUNY College at Fredonia	SUNY College at Geneseo	The College of New Jersey	Bloomsburg University of Pennsylvania	Millersville University of Pennsylvania	Shippensburg University of Pennsylvania
Total Headcount Enrollment (IPEDS)	5,724	7,337	5,260	5,550	6,911	8,282	7,861	7,607
Full-Time Headcount Enrollment (IPEDS)	5,407	5,802	4,814	5,260	5,765	7,292	6,353	6,527
Percent of Enrollment which is Full-Time (IPEDS)	94.5%	79.1%	91.5%	94.8%	83.4%	88.0%	80.8%	85.8%
Total Degrees/Certificates Awarded (IPEDS)	1,204	1,956	1,386	1,326	1,593	1,629	1,355	1,506
% Course Sections with < 20 Students (College Board)	41.9%	53.0%	45.4%	30.1%	47.6%	25.2%	24.1%	22.6%
% Course Sections with > 50 Students (College Board)	5.6%	4.9%	8.0%	7.7%	0.9%	6.3%	4.7%	NA
Total Faculty Headcount (IPEDS)	412	508	431	353	661	413	459	396
% Full-Time Faculty (IPEDS)	53.2%	52.0%	57.5%	70.8%	49.2%	91.8%	71.5%	85.1%
PhD/Terminal Degrees (College Board)	77.2%	82.0%	76.2%	85.4%	90.5%	82.2%	89.0%	88.3%
% Full-Time Faculty with Tenure (IPEDS)	48.9%	55.3%	53.6%	60.4%	70.8%	66.8%	72.3%	60.2%
Faculty Rank Distribution								
% Full Professor	24.7%	30.7%	37.1%	22.8%	24.9%	32.5%	32.8%	28.0%
% Associate Professor	20.5%	26.9%	20.6%	35.2%	32.3%	29.4%	29.4%	23.2%
% Assistant Professor	41.1%	31.4%	34.7%	29.6%	42.2%	29.4%	34.4%	45.4%
% Instructor	0.0%	0.8%	4.0%	1.6%	0.6%	8.7%	3.4%	3.4%
% Lecturer/Other	13.7%	10.2%	3.6%	10.8%	0.0%	0.0%	0.0%	0.0%
% No Rank (IPEDS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Student/Faculty Ratios and % Adjunct (IPEDS)¹								
Student FTE/Total Faculty FTE	19.6	18.3	16.1	18.8	14.0	19.6	18.5	19.8
Student FTE/Total Faculty Headcount	13.6	12.7	11.6	15.2	9.3	18.5	15.0	17.8
Student FTE/FT Faculty Headcount	25.4	23.9	20.1	21.4	18.9	20.2	21.0	21.0
Student FTE/Tenure Track Faculty	28.7	26.1	23.2	24.0	20.5	21.5	21.8	23.1
% Adjunct Faculty	45.8%	44.8%	41.5%	29.2%	50.8%	6.6%	28.4%	15.0%
First-Year Retention (2003 Cohort, IPEDS)	79%	81%	84%	89%	96%	82%	79%	80%
% First-Time, Full-Time Students Graduating Within Six Years (IPEDS)	47.2%	49.8%	62.0%	77.5%	82.2%	58.5%	65.8%	60.5%
SAT Scores 25th and 75th Percentiles (IPEDS IC04)	1000/1150	1000/1150	1010/1180	1200/1340	1170/1360	930/1110	960/1150	960/1150
% Freshmen with a High School G.P.A. > 3.0 (College Board)¹	70.0%	73.0%	80.0%	98.0%	NA	66.0%	NA	66.0%
Freshman Acceptance Rate (IPEDS IC04)	45.3%	47.0%	55.0%	42.6%	48.0%	63.4%	60.3%	66.8%
Research Expenditures (NSF)								
Total R & D (in 000s)	NA	\$446	\$271	\$1,366	\$2,856	NA	NA	NA
(Rank)	NA	(539)	(570)	(433)	(354)	NA	NA	NA
R & D per FT Faculty (in 000's)	NA	\$1.7	\$1.1	\$5.5	\$8.8	NA	NA	NA
Faculty Scholarship (ISI)²								
Publications/FT Faculty '98-01	0.4	0.5	0.4	0.8	0.5	0.4	0.4	0.3
Publications/FT Tenure Faculty '98-01	0.5	0.6	0.5	0.9	0.5	0.5	0.4	0.3
Citations/FT Faculty '98-01	0.3	0.3	0.2	0.4	0.2	0.1	0.2	0.1
Citations/FT Tenure Faculty '98-01	0.3	0.3	0.2	0.5	0.2	0.1	0.2	0.1



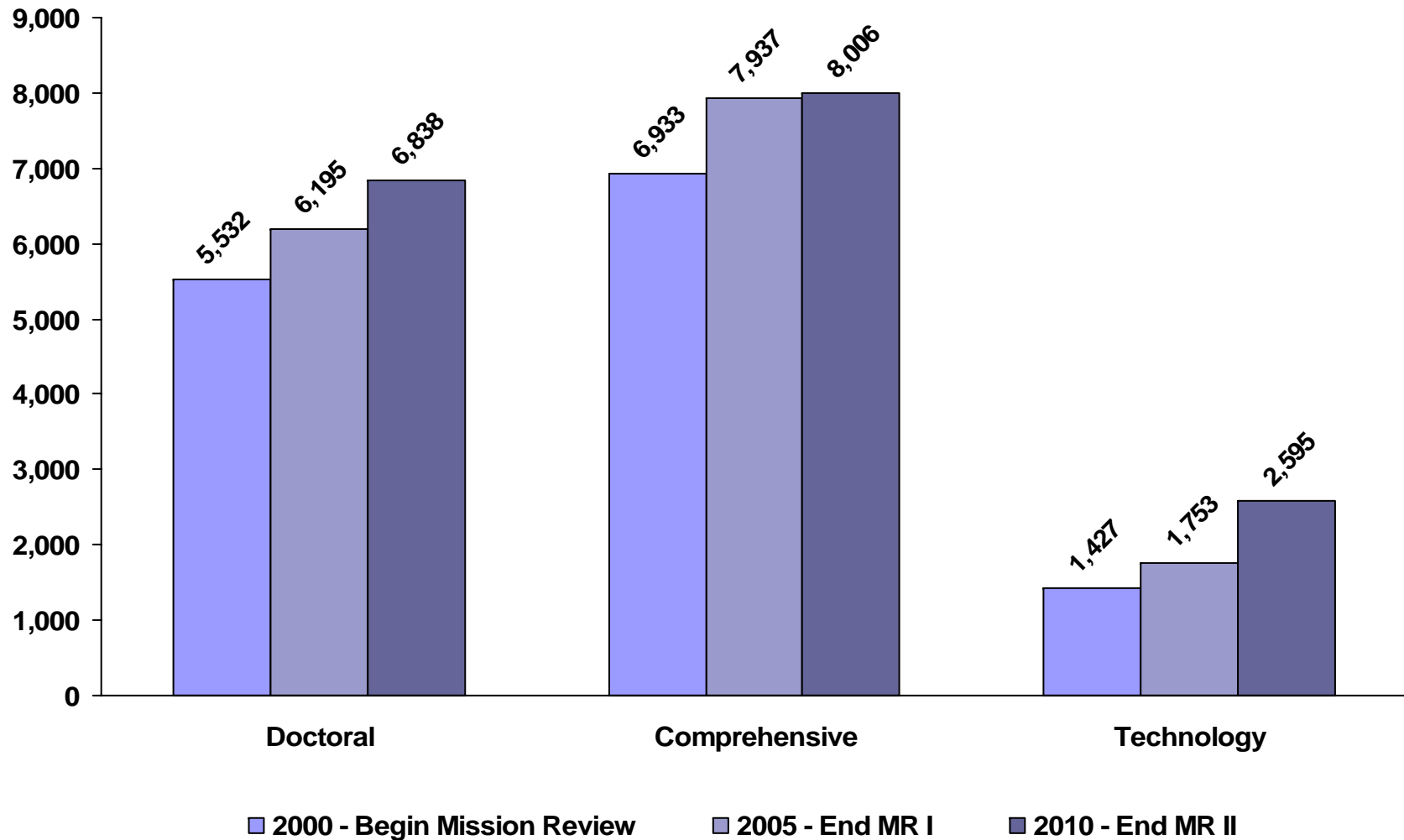
University at Buffalo Peer Table

	University at Buffalo	Current Comparable Size Peers				Aspirational Peers - Elite Publics				
		University of California San Diego	University of Iowa	University of North Carolina Chapel Hill	University of Pittsburgh	University of California Los Angeles	University of Michigan Ann Arbor	Pennsylvania State University	University of Washington	University of Wisconsin Madison
Total Headcount Enrollment (IPEDS)	27,255	24,105	29,745	26,359	26,795	37,055	39,031	41,795	39,135	40,879
Full-Time Headcount Enrollment (IPEDS)	22,180	23,063	23,818	21,922	21,562	35,556	35,888	38,743	32,789	36,252
Percent of Enrollment which is Full-Time (IPEDS)	81.4%	95.7%	80.1%	83.2%	80.5%	96.0%	91.9%	92.7%	83.8%	88.7%
Total Degrees and Certificates Awarded (IPEDS)	6,128	5,398	6,257	6,575	6,936	10,712	10,671	12,102	10,320	9,432
Total Faculty Headcount (IPEDS)¹	2,245	1,804	2,624	2,060	4,100	3,656	4,313	3,326	4,256	4,023
% Full-Time Faculty (IPEDS)¹	66.2%	71.3%	86.2%	94.0%	82.4%	73.2%	78.3%	88.8%	91.1%	75.8%
% FT Faculty with Tenure (IPEDS)¹	53.8%	58.5%	51.1%	72.1%	30.6%	53.1%	49.0%	42.3%	36.4%	50.1%
Faculty Rank Distribution (IPEDS)										
% Full Professor	33.6%	52.5%	30.7%	32.7%	19.9%	48.9%	30.7%	27.4%	34.2%	46.9%
% Associate Professor	31.8%	18.7%	21.4%	18.7%	19.3%	17.1%	22.2%	21.4%	12.6%	12.6%
% Assistant Professor	30.7%	20.9%	18.4%	15.7%	32.3%	23.7%	23.6%	25.6%	21.7%	18.6%
% Instructor	1.7%	0.0%	0.3%	0.4%	5.4%	4.5%	2.4%	17.2%	4.0%	0.0%
% Lecturer/Other	2.3%	7.8%	2.3%	2.1%	3.2%	5.4%	10.8%	4.8%	11.6%	5.1%
% No Rank (IPEDS)	0.0%	0.1%	26.8%	30.3%	19.9%	0.5%	14.6%	2.8%	7.3%	16.8%
Student/Faculty Ratios and Percent of Adjunct (IPEDS-EAP, 2003)										
Student FTE/Total Faculty FTE	13.5	15.5	12.9	13.7	6.2	11.6	9.7	10.7	8.8	7.3
Student FTE/Total Faculty Headcount	11.0	13.0	12.0	13.1	5.6	9.9	8.6	10.1	8.3	6.5
Student FTE/FT Faculty Headcount	16.5	18.2	13.8	14.1	6.9	13.5	10.9	11.3	9.1	8.0
Student FTE/Tenure Track Faculty	21.4	23.2	16.5	14.5	15.5	21.1	14.5	19.8	20.4	9.8
Student FTE/GA & TA	19.4	8.9	8.2	7.3	10.8	8.6	10.5	8.9	9.6	6.8
% Adjunct Faculty	31.9%	23.3%	6.5%	5.7%	17.8%	25.6%	17.3%	10.5%	8.5%	16.4%
First-Year Retention (2003 cohort, IPEDS)	84%	93%	83%	95%	89%	96%	96%	92%	92%	92%
% First-Time, Full-Time Students Graduating Within Six Years (IPEDS)	57.1%	82.9%	64.5%	82.9%	64.9%	86.7%	85.1%	82.5%	71.3%	75.8%
SAT Scores 25th and 75th Percentiles (IPEDS)²	1070/1250	1150/1370	1070/1330	1190/1390	1120/1310	1160/1410	1210/1440	1090/1300	1070/1310	1150/1390
% Freshmen with a High School G.P.A.>3.0 (College Board)^{3,4}	58.0%	100.0%	92.0%	94.0%	NA	99.0%	98.0%	94.0%	97.0%	95.0%
Freshman acceptance rate (IPEDS IC2004)	56%	37%	83%	37%	48%	24%	62%	55%	71%	70%
Medical School Profile (U.S. News 2006)										
Applications ⁵	2,249	4,732	2,277	2,921	5,029	5,351	4,875	5,555	3,053	2,232
Acceptance Rate (%)	14%	6%	13%	7%	9%	5%	9%	NA	9%	11%
Total Enrollment ⁶	559	508	581	647	573	695	682	511	795	612
MCAT	9.5	10.8	10.2	10.4	10.7	10.9	11.4	NA	10.4	10.3
Undergraduate GPA	3.59	3.73	3.72	3.60	3.68	3.72	3.73	NA	3.67	3.73
Instate Tuition	\$20,053	\$20,172	\$19,887	\$8,877	\$31,244	\$19,783	\$21,355	NA	\$13,716	\$21,728
Out-of-State Tuition	\$34,753	\$32,417	\$38,355	\$34,243	\$37,152	\$32,028	\$32,801	NA	\$31,916	\$32,802
Medical School Faculty (AAMC, 2004)										
Total	556	731	867	1,239	1,748	1,837	1,623	624	2,093	902
Basic	134	38	101	256	159	126	150	131	356	171
Clinical	420	690	754	983	1,589	1,711	1,446	488	1,737	731
Other	2	3	12	0	0	0	27	5	0	0
Expenditures per student FTE (IPEDS, FY2003-04)⁷										
Total E&G (including support costs)	\$25,633	\$55,497	\$32,876	\$51,974	\$49,085	\$58,641	\$53,245	\$45,145	\$51,182	\$42,363
Instructional	\$9,118	\$14,426	\$10,317	\$22,593	NA	\$21,872	\$16,039	NA	\$16,308	\$9,867
Research	\$4,630	\$20,208	\$8,318	\$10,935	NA	\$15,251	\$13,584	NA	\$15,656	\$15,973
Public Service	\$328	\$502	\$1,677	\$3,318	NA	\$1,732	\$2,405	NA	\$662	\$2,901
Faculty Scholarship (ISI)⁸										
Publications/FT Faculty '98-01	3.6	8.4	4.3	5.7	3.0	6.1	4.5	3.1	3.8	3.1
Publications/FT Tenure/Track Fac '98-01	4.8	11.9	5.7	5.9	6.9	9.7	6.5	5.4	8.5	5.4
Citations/FT Faculty '98-01	6.6	32.9	10.2	15.8	7.5	16.0	11.1	6.0	12.0	7.9
Citations/FT Tenure/Track Faculty '98-01	8.8	46.4	13.4	16.4	17.2	25.7	16.0	10.5	27.2	13.6
Research Expenditures (NSF, 2003)										
Total R & D (in 000s)	\$240,180	\$646,508	\$292,035	\$390,542	\$409,684	\$849,357	\$780,054	\$533,427	\$684,814	\$721,248
(Rank)	(59)	(7)	(29)	(27)	(27)	(2)	(3)	(11)	(4)	(4)
Federal R & D (in 000s)	\$129,794	\$400,100	\$197,260	\$280,678	\$345,625	\$421,174	\$516,818	\$301,094	\$565,602	\$396,231
(Rank)	(58)	(7)	(40)	(23)	(15)	(5)	(3)	(28)	(2)	(8)
Federal R & D per FT Faculty (in 000s)	\$87.3	\$310.9	\$87.2	\$145.0	\$102.3	\$157.4	\$153.1	\$102.0	\$145.9	\$129.9

Total Headcount Enrollment

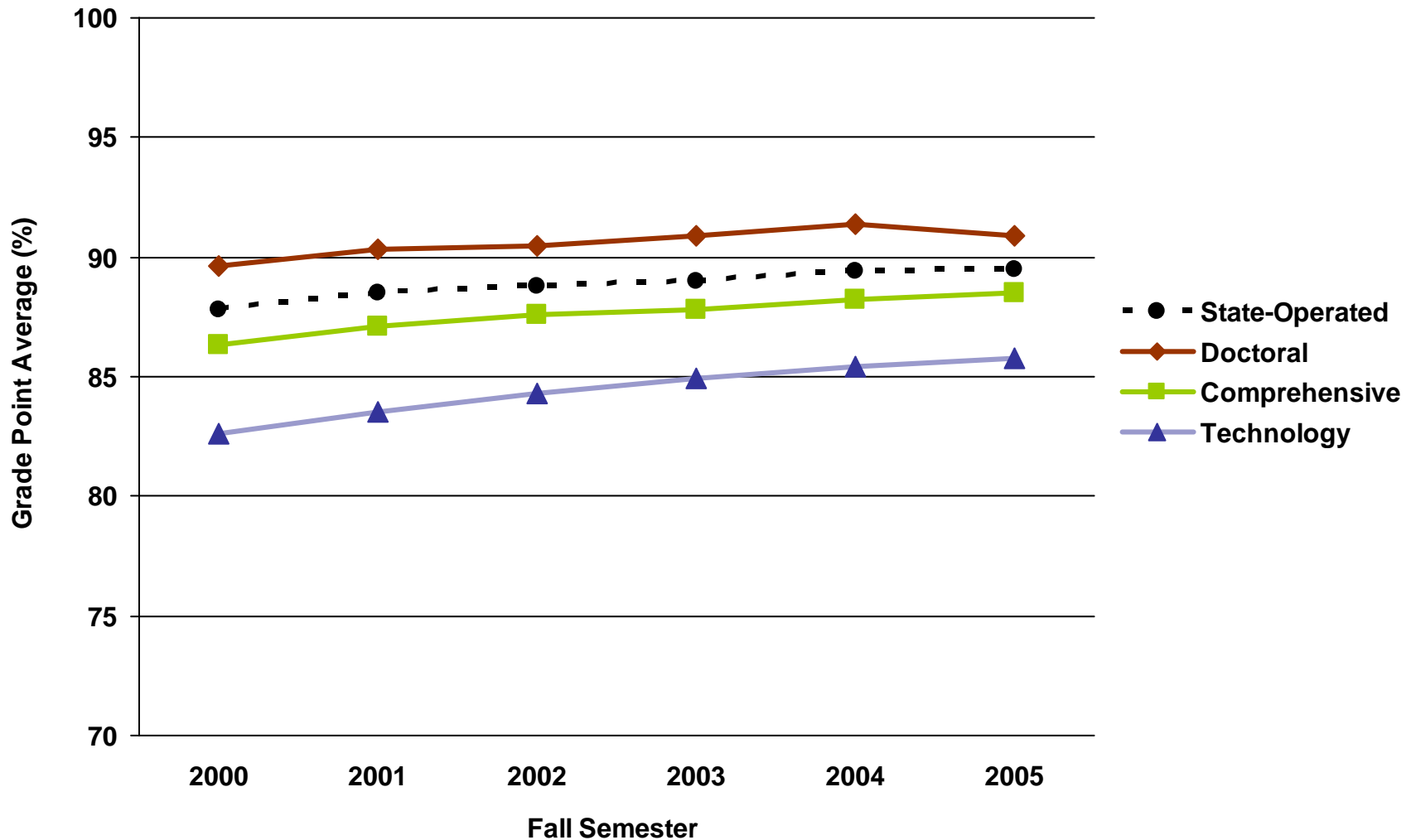


Full-Time Undergraduate Transfer Enrollment



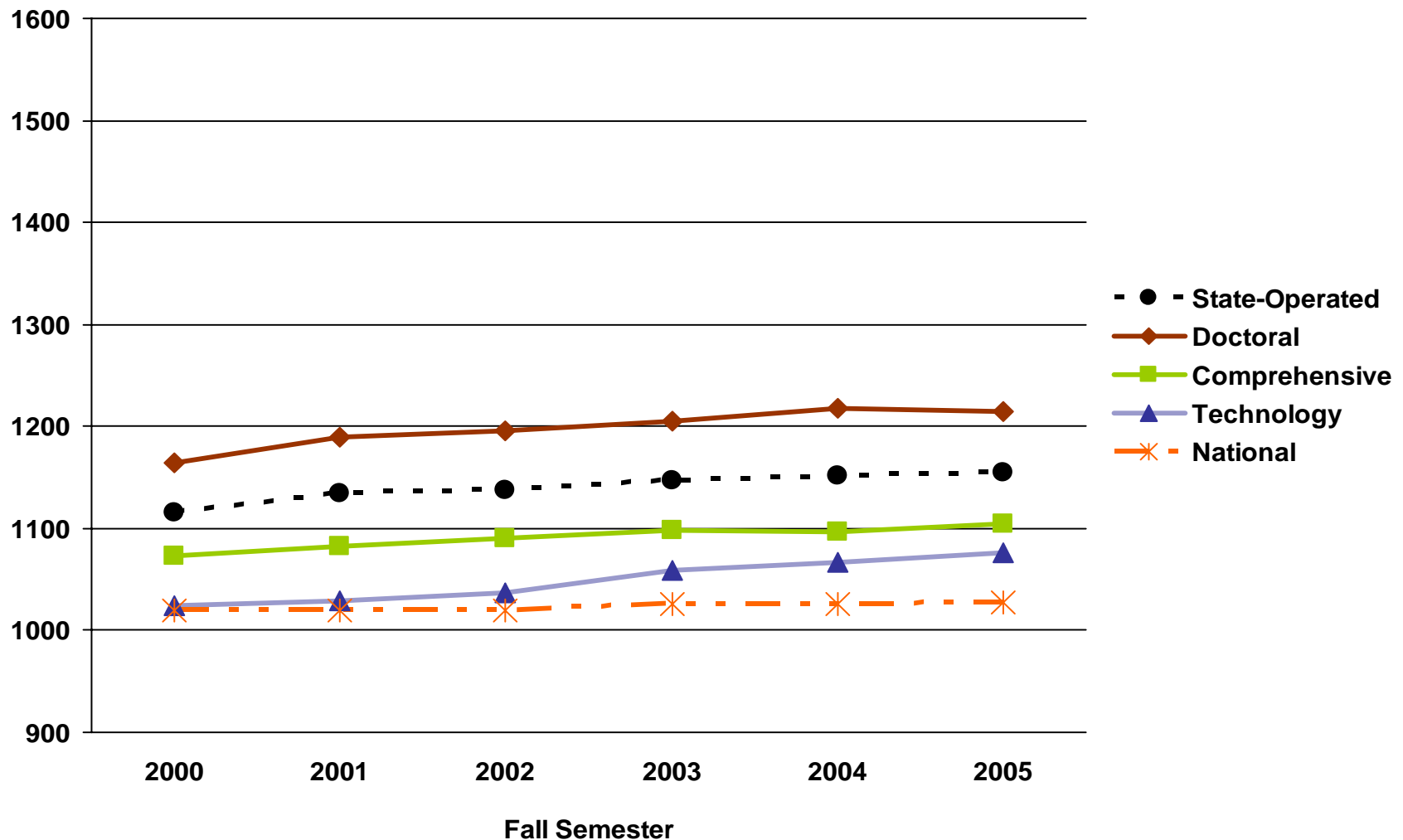
Mean High School Grade Point Average

(first-time full-time students entering a 4-year program)

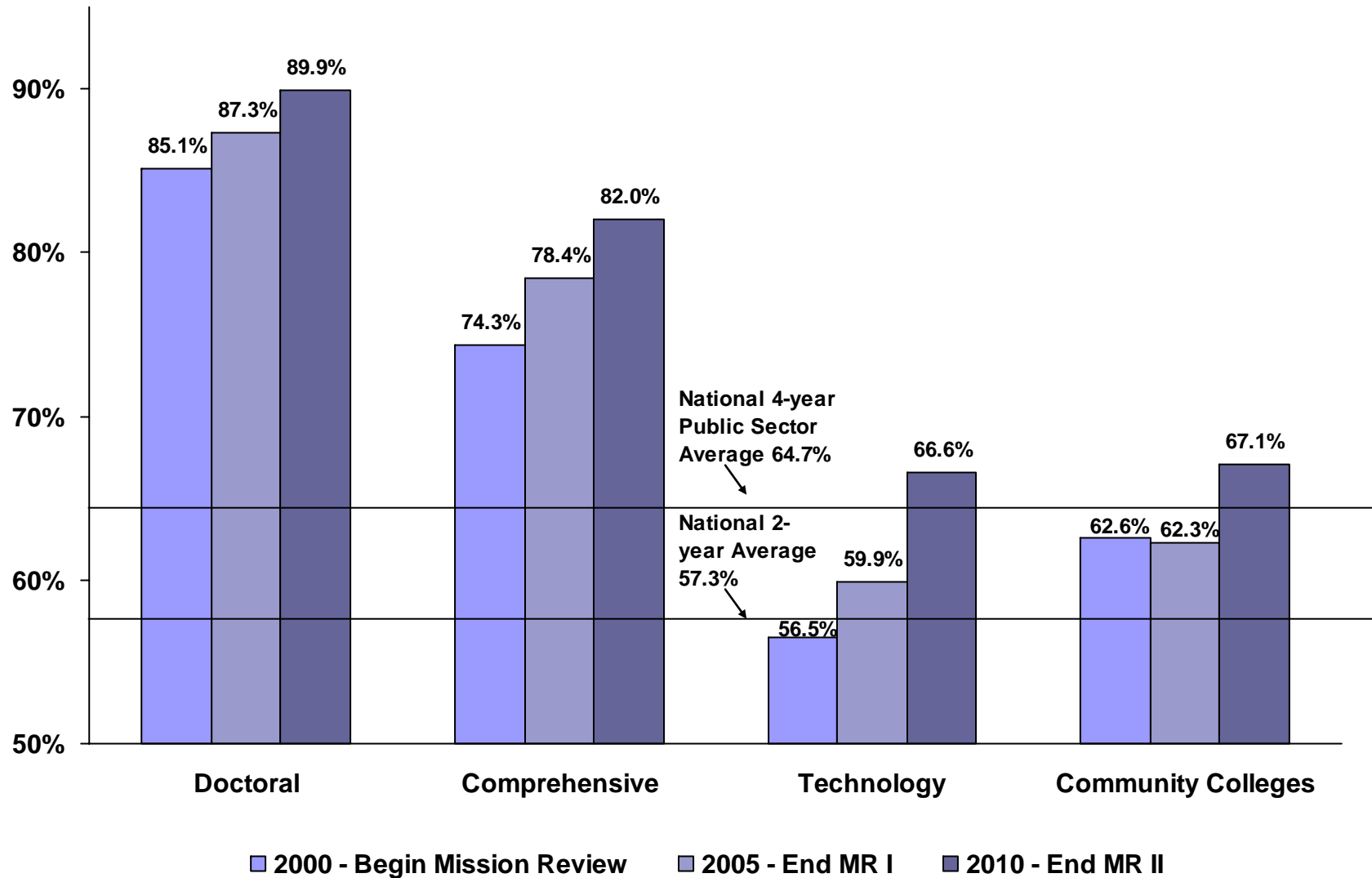


Mean Combined SAT Score

(first-time full-time students entering a 4-year program)

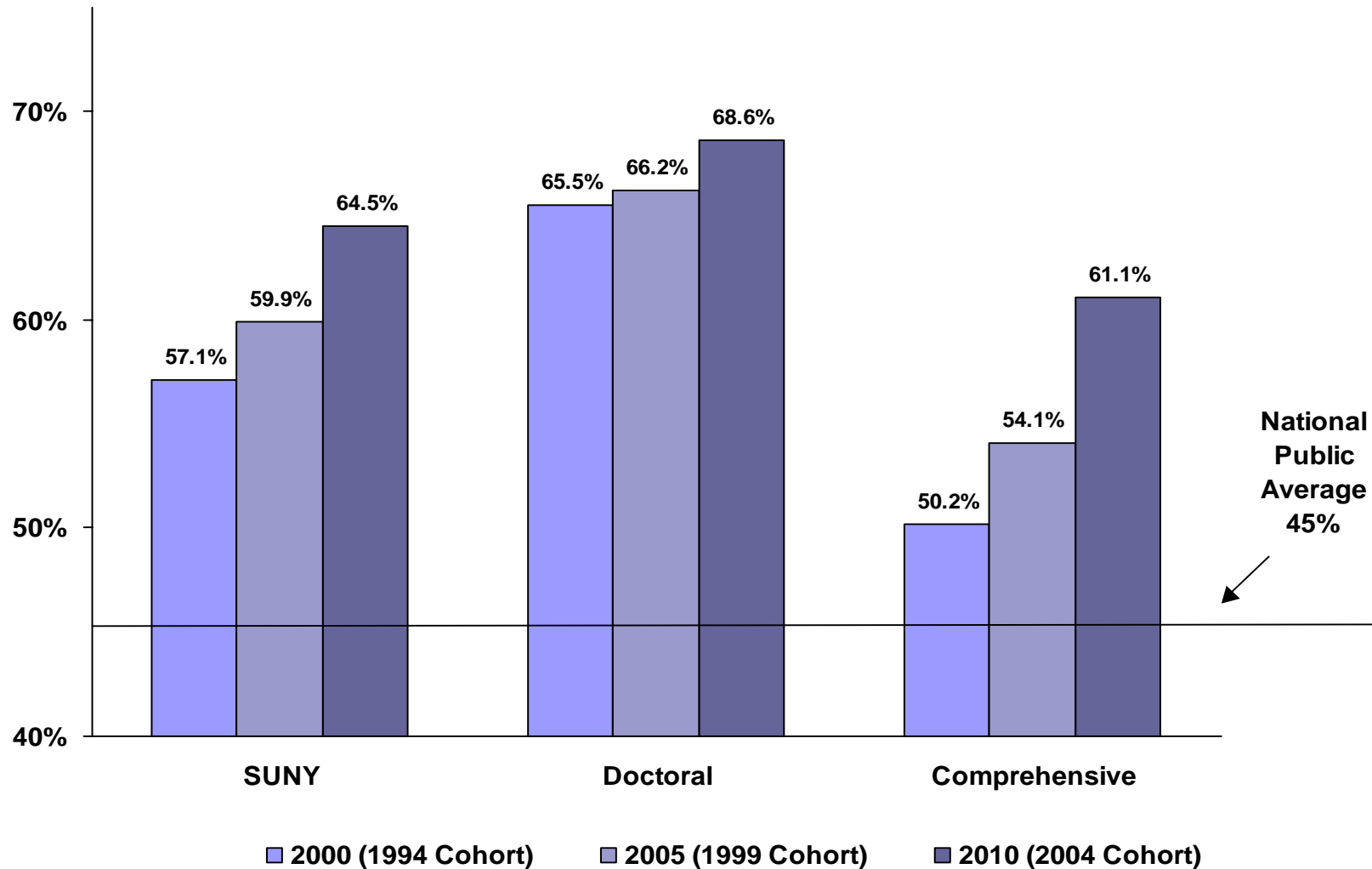


First-Year Retention Rates For First-Time Full-Time Students

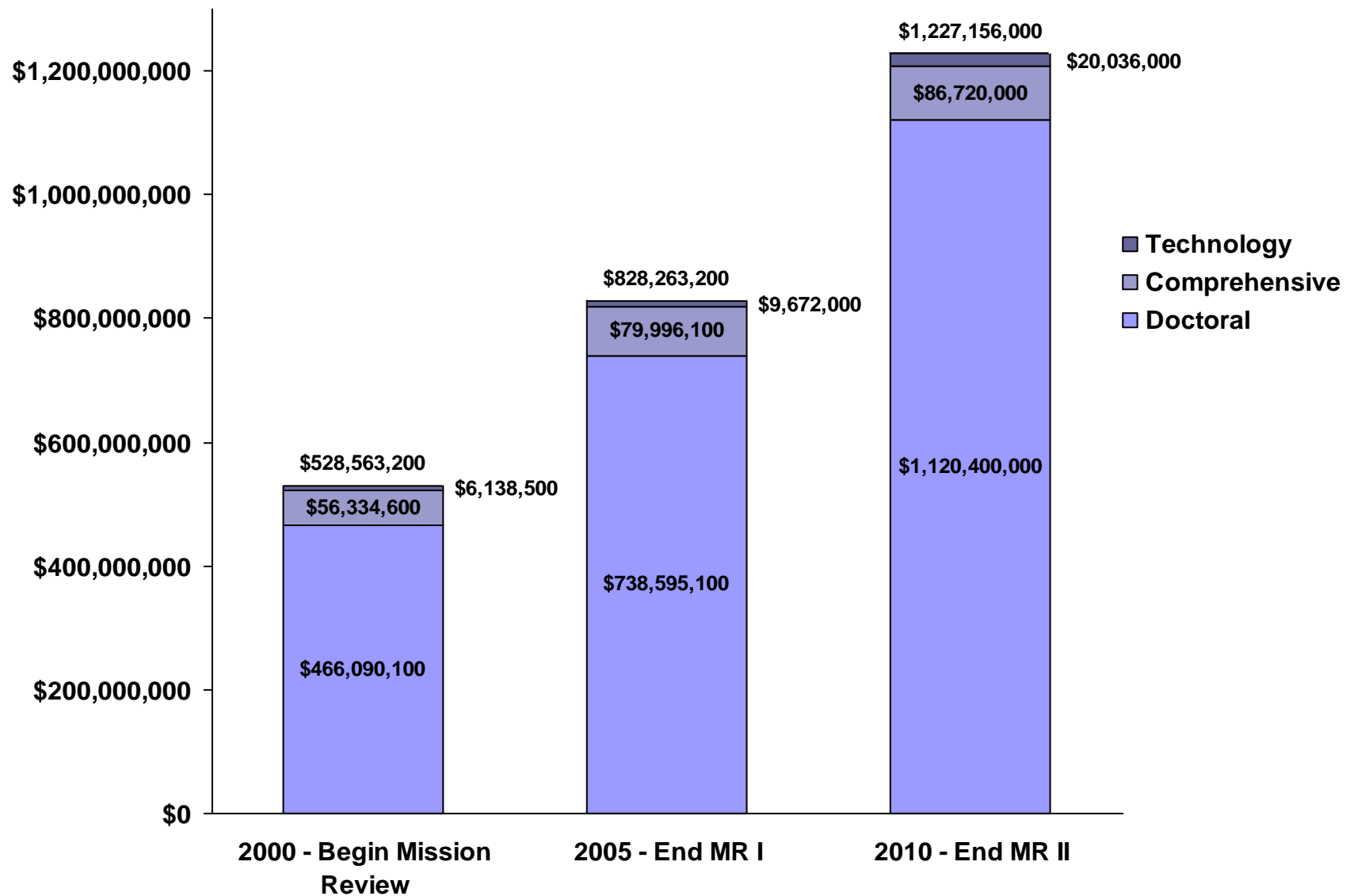


Six-Year Graduation Rates

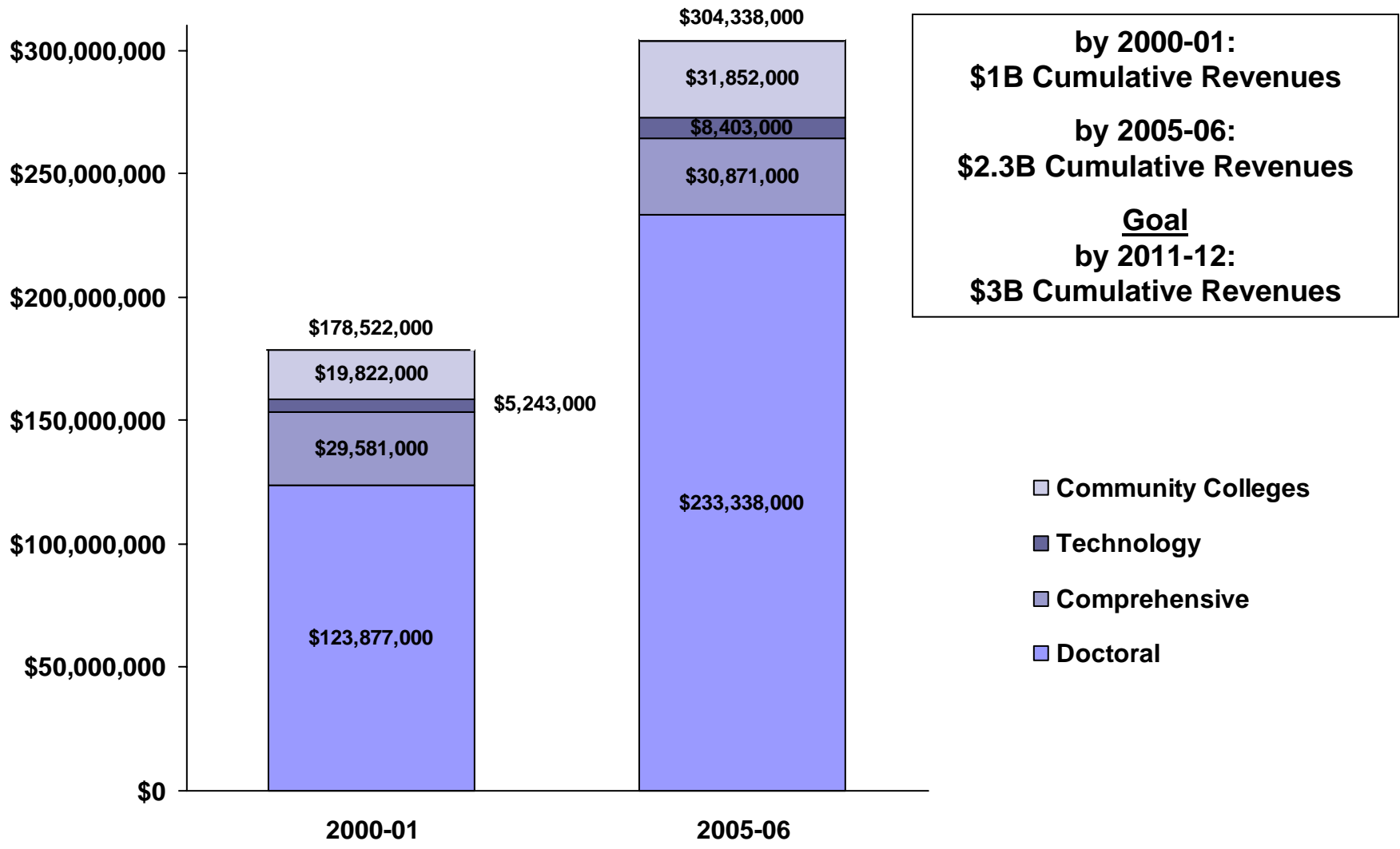
For First-Time Full-Time Baccalaureate Students



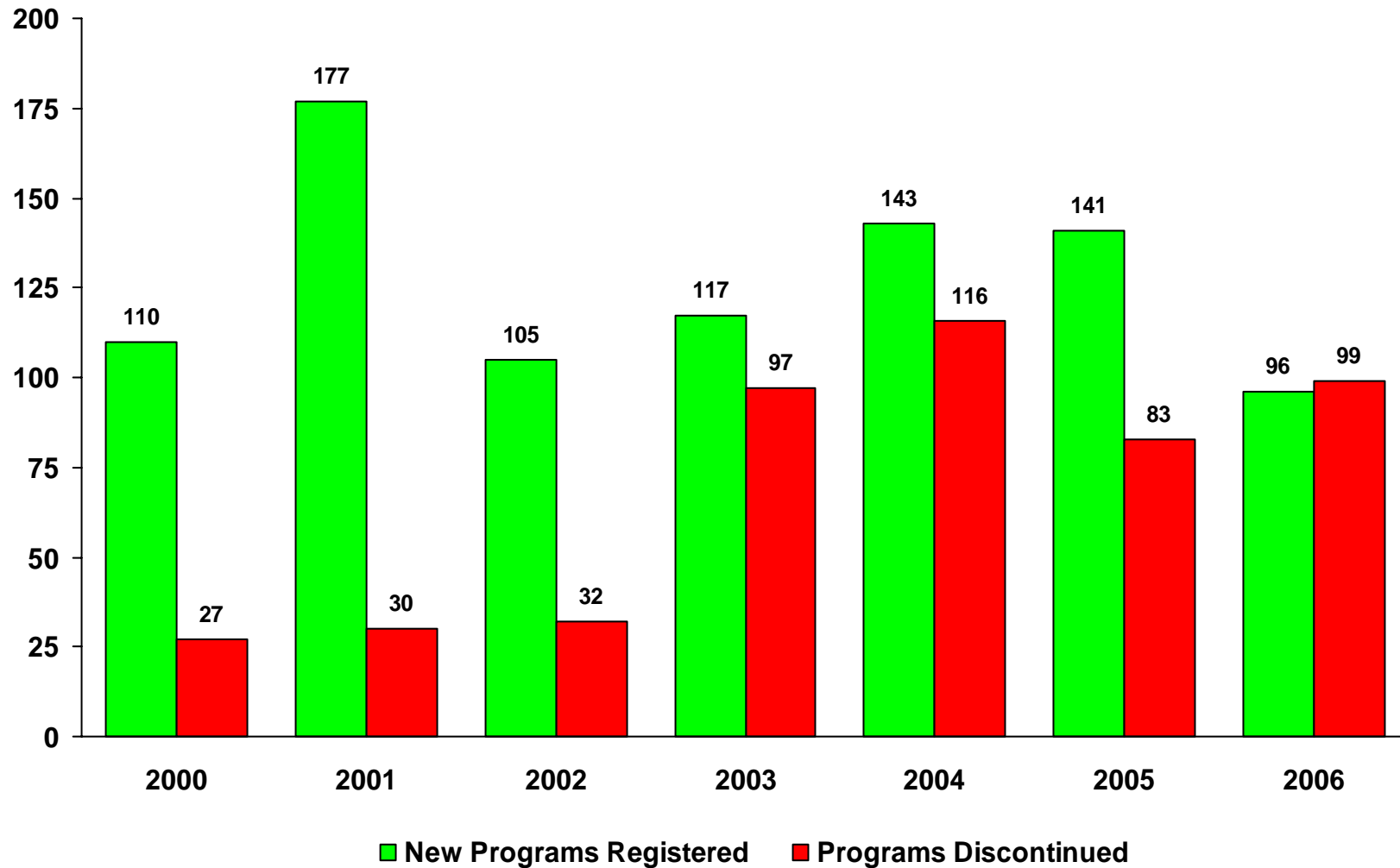
Annual Research Expenditures



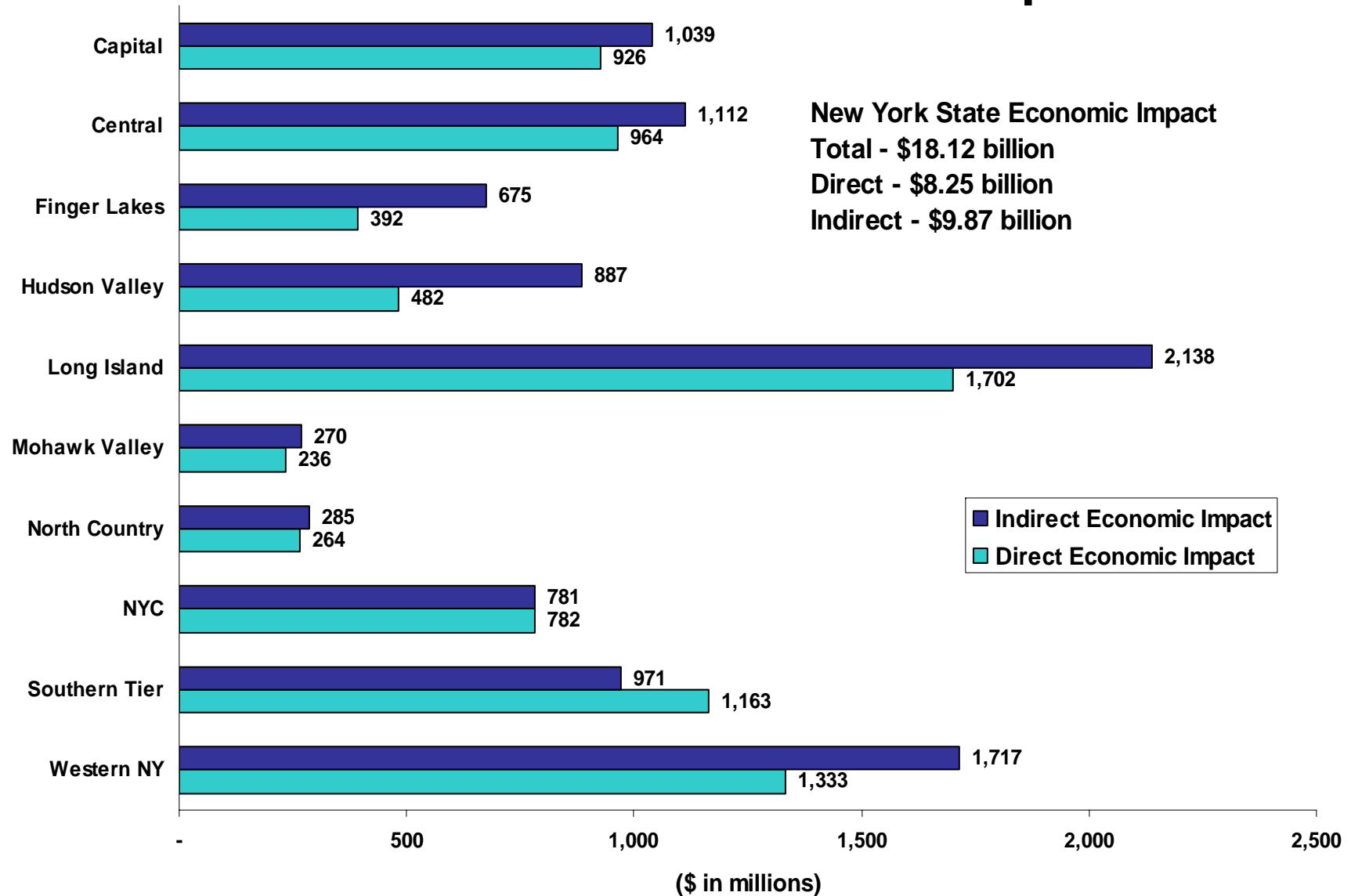
Institutional Advancement: Annual Gifts and Grants



Academic Program Development



SUNY's Economic Impact





Key Performance Outcomes

- Attract an increased share of better prepared students
- Improve student success – retention and graduation
- Enhance infrastructure to improve student learning – state of the art facilities, technology, residential life programs, learning communities, honors programs



Key Performance Outcomes

- Recruit and retain outstanding faculty
- Increase the amount of instruction delivered by full-time faculty
- Attract a larger share of federal research dollars
- Increase philanthropy



Next Steps

- Develop process and framework for monitoring progress toward commitments
- Survey campuses regarding the Mission Review process and seek recommendations for improvement
- Host small group discussions with Chief Academic Officers focused on making Mission Review a process that is dynamic and can adjust for change
- Host regional meetings based on Mission Review to leverage partnerships where appropriate