### Power of SUNY Implementation: Report Card
#### A Competitive SUNY
#### Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
<th>03 - 3 / To Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Overall Student Success Rate</td>
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</tbody>
</table>

**Description:**
Graduating with a degree or certificate from any SUNY college or university or continuing to enroll or transfer to a college or university outside the SUNY System within the designated IPEDS tracking period.

**Base Year:**
Academic Year 2007-08 as of 8/31/08

**First-time Full-time Degree Seeking Cohorts**
1. Associate: Fall 2005 first-time, full-time as of 8/31/08
2. Baccalaureate: Fall 2002 first-time, full-time as of 8/31/08

**Full-time Transfer Degree Seeking Cohorts**
3. Associate: Fall 2006 full-time transfer as of 8/31/08
4. Baccalaureate: Fall 2004 full-time transfer as of 8/31/08

**Office:**
Office of Institutional Research

**Contact:**
Rick Miller/Gary Blose/Craig Billie

**Executive Summary:**
This is metric is a holistic measure of student success that considers the mobility behaviors exhibited by many college students today, e.g., starting college at one institution and graduating from another. The measure factors in graduation from any SUNY college or university or continuing to enroll or transferring outside of SUNY within 150% of the “normal” time to complete a college degree (associate = 3 years; baccalaureate = 6 years).

**Key Terms / Data Points:**
- **Degree Seeking:** Accepted by the college to pursue a degree or certification even though the student may not have selected the specific academic program, i.e., matriculated.
- **First-time full-time:** Degree seeking undergraduates enrolled in 12 or more credits during the initial fall semester of enrollment who have never attended college after graduating from high school. (Base year cohorts: associate entering fall 2005; baccalaureate entering fall 2002)
- **Full-time transfer:** New degree-seeking undergraduate transfers enrolled in 12 or more credits during the initial fall semester of enrollment who have attended a college or university before enrolling in the current college. (Base year cohorts: associate entering fall 2006; baccalaureate entering fall 2004).
- **Graduation:** Receiving a degree or certificate from and SUNY college or university within the designated tracking period.
- **Persistence:** Continuing to enroll at any SUNY college or university at the end point of tracking.
• **Transferring**: Transferring to a college or university outside the SUNY System during the tracking period.

**Methodology:**

1. Identify new first-time full-time degree seeking students in the college’s fall data submission. Separate students into associate and baccalaureate cohorts. (Note: SUNY’s Health Science Centers and the College of Optometry do not serve first-time students. Fashion Institute of Technology does not serve first-time baccalaureate students.)
2. Identify new full-time transfer degree seeking students in the college’s fall data submission. Separate students into associate and baccalaureate cohorts. (Note: SUNY’s College of Optometry does not serve undergraduate transfer students.)
3. Match each cohort to the degree files of SUNY colleges through August 31st of the end tracking year.
4. Match each cohort to the fall semester enrollment file of SUNY colleges in the end tracking year.
5. Match each cohort to the fall semester enrollment report from the National Student Clearinghouse.
6. Summarize results.

**Updates/Comments:**

1. Going forward, update to this metrics are available in April/May of each academic year.
2. Due to the SIRIS implementation, SUNY cannot track cohorts accurately beyond fall 2008; therefore, 8/31/08 is the end point for tracking the baseline cohorts. This is a temporary limitation. As campuses move into SIRIS, the programs to track student accurately beyond SUNY will be updated. This will be accomplished by the 2011-12 reporting year. To minimize the error factor inherent in the legacy data, the first update of the Report Card will be as of 8/31/2009.
3. To reduce the number of potential transfer cohorts, transfer cohorts will not be disaggregated, e.g., segregated into cohorts by prior degree (i.e., with two year degree or not) or by transfer source (i.e., two-year institution or four year).
4. An annual expenditure is required to purchase a National Student Clearinghouse tracking license. This allows SUNY to track students that transfer outside of SUNY.
5. Initially, it is not possible to decompose cohorts by other characteristics (e.g., gender or race/ethnicity) but will be possible at some point in the future.
6. Original metric said “…including transfers from CUNY to SUNY” – current data includes CUNY transfers but they are not specifically identified and cannot be tracked separately.
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Item Definition

Item No:  4
Item:  Graduates in Support of NYS Workforce Needs

Description:  Degrees or certificates awarded to students in disciplines that are identified by the Department of Labor as needed in the State of New York for employment in critical industry clusters.

Base Year:  Academic Year ending June 30, 2009
Office:  Office of Institutional Research
Contact:  Rick Miller/Gary Blose/Lisa Montiel

Executive Summary:  This metric reflects SUNY’s contribution to meeting the workforce needs of New York in critical industry clusters.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- **Race/ethnicity** – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.
- **Workforce Needs** – The specific field of study with a perceived workforce need within NYS, as identified by the NYS Department of Labor industry clusters.
- **Annual Average Openings (AAO)** – The annual number of job openings expected in an occupation due to growth plus replacement needs.
- **NAICS Code** – North American Industry Classification System used by Federal statistical agencies in classifying business establishments.
- **SOC Code** – The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
- **CIP Code** – A taxonomy of academic disciplines which can be used to classify either courses or academic programs. The taxonomy is further refined by second and third tiers of subcategories within each major division. Designed by the Federal Department of Education, the Classification of Instructional Programs is meant to expand upon and replace the older HEGIS taxonomy of discipline divisions.
• **Degree Level** – Categories of degrees and other formal awards such as undergraduate certificates, associate degrees, bachelor’s degrees, masters degrees, doctoral degrees, first professional degrees, and graduate certificates.

**Methodology:**


2. Cross-reference the NAICS industry codes with the SOC occupation codes using the Industry-Occupation Matrix [http://www.bls.gov/emp/ep_table_109.htm](http://www.bls.gov/emp/ep_table_109.htm). This matrix also provides the 2020 projected staffing patterns that are used to establish the one-to-many relationship between degree (CIP) and occupations (SOC).

3. Three clusters were added to this list: 1) Management; 2) Education, Training, and Library; and 3) Healthcare Practitioners and Technical.


5. These SOC codes are cross-referenced with CIP codes, using Onet tables. [www.onetonline.org](http://www.onetonline.org). For 2008-2018 projections, the 2000 tables were used. Starting in 2010, the SOC to CIP crosswalk was changed. The SUNY data warehouse is in the process of updating the CIP 2000 codes to CIP 2010. The new 2010 table will be used when the next projections are released.

6. AAO were then restricted to SOC codes that require a Certificate, Associate, Bachelor’s, Master’s or First Professional degree.

7. The AAO by SOC code for a degree of Certification or better were compared to degrees granted. The total number of degrees were distributed over the SOC with the following parameters:
   a. Postsecondary Education Teachers – limited to level master’s and doctorate
   b. Hierarchy first – degrees allocated to SOC with AAO for certification or better
   c. Evenly distributed second – degrees are distributed even to multiple SOC codes
   d. Excluded graduate certificates
   e. Award Level shift equal to 1 level – degrees assigned to SOC code for level of education plus one level – for example, a SOC code requiring a Bachelor’s will be assigned bachelor’s and master’s degrees,

8. Overproduction was analyzed by not adjusted for.

9. Degrees granted by CIP code were cross-referenced with SOC codes, using Onet tables. If a CIP codes but was not in the Onet tables, existed research was done on the internet to see how other states and systems categorize that CIP code. PA Workforce Development has done extensive analysis on this available at [http://www.portal.state.pa.us/portal/server.pt?open=514&objID=575374&mode=2](http://www.portal.state.pa.us/portal/server.pt?open=514&objID=575374&mode=2)

This metric will be updated annually with degrees granted in the prior academic year via summarized the data by campus, degree level and four-digit CIP discipline within workforce need areas.

**Comments:**

1. Must be based on degree of record; second majors are not uniformly reported, and minors are not captured at all.

2. Combination degrees (such as professional science degree, business/science combo) can be captured to the extent that reported CIP discipline code falls within the high needs areas definition.

Printed 11/5/2012
3. DOL predictions workforce update every two years – next update is 2012, expected at the end of 2014 or early 2015.

Reports and Downloads


Research tool for finding occupations and SOC codes - [http://www.onetonline.org/find/](http://www.onetonline.org/find/)

Top 25 Most Openings - [http://www.labor.ny.gov/stats/moster.shtm#nys](http://www.labor.ny.gov/stats/moster.shtm#nys)

Presentations/Papers


Occupational Projections 2010 - [http://www.labor.ny.gov/stats/PDFs/occupationalprojections.pdf](http://www.labor.ny.gov/stats/PDFs/occupationalprojections.pdf) (even though it says 2010 it really is only 2006 data and the website has updated for 2008.) It has a very good overview of the data and methodology.
Item No: 01 - 1 / To Learn
Item: Retention Rate

Description: Enrolling in the third semester following the initial fall semester of enrollment.

Base Year: First-time Full-time Degree Seeking Cohorts

Full-time Transfer Degree Seeking Cohorts

Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose/Craig Billie

Executive Summary: This metric reports the percentage of undergraduate students enrolling full-time at a SUNY college that continue to enroll a year later. It is a standard measure of student academic progress and success in higher education. Since the highest rates of attrition occur during the first year of enrollment, this metric is an indicator of how well the college retains its students; also, higher retention rates are indicators of higher graduation rates in future years.

Key Terms / Data Points:
- **Degree Seeking**: Accepted by the college to pursue a degree or certification even though the student may not have selected the specific academic program, i.e., matriculated.
- **First-time full-time**: New degree seeking undergraduate students enrolled in 12 or more credits in fall semester who have never attended college following graduation/completion of high school or the equivalent of high school.
- **Full-time transfer**: New degree-seeking undergraduate students enrolled in 12 or more credits in fall semester who have previously attended a college or university.

Methodology:

1. Identify new first-time full-time degree seeking students in the college’s fall data submission. Separate students into associate and baccalaureate cohorts. (Note: SUNY’s Health Science Centers and the College of Optometry do not serve first-time students. Fashion Institute of Technology does not serve first-time student at the baccalaureate level.)
2. Identify new full-time transfer degree seeking students in the college’s fall data submission. Separate transfer students into associate and baccalaureate cohorts. (Note: SUNY’s College of Optometry does not serve undergraduate transfer students.)

3. Match students in each of the cohorts to the college’s enrollment files in the subsequent fall semester.

Concerns/Updates:

1. Updates to this metric are available in April/May of each academic year.
2. Due to the impact of the SIRIS (SUNY’s new student reporting system), the most recent year for this metric is the Base Year. IR should be able to provide fall 2008 as of fall 2009 in September 2011.
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<th>Item No:</th>
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<tr>
<td>Item:</td>
<td>College Credits at Graduation</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Mean college credits earned by students receiving an undergraduate degree.</td>
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<td><strong>Baseline:</strong></td>
<td><strong>Baccalaureate Degree Recipients in 2008-09</strong></td>
</tr>
<tr>
<td></td>
<td>1. Entered as first-time student</td>
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<td></td>
<td>2. Entered as transfer student</td>
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<tr>
<td></td>
<td><strong>Associate Degree Recipients in 2008-09</strong></td>
</tr>
<tr>
<td></td>
<td>3. Entered as first-time student</td>
</tr>
<tr>
<td></td>
<td>4. Entered as transfer student</td>
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<td><strong>Office:</strong></td>
<td>Office of Institutional Research</td>
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<tr>
<td><strong>Contact:</strong></td>
<td>Rick Miller / Gary Blose/Craig Billie</td>
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**Executive Summary:** These metric reports the mean college credits required to earn an associate and a baccalaureate degree at a SUNY college or university based on the student’s entry status (first-time or transfer). It is a broad indicator of the quality of advising across the System and the efficiency of the college in providing the curriculum required to graduate. Since academic programs vary in required length, the mean for this metric should vary around 60 credits for associate programs and 120 credits for baccalaureate.

**Key Terms / Data Points:**

- **Degree Recipient:** A student receiving an associate or baccalaureate degree or certificate award from a SUNY college or university during the academic year.
- **Degree Level:** Associate or baccalaureate.
- **Entry Status:** The higher education history of the student when he or she first enrolled at the degree granting institution:
  - A) **First-time Student** – A student who entered the institution which eventually conferred the degree as a new undergraduate student who had never before attended a college or university, or
  - B) **Transfer Student** – New undergraduate students who have attended a previous college or university before enrolling in the current college
- **Credits Earned:** Total number of college credits earned attributable toward the degree attained, subdivided by:

Printed 11/5/2012
A) Credits Earned at the Granting Institution: All college credit awarded by the institution granting the degree, and

B) Transferred Credits: All college credit awarded by other than the granting institution, including credits earned at other colleges and transferred into the granting institution, e.g., AP and placement credits, work experience credits, etc.

Methodology:
1. Identify cohort of degree completers from academic year degree files.
2. Match students to enrollment history records to determine entry status and college credits earned.
3. Summarize results in frequency table form and compute mean credits earned by degree level and student entry status, campus sector, and credit source

Updates/Concerns:
1. Base year and one subsequent year is currently available in Institutional Research’s reporting environment. After that conversion to the SIRIS data collection system will be needed to calculate updates in this metric. This should be accomplished during 2011-12 and available in September 2012.

Action Items: Institutional Resources needs to provide data for transfer cohorts and associate degree recipients.
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Item Definition

Item No: 05 - 5 / To Learn
Item: Student / Faculty Ratios

Description: Fall Semester Student FTE / Fall Semester Faculty FTE

Base Year: Fall 2008

Office: Office of Institutional Research

Contact: Rick Miller/Gary Blose/Catherine Regan

Executive Summary: Student / faculty ratios are classic educational measures that are broadly reflective of instructional staffing levels, typical class size, and faculty workload. There is a presumption among students, parents, faculty and higher education professionals that the smaller this ratio, the better the quality of instruction.

Key Terms / Data Points:

- **Faculty FTE**: faculty workload based on the amount of time committed to faculty related activities (instruction, research and service) in the budget.
- **Student FTE**: student workload based on the total course credit hours attempted.

Methodology:

1. Student FTE is derived by totaling the course credits attempted as reported on the Fall Student Data File and/or Fall SIRIS Student Submission by 15.
2. Faculty FTE will be estimated by the following calculation: Faculty FTE= Full-time Headcount + Part-Time Faculty Headcount / 3 using the faculty information reported to IPEDS.

Concerns/ Updates:

1. Most meaningful when arrayed by course level and discipline but this data is not available.
2. These measures can be updated in May each academic year.
3. It is uncertain what the Benchmark/Goal should be. Generally, lower ratios are viewed as higher quality instruction but also result in higher instructional cost per credit hour.
4. The primary difference between IR and HR in reporting faculty is that IR excludes clinical faculty. This has the effect of increasing student/faculty ratios. IR’s rationale for this exclusion is that most clinical faculty are not engaged in instruction.

Printed 11/5/2012
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Item Definition

Item No: 06 - 6 / To Learn
Item: Students engaged in internships and cooperative education

Description: Headcount of students engaged in internships and cooperative education

Office: Office of Institutional Research
Contact: Rick Miller / Gary Blose

Executive Summary:

This is an indicator of the alignment of SUNY’s academic programs with the needs of business and industry in the State. Internships and cooperative education opportunities with employers establish strong connections between the University and industry, and serve to strengthen academic programs and provide SUNY with important feedback concerning the quality of educational programs.

Key Terms / Data Points:

- Internship: Unpaid work experience in the student’s field. Internships can be for an entire semester or academic year and may be required or optional in a student’s academic program.
- Co-operative education (co-op): Paid work experience in the student’s field. Co-ops can be for an entire semester or academic year and may be required or optional in a student’s academic program.

Methodology:

1. Current methodology – Data collected through a campus survey. Questions asked were
   a. Please report the number of students in 10-11 engaged in internships.
   b. Please report the number of students in 10-11 engaged in cooperative education (co-op)
   c. How do you define "internship" and "co-op"? Please be specific on how they differ.

2. Proposed methodology going forward - Using the SIRIS Term/Section data submission, summarize the number of students reported by a campus as enrolled in an internship and/or co-operative education course (for credit or non-credit).
Comments / Concerns:

1. Varieties of internship and co-op: some are credit bearing; others non-credit bearing. Some are paid and unpaid. SUNY needs to define these terms with campuses, so that IR can establish processes to collect this data.
   a. Internships are included in SIRIS and will be available for reporting at the end of AY 2011-12.
   b. Co-operative education needs to be defined with campuses, so that it can be reported to SUNY systematically. This may require a special campus survey if it cannot be included in SIRIS.

2. Institutional Resources does not have a working definition for co-ops and campuses do not have processes in place to capture co-ops or internships unless college credit is awarded, e.g., student teaching.
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<th>07-07 / To Learn</th>
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<tr>
<td>Item:</td>
<td>Course Sections available fully or partially (hybrid) on-line (SLN and other)</td>
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<tr>
<td>Description:</td>
<td>Count of course sections where direct instruction is whole or partially occurring on-line</td>
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<tr>
<td>Base Year:</td>
<td>Academic Year 2011-12</td>
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<tr>
<td>Office:</td>
<td>Office of Institutional Research, Provost Office</td>
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<tr>
<td>Contact:</td>
<td>Rick Miller/Gary Blose/Carey Hatch/Elizabeth Bringsjord</td>
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### Executive Summary:

On-line instruction represents the fastest growing instructional modality in post-secondary education. Contemporary students, particularly adult learners and other place-bound students, increasingly need on-line courses to meet their academic program requirements in a way which allows them to fulfill other lifestyle commitments.

### Key Terms / Data Points:

- **On-line** – requiring all direct instruction to be completed on-line
  - **Synchronous** – Direct instruction occurs in real time without time delay
  - **Asynchronous** – Direct instruction occurs under time delay; that is, direct instruction is recorded/stored and accessed later.
  - **Combined On-line** – Direct instruction combines both Synchronous and Asynchronous types.
- **Hybrid/Blended/Partial** – requiring part of direct instruction (0.01% - 99.9%) to be completed on-line.
- **Direct Instruction** – communication of curricular content excluding advisement, office hours, homework assignments, and help sessions.
- **Web-Enhanced Course or Content** – Online course activity complements class sessions without reducing the number of required class meetings (these activities are not counted as on-line instruction).
Methodology:

1. The percentage of credit course sections taught fully or in part using on-line or hybrid instruction methods.
2. Based on information reported to campuses on Term/Section

Comments / Concerns:

1. SIRIS – not available until 11-12 – need to orient the registrars on reporting, definitions and data entry/submissions.
2. Need to be aware of the difference in report card metric and any data SLN reports.
   a. They started a process to establish new definitions a few months ago. Sloan defines Hybrid as 30% or more on-line duplicate counts / cross campus course / different sections.
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Item Definition

Item No: 08 - 8 / To Learn
Item: Application of students from historically underrepresented and/or economically disadvantaged populations

Description: Recruitment and enrollment of historically underrepresented and/or economically disadvantaged populations

Base Year: Fall 2008
Office: Office of University Life/Academic Affairs/Institutional Research
Contact: Recruitment: Ed Engelbride/Carlos Medina
Enrollment: Rick Miller/Gary Blose

Executive Summary:

Key Terms / Data Points:

- "Recruitment"—This term refers to the actions leading to the enrollment of students. The recruitment process may not be completed until an application and applications fee(s) are received.

- "Historically underrepresented" refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measures. It includes African Americans, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans. Other groups in the United States are currently underrepresented within the population. These groups may include but are not limited to other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, different religious groups, and those with economic backgrounds that are disadvantaged.

- “Underrepresented Minorities” (URM) - A person is an underrepresented minority if he or she belongs to a minority group that is underrepresented based on their minority group's representation in the total population. Using this definition and available data on minority representation in New York State – African-Americans, blacks, Hispanics, American Indian or Alaskan Native, and Pacific Islanders are classified as underrepresented minorities. Persons of mixed heritage (two races) are also underrepresented minorities. Asians are not considered to be an underrepresented minority.
“Underserved” components of the population are comprised by groups or constituents in a population that are disadvantaged in relation to other groups because of social, economic or structural obstacles that prevent inclusion and access to services, including disabling conditions.

“Economically disadvantaged” – This term refers to low socioeconomic status based on a threshold for poverty levels established by the federal government. At the postsecondary level, it is determined by eligibility for Pell Grants.

“SUNY Application” – A standardized application package for SUNY campuses available as online and downloadable documents for submission to individual college(s) for enrollment consideration throughout the SUNY system for both first-year students, transfer students and those seeking joint admission. See: www.suny.edu/applysuny

“Common Application” – An online or downloadable application accepted by more than 400 higher education institutions for entrance admission throughout the United States, including many private colleges, for first-year and transfer student applications. Accepted by (14) colleges within SUNY.

Methodology:

1. Historically underrepresented population: Blacks, Hispanics, & Native Americans.
2. Economically disadvantaged: Pell recipients. Assumption – all students eligible for Pell grants, submit a FASA application.
3. What about duplicate counts or overlap? Underserved populations are overrepresented in economically disadvantaged populations but this is not an issue in the Access to Success metrics.
4. What about both State-ops and community colleges – do we have data for both and would it be collected the same way? SUNY currently does not have data identifying economically disadvantaged populations but will in Academic Year 2011-12.

Comments:

1. For purposes of reporting, federal race/ethnicity categories apply
   i. “Historically underrepresented populations,” or “underrepresented minorities” (URMs), within an institution of higher education are determined in comparison to U.S. and NYS demographics.
   ii. It is also important to determine underrepresentation within academic disciplines
   iii. “Economic disadvantage” is determined by Pell Grant eligibility
   iv. The term “underserved” is prevalent in scholarly literature on diversity and it often preferable with reference to students as it entails not only underrepresented, but also economically disadvantaged and first-generation. “Underserved” therefore captures the broad participation requirement of diversity along with that of plurality in thought, and suggests an appreciation beyond access for student success.
2. SIRIS Financial Aid submission – Academic Year 2011-12 at the end of year, since financial aid applications can be submitted after the semester is over.
3. In addition to Pell Grant eligibility, students who are eligible for Opportunity Programs are economically disadvantaged with clearly defined income limits. Another possibility—living at or below the poverty level as defined by the federal government—Department of Labor Statistics.

4. Since SUNY is engaged in a national effort to improve access and success of these populations, the metrics being used in that effort should be the one used here. Access to Success is a national initiative sponsored by NASH and EdTrust to half the access and performance gap in these populations compared to traditional populations serviced by higher education. Twenty-four public university systems are participating in the initiative.
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Item Definition

Item No:  13 - 2 / To Search
Item:  Research expenditures

Description:  Total Sponsored program expenditure activity reported by the Research Foundation of SUNY

Base Year:  Fiscal Year ending June 30, 2009

Office:  The Research Foundation, Office of Sponsored Programs Administration

Contact:  John Paris/Anne Connolly

Executive Summary:
The Research Foundation of SUNY (RF) administers externally funded contracts and grants on behalf of the State University of New York. Sponsored program expenditures are recorded in the RF Oracle business system by campus location and displayed in external reports by the RF fiscal year end (June 30) by the official campus short name list and grouped by the following (Total locations = 31):

- University Centers and Doctoral Degree Granting Institutions (9 locations) – Albany’s College of Nanoscale Science & Engineering is reported as a separate item.
- University Colleges (13 locations)
- Technology Colleges (8 locations)
- System Administration – Provost (1 location)

Key Terms / Data Points:

- **Sponsored program**: Sponsored program activities are defined as those activities, sponsored whole or in part, by sources external to the University for which there is an expectation (implied or specifically stated) on the part of the sponsor for performance, deliverable(s) or outcome(s). Sponsored programs are generally conducted by faculty, but may be conducted by staff or members of the University administration. Sponsored programs are awarded through various mechanisms - grants, contracts, cooperative agreements, and/or other legally binding means of transfer. Sponsored program activities may support instruction, research and/or public service activities.

- **Research** - defined as Sponsored program expenditures

- **Sponsored program expenditures** - include the direct and indirect expenditures that constitute sponsored program activity, as recorded in the RF Oracle business system by award purpose.
codes. Externally funded sponsored program activity is also categorized by program classifications based on standards established by the National Association of Colleges and University Business Officers (NACUBO). The top program classifications of activity are: Organized Research, Public Service, and Training

Methodology:

1. RF prepares a report “Sponsored Programs Expenditure Profile Summary” as of the end of the RF fiscal year and publishes it on the RF public web site

2. Sponsored program activity for the Statutory Colleges and the Community Colleges need to be accumulated by outreach to each of the entities that have activity and manually added to the report of RF activity to provide a SUNY Total Report of Research Expenditures.

Comments / Concerns:

1. This is included in the EC A Competitive New York metrics
2. Discussed changing this item to “Sponsored program expenditures” and decide while we could define it as such we should not change the name.
3. The Research Foundation is working on building a tool to collect expenditure activity from statutory and community colleges.
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**Item Definition**

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<th>Item No:</th>
<th>13b - 2 / To Search</th>
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<tbody>
<tr>
<td>Item:</td>
<td>Research expenditures, per Tenure Track Faculty</td>
</tr>
<tr>
<td>Description:</td>
<td>Research Foundation’s reported sponsored program expenditures reported per Full-time Tenure/Tenure Track Faculty</td>
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<tr>
<td>Base Year:</td>
<td>Fiscal Year ending June 30, 2009</td>
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<td>Office:</td>
<td>The Research Foundation, Office of Sponsored Programs Administration</td>
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<td>Office of Institutional Research</td>
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<td>Contact:</td>
<td>Rick Miller/Catherine Regan</td>
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**Executive Summary:**

This metric matches research expenditures to tenure or tenure-track faculty. The Research Foundation of SUNY (RF) administers externally funded contracts and grants on behalf of the State University of New York. Sponsored program expenditures are recorded in the RF Oracle business system by campus location and displayed in external reports by the RF fiscal year end (June 30) by the official campus short name list and grouped by the following (Total locations = 31):

- University Centers and Doctoral Degree Granting Institutions (9 locations) – Albany’s College of Nanoscale Science & Engineering is reported as a separate item.
- University Colleges (13 locations)
- Technology Colleges (8 locations)
- System Administration – Provost (1 location)

These two measures (tenure and tenure-track) reflect the core Academy of the State University. In addition to providing instructional services, these faculties provide research and public service to their institutions and communities. Tenure/tenure track faculty mentor students and determine curriculum in the major. Maintaining an appropriate balance between non-tenured faculty and part-time faculty and the Academy is important in the service SUNY provides to students and to the State.
Key Terms / Data Points:

*Research* - defined as Sponsored program expenditures

*Sponsored Programs* - Sponsored program activities are defined as those activities, sponsored whole or in part, by sources external to the University for which there is an expectation (implied or specifically stated) on the part of the sponsor for performance, deliverable(s) or outcome(s). Sponsored programs are generally conducted by faculty, but may be conducted by staff or members of the University administration. Sponsored programs are awarded through various mechanisms - grants, contracts, cooperative agreements, and/or other legally binding means of transfer. Sponsored program activities may support instruction, research and/or public service activities.

*Sponsored program expenditures* - include the direct and indirect expenditures that constitute sponsored program activity, as recorded in the RF Oracle business system by award purpose codes. Externally funded sponsored program activity is also categorized by program classifications based on standards established by the National Association of Colleges and University Business Officers (NACUBO). The top program classifications of activity are: Organized Research, Public Service, and Training.

*Tenure* – Status of a personnel position with respect to permanence of the position.

*Tenure Track* – Personnel positions that lead to consideration for tenure.

Methodology:

1. The Research Foundation prepares a report “Sponsored Programs Expenditure Profile Summary” as of the end of the Research Foundation fiscal year.
2. Institutional Research reports faculty by Tenure/Tenure Track and Part-time/Full-time
3. The research expenditures were divided by Full-Time TT faculty, by campus, by sector and in total
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
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<tbody>
<tr>
<td>Item:</td>
<td>No. of Licenses Executed</td>
</tr>
<tr>
<td>Description:</td>
<td>Total number of license and option agreements executed annually by The Research Foundation as reported to AUTM for printing in the AUTM Annual Licensing Survey</td>
</tr>
<tr>
<td>Base Year:</td>
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</tr>
<tr>
<td>Team:</td>
<td>SUNY and the Entrepreneurial Century</td>
</tr>
<tr>
<td>Contact:</td>
<td>Tim Killeen</td>
</tr>
<tr>
<td>Office:</td>
<td>The Research Foundation, Information Services</td>
</tr>
<tr>
<td>Contact:</td>
<td>John Paris</td>
</tr>
</tbody>
</table>

Executive Summary:

The technology transfer offices of The Research Foundation (RF) work on behalf of the State University of New York (SUNY) and its researchers to identify, protect, and commercialize the university’s intellectual property portfolio.

To track the technology transfer activity across the system, The Research Foundation Central Office works with the technology transfer offices to receive quarterly and annual data related to the activity at the campuses. The data that is collected are common measurements used to measure activity and are based on the data points that are reported to the Association of University Technology Managers (AUTM) annually. One data point that is collected by The Research Foundation is the number of license/option agreements executed.

Key Terms / Data Points:

- **License/Option Agreements** – Historically, the RF uses AUTM’s definitions of terms related to technology transfer as its standard. The number of license/option agreements is a metric AUTM uses to measure the technology transfer activity at institutions across the country. This number is reported annually to AUTM by the RF. AUTM defines license/option agreements in the following manner:

  A license agreement formalizes the transfer of technology between two parties, where the owner of the technology (licensor or RF) permits the other party (licensee) to share the rights to use the technology or technologies. An option agreement grants the potential licensee a time period during which it may evaluate the technology or technologies and negotiate terms of a license agreement. An option agreement is not constituted by an option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that option.
• **Technology transfer** – Technology transfer is the process of developing and commercializing scientific findings and fundamental discoveries into relevant applications. Through technology transfer, universities and research institutions negotiate the transfer of the commercialization rights to technologies to commercial entities via licensing agreements (AUTM U.S. Licensing Activity Survey FY 2009).

• **AUTM Annual Licensing Survey** – According to AUTM, the survey measures some of the quantitative aspects of technology transfer, such as staff, size, total research expenditures, number of patents filed by universities, number of patents issued to universities, number of license/option agreements executed by academic institutions, and new startups forms. AUTM has been collecting data since 1991.

**Methodology:**

1. Each quarter of The Research Foundation’s fiscal year, a request is sent to each technology transfer office asking for specific data points that are meant to highlight their campus’ technology transfer activity.
2. The data points are then compiled, organized, and maintained at Central Office for use in providing quarterly and annual reports regarding technology transfer activity.
3. The total number of option agreements and license agreements is a metric that is also reported in the annual AUTM Licensing Survey.
4. Central Office stores the office on its LAN in the Q:/ under a file named “Statistics.” Within this folder there are sub-folders organized by year containing the statistics submitted by the technology transfer offices.

**Comments / Concerns:**

1. RF currently does have a process for collecting technology transfer data from the Statutory Colleges and Community Colleges.
2. The RF requests the number of license/option agreements from its technology transfer offices as one number.
Item Definition

Item No: 16 - 5 / To Search  
Item: Number of Faculty, Students and Research Support Staff Participating on Sponsored Grants

Description: Number of Faculty (PI and Co-PI) Participating on Sponsored Grants / Number of Students Participating on Sponsored Grants / Number of research support staff

Base Year: Fiscal Year ending June 30, 2009

Office: The Research Foundation of SUNY

Contact: John Paris / Anne Connolly

Executive Summary:

The Research Foundation of SUNY (RF) administers externally funded contracts and grants on behalf of the State University of New York and reports by the official campus short name list and grouped by University Centers and Doctoral Degree Granting Institutions, University Colleges, Technology Colleges and System Administration – Provost.

The individual identified for managing the sponsored program is the Principal Investigator (PI) and is designated in the award notice from the sponsor. Certain sponsored projects may also have an individual(s) identified as a Co-Principal Investigator (Co-PI). With respect to staff participation on sponsored programs, data from the RF Business system is extracted by campus by salary expenditure types and grouped by Faculty (PI and Co-PI), Students (which includes graduate and undergraduate) and Research Support Staff (all other) with a distinct count.

Key Terms / Data Points:

- **Participate** – defined as being salary paid to an individual for work performed on a sponsored program that is reimbursed by the sponsor as well as Cost Share salaries, which is the institutional commitment of support and is not reimbursed by the sponsor.

- **Sponsored Program** – Sponsored program activities are defined as those activities, sponsored whole or in part, by sources external to the University for which there is an expectation (implied or specifically stated) on the part of the sponsor for performance, deliverable(s) or outcome(s). Sponsored programs are generally conducted by faculty, but may be conducted by staff or members of the University administration. Sponsored programs are awarded through various mechanisms - grants, contracts, cooperative agreements, and/or other legally binding means of transfer. Sponsored program activities may support instruction, research and/or public service activities.
• **Faculty Principal Investigator (PI)** – A faculty member holding "unqualified academic titles" (i.e., instructor, assistant professor, associate professor, professor, assistant librarian, associate librarian, librarian), or academic titles qualified by research or clinical (i.e., clinical professor), may act as Principal Investigators. Professional staff may act as a Principal Investigator only with the approval of the Provost or the cognizant Vice President.

• **Faculty Co-Principal Investigator (Co-PI)** – is an individual that has an identified role on a funded project and assists the PI in the oversight of the administration and program components.

**Methodology:**

RF runs Discoverer Queries (named below) with award purpose codes of sponsored program and cost share with general ledger date parameters from the start to end of the RF fiscal year and to include Salary and Cost Share Expenditure types (including fellowships), then maps data to job titles and combines results and eliminates duplicates.

Job Titles are categorized as follows:

Faculty = Principal Investigator and Co-Principal Investigator

Student = Research Graduate Assistant, Research Project Assistant, Senior Research Aide, Research Aide, Project Instructional Assistant, Camp Counselor – Student

Research Support Staff = All Other RF Job Titles

**Discoverer workbooks:**

(1) Query for faculty student and fellow by expand type July 2008 to June 2009

(2) Query for regular salary with job title July 2008 to June 2009

(3) Query with sub query for both people count

**Comments / Concerns:**

1. The Research Foundation is working on building a tool to collect expenditure activity from statutory and community colleges.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 15 - 4 / To Search
Item: Library circulation and e-resources downloads

Description: These measures reflect usage counts for physical materials (circulation) and full-text electronic resources purchased by libraries (e-resource downloads).

Base Year: Calendar Year ending December 31, 2009 (not Fiscal Year ending June 30, 2009)

Office: Office of Library and Information Services
Contact: Maureen Zajkowski

Executive Summary:
These measures reflect usage counts for physical materials and full-text electronic resources purchased by libraries. It is a general indicator of how much library materials are being used by the students and faculty across the university. These measures are used in evaluating the types and formats of materials purchased to ensure that they continue to support campus academic programs. Further, they are frequently used by academic libraries as an indication of usage of library services.

Key Terms / Data Points:

- **Key Terms**
  - **Circulation** - Physical items that were borrowed and generally leave the library. Depending on campus policy this may include journals and periodicals.
  - **Interlibrary Loan (ILL)** – Physical items and journal articles borrowed and lent among libraries in support of requests by students, faculty, and staff; counts come from different system(s) than from that of circulation and represents a different workflow.
  - **Library Usage Core E-Resource** - Electronic copies of books, journals and periodicals, subscribed from vendors as a University-wide system; downloads are for collaboratively purchased electronic resources by all SUNY campuses (see Comments for exceptions).
  - **Shared Servers** – 55 SUNY campuses have their library databases housed on servers at the Information Technology Exchange Center (ITEC) at Buffalo State College.

- **Library Usage Materials** - includes
  - **Circulation Usage** – Represent transaction counts by calendar year for each campus.
  - **Interlibrary Loan (ILL)** – Represent transaction counts for items borrowed and lent by calendar year for each campus.

- **Library Usage Core E-Resource**
  - Represents transactions counts of downloads by calendar year for each campus.
Methodology:

The spreadsheet Library Usage Statistics_2009.xls represents usage counts for Circulation and Interlibrary Loan; and downloads from core E-resources for the SUNY campuses. Counts are by calendar year and by campus. All SUNY campuses are included except:

1. Circulation data not included -
   a. Cornell Statutory Colleges - Circulation counts cannot be limited to the statutory colleges
   b. Empire State has no transactions because they do not have a physical collection.
   c. North Country CC shows zero for 2009 because they only implemented an automated system in fall 2010.

2. Interlibrary Loan data not included -
   a. Cornell Statutory Colleges - ILL counts cannot be limited to the statutory colleges.
   b. Empire State has no transactions because they do not have a physical collection.

3. E-Resource downloads data not included -
   a. Cornell Statutory Colleges and ESF – Do not participate in the SUNY-wide purchases of Core E-Resources.
   b. Alfred Ceramics – Do participate in the SUNY-wide purchases of Core E-Resources; however, download counts cannot be separated out from those of Alfred University
   c. Additional E-resources databases that are purchased individually by campuses and include specialized resources that support graduate/faculty level research and specific curriculums.

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Source of Data</th>
<th>Who Retrieves</th>
<th>Methodology</th>
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<tr>
<td>Circulation</td>
<td>Shared Servers</td>
<td>OLIS</td>
<td>SQL queries to pull transaction counts</td>
</tr>
<tr>
<td>Circulation</td>
<td>University Centers, ESF</td>
<td>University Centers, ESF</td>
<td>Own methods</td>
</tr>
<tr>
<td>Circulation</td>
<td>Cornell</td>
<td>Cornell</td>
<td>Data not provided; see Comments</td>
</tr>
<tr>
<td>ILL</td>
<td>ILL vendors (OCLC is vendor used by most SUNY campuses)</td>
<td>OLIS and University Centers</td>
<td>Transactions counts from OCLC; see Comments for exceptions</td>
</tr>
<tr>
<td>E-Resources: Core (SUNY-wide purchases)</td>
<td>E-Resources vendors</td>
<td>OLIS</td>
<td>Transaction counts from vendors. See Comments for exceptions.</td>
</tr>
</tbody>
</table>

Comments:

1. Future Plans - Library Dashboards are being developed as part of the SUNY Business Intelligence Initiative. The goal is to provide for a SUNY wide collection analysis reporting tool. The expectation is that the data elements included would be circulation usage, ILL and Core E-Resources downloads. The ability of this project going forward is dependent on the availability of staff resources in the System Administration Office of Information and Technology.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 23 - 7 / To Serve
Item: Affordability / Comparative debt obligations upon graduation

Description: Student Loans and Financial Aid awarded to students in an effort to provide affordable access to higher learning.

Base Year: Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

Office: Office of Institutional Research and Office of Student Financial Aid

Contact: Rick Miller/ Patti Thompson

Executive Summary: This metric reflects SUNY’s contribution toward meeting student financial and affordability needs of New York residents.

Key Terms / Data Points:

- Debt Obligation – The Aggregate dollar amount borrowed by the student through any loan program (federal, state, subsidized, unsubsidized, private, etc.) while the student was enrolled at any post-secondary institution. Parent loans are excluded from this definition.

- HESC – Higher Education Services Corporation

- FAFSA - A Free Application for Federal Student Aid. A form required by the government for application to any federal education aid program.

- Entitlement Programs – An entitlement program is a state or federal program funded to ensure that eligible applicant receives the award(s) based on the student meeting the stated requirements. Federal student loans serve as an example of an entitlement program.

- Loan Forgiveness Programs - impact on view of affordability

Methodology:

1. Financial Aid submission (SIRIS) – affected by students who don’t submit FAFSA
2. Undergrad only

Action Items:

1. Description of campus financial aid management efforts - Campuses query their financial aid management software (various types) to identify populations of students who need to submit

Printed 1/13/2011
paperwork or haven’t followed through on application processing. Generally, email notifications are sent to prompt action on behalf of the student. Federal and state programs have different deadline dates and requirements so efforts are made for all program types. Goal is to have eligible students apply and be awarded accurately and in a timely manner to allow for bill payment etc.
Power of SUNY Implementation: Report Card
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Item Definition

Item No: 17 - 1 / To Serve
Item: Graduates employed in NYS

Base Year: Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

Office: Institutional Resources
Contact: Rick Miller

Executive Summary:

SUNY's mission is to prepare our students well for the workforce - so they get good jobs, stay in New York, and become productive citizens. This metric measures recent graduates who have found employment in New York.
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A Competitive SUNY
Item Definition

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<tbody>
<tr>
<td>Item:</td>
<td>Median income of graduates employed in NYS</td>
</tr>
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</table>

**Base Year:** Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

<table>
<thead>
<tr>
<th>Office:</th>
<th>Institutional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact:</td>
<td>Rick Miller</td>
</tr>
</tbody>
</table>

**Executive Summary:**

One way to differentiate jobs from good jobs is to look at income. We believe higher education has a tangible value in the market place, and we seek to define that value here.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 4
Item: Graduates in Support of NYS Workforce Needs

Description: Degrees or certificates awarded to students in disciplines that are identified by the Department of Labor as needed in the State of New York for employment in critical industry clusters.

Base Year: Academic Year ending June 30, 2009
Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose/Lisa Montiel

Executive Summary: This metric reflects SUNY’s contribution to meeting the workforce needs of New York in critical industry clusters.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.
- Workforce Needs – The specific field of study with a perceived workforce need within NYS, as identified by the NYS Department of Labor industry clusters.
- Annual Average Openings (AAO) – The annual number of job openings expected in an occupation due to growth plus replacement needs.
- NAICS Code – North American Industry Classification System used by Federal statistical agencies in classifying business establishments.
- SOC Code – The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
- CIP Code – A taxonomy of academic disciplines which can be used to classify either courses or academic programs. The taxonomy is further refined by second and third tiers of subcategories within each major division. Designed by the Federal Department of Education, the Classification of Instructional Programs is meant to expand upon and replace the older HEGIS taxonomy of discipline divisions.
• **Degree Level** – Categories of degrees and other formal awards such as undergraduate certificates, associate degrees, bachelor’s degrees, masters degrees, doctoral degrees, first professional degrees, and graduate certificates.

**Methodology:**


1. Cross-reference the NAICS industry codes with the SOC occupation codes using the Industry-Occupation Matrix [http://www.bls.gov/emp/ep_table_109.htm](http://www.bls.gov/emp/ep_table_109.htm). This matrix also provides the 2020 projected staffing patterns that are used to establish the one-to-many relationship between degree (CIP) and occupations (SOC).

2. Three clusters were added to this list: 1) Management; 2) Education, Training, and Library; and 3) Healthcare Practitioners and Technical.


4. These SOC codes are cross-referenced with CIP codes, using Onet tables. [www.onetonline.org](http://www.onetonline.org). For 2008-2018 projections, the 2000 tables were used. Starting in 2010, the SOC to CIP crosswalk was changed. The SUNY data warehouse is in the process of updating the CIP 2000 codes to CIP 2010. The new 2010 table will be used when the next projections are released.

5. AAO were then restricted to SOC codes that require a Certificate, Associate, Bachelor’s, Master’s or First Professional degree.

6. The AAO by SOC code for a degree of Certification or better were compared to degrees granted. The total number of degrees were distributed over the SOC with the following parameters:
   a. Postsecondary Education Teachers – limited to level master’s and doctorate
   b. Hierarchy first – degrees allocated to SOC with AAO for certification or better
   c. Evenly distributed second – degrees are distributed even to multiple SOC codes
   d. Excluded graduate certificates
   e. Award Level shift equal to 1 level – degrees assigned to SOC code for level of education plus one level – for example, a SOC code requiring a Bachelor’s will be assigned bachelor’s and master’s degrees.

7. Overproduction was analyzed by not adjusted for.

8. Degrees granted by CIP code were cross-referenced with SOC codes, using Onet tables. If a CIP codes but was not in the Onet tables, existed research was done on the internet to see how other states and systems categorize that CIP code. PA Workforce Development has done extensive analysis on this available at [http://www.portal.state.pa.us/portal/server.pt?open=514&objID=575374&mode=2](http://www.portal.state.pa.us/portal/server.pt?open=514&objID=575374&mode=2)

This metric will be updated annually with degrees granted in the prior academic year via summarized the data by campus, degree level and four-digit CIP discipline within workforce need areas.

**Comments:**

1. Must be based on degree of record; second majors are not uniformly reported, and minors are not captured at all.

2. Combination degrees (such as professional science degree, business/science combo) can be captured to the extent that reported CIP discipline code falls within the high needs areas definition.

Printed 11/5/2012
3. DOL predictions workforce update every two years – next update is 2012, expected at the end of 2014 or early 2015.

Reports and Downloads


Research tool for finding occupations and SOC codes - http://www.onetonline.org/find/

Top 25 Most Openings - http://www.labor.ny.gov/stats/moster.shtm#nys

Presentations/Papers


Occupational Projections 2010 - http://www.labor.ny.gov/stats/PDFs/occupationalprojections.pdf (even though it says 2010 it really is only 2006 data and the website has updated for 2008.) It has a very good overview of the data and methodology.
**Power of SUNY Implementation: Report Card**

**A Competitive SUNY**

**Item Definition**

**Item No:** 21 - 5 / To Serve

**Item:** Building energy consumption (BTU/sf)

**Office:** Office of Capital Facilities

**Contact:** Karren Bee-Donohoe

**Executive Summary:**

Energy consumption measurement is based on the amount of the fuel or other energy source used for the generation of electricity, heat and air conditioning. Different sources like natural gas, coal, oil, hydro, wind, solar or biomass are used to generate electricity, heat or air conditioning. Each fuel or energy source has a different efficiency factor when used to produce energy, and is, therefore, converted via industry formulas to British Thermal Units (BTU) of energy. For large organizations such as SUNY, energy is discussed in thousands or millions of BTUs which are abbreviated as MBTU (thousands) or MMBTU (millions).

The energy consumption of each campus is analyzed in light of the total outside gross square feet (OGSF). This measurement of space takes into account the entire air space inside a building including hallways, mechanical space and a special factor for large two or three story spaces which have no floor plate but which represent space that must be heated or cooled. As a campus grows their OGSF grows, but their efficiency can improve with proper energy management practices.

Since 1990, SUNY has been collecting data on the energy usage of each of our campuses, broken down by types of fuel.

**Key Terms / Data Points:**

- *British Thermal Units (BTU)* – is the standard measurement used for calculation of energy usage where one BTU equals the amount of energy needed to raise the temperature of one pound of water by one degree Fahrenheit.
- *Outside gross square feet (OGSF)* – the entire air space in the building.
- *AAFTE* - Annual Average Full Time Equivalent student count

**Methodology:**

1. Currently data collection is done manually with campuses reporting data in many different summary formats which is then entered into a spreadsheet at System Administration. Fuel oil, natural gas, coal, wood, propane, purchased steam, electricity, bulk vehicle fuel (gasoline and diesel), and water and sewage are tracked.
2. SUNY Energy Management and Budgeting System (EMBS) is a spreadsheet based reporting system that shows the total energy used on the campuses broken down by types but not in detail of each purchase.
3. The EMBS is used to track costs, commodity usage, and can calculate carbon generation on campuses.
4. Data gathered is also used to prepare utility budgets for future fiscal years.
5. Data gathered is also used to calculate a GHG and carbon footprint for the energy used and does not include commuting, travel for work, or third-party solid waste disposal and all waste water treatment if done off campus property.
6. The new software will allow expanded information and tracking as well as faster access to information.

Comments / Concerns:

1. The data is in summary and detailed information cannot be viewed or audited on a central level. For example, a campus gets a delivery of oil it and is recorded as an use and expense in that month but may not actually be used in that month but instead, stored and used in following periods.
2. Community College data collection has multiple issues.
   a. No energy data has been collected centrally for the community colleges so it is possible that some of the colleges may not have saved this information. If they have saved the information it is may not be consistent with the method used by the state operated facilities. Gaps in the data will make historic comparisons difficult or meaningless.
   b. A new process and training will have to be established for community college personnel.
   c. The EnergyCap software contracted price does not include the additional colleges so a price will have to be negotiated to allow for the extra training and data costs plus any expanded license fees.
   d. Additional people will be needed to handle the data gathering, reporting and comparisons.
3. The envelope or use of each building being so different causes anomalies in the comparisons of buildings used for the same main purpose type.
   a. Many of the oldest buildings in the SUNY system do not have air conditioning, while almost all new buildings have air conditioning and a greater degree of ventilation causing new very efficient facilities to use more BTU per OGSF than older facilities.
   b. In addition, research intensive facilities will have a much higher MMBTU/OGSF than a classroom or administrative building. Therefore it is possible for a campus to see a rise in MMBTU per OGSF as it increases it research. This increase in energy intensity must be considered in trying to achieve the Energy-Smart NY goal of 30% reduction in energy consumption by 2020 based on 2008/09 usage numbers.
4. BTU/OGSF also does not take into account significant weather temperature variation away from the norm. All comparison years will have to have weather normalization factors taken into consideration in addition to location for a true comparison.

Action Items:
1. In the process of replacing paper bound EMBS and convert to EnergyCap software which will allow for data to have some weather normalization calculated.
2. Need campuses to enter detailed data into new system.
3. Gather data from Community Colleges
   - Define fuel and utility data needed
   - Gather square footage data and building characteristics
   - Select base line year
   - Run comparisons
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No:  22 - 3 / To Serve
Item:  Procurement impact (measure of purchasing power)

Description:  Other Than Personal Service Expenditures from the Integrated Postsecondary Education Data System (IPEDS)

Base Year:  Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

Office:  Office of University Controller
Contact:  Jeff McGrath

Executive Summary:

The Integrated Postsecondary Education Data System (IPEDS) is reported for the fiscal year ended June 30 for the State-operated campuses and the Fashion Institute of Technology (FIT), and August 31 for the other 29 community colleges.  IPEDS data is consistent with amounts reported in the State University’s June 30 audited financial statements and the individual community colleges audited financial statements.

The IPEDS data, which is filed with the federal government and the New York State Education Department, is used for various analytical purposes.  Centrally, the data is used for peer college reviews and is the basis for the completion of various other surveys and questionnaires.  Both the federal government and the State Education Department utilize the data for their own analyses and as a basis for awarding certain types of grants.

Key Terms / Data Points:

- *Other Than Personal Service Expenses (OTPS)* – represents all payments for operating purposes, other than payments for personal service and related fringe benefit costs.  Major expense categories that comprise OTPS include, but are not limited to, supplies and materials, travel, contractual services, utilities, equipment and minor rehabilitation and repair projects.

Methodology:

1.  IPEDS data – includes RF, Uwide programs and SUCF, excludes actuarial accrual for incurred but not reported medical malpractice claims
2.  State University and FIT’s Fiscal Year (July 1 to June 30) and for community colleges (Sept. 1 to Aug. 31)
Item No:  46 - 8 / To Serve
Item:  Number of patients served (inpatient and outpatient)

Description:  Inpatient and Outpatient Volume Statistics
Base Year:  Calendar Year Information
Office:  Office of Academic Health and Hospital Affairs
Contact:  Kathleen Preston

Executive Summary:
Patient volume reflects the activity for each hospital and over time reflects the breadth of the institutions service base.

Key Terms / Data Points:
- **Inpatient** – Inpatient care is the care of patients whose condition requires hospitalization, for at least one night.
- **Outpatient** – a patient who is not hospitalized overnight but who visits a hospital, clinic, or associated facility for diagnosis or treatment. Treatment provided in this fashion is called ambulatory care.
- **Ambulatory surgery procedures** – Ambulatory surgery is any surgery delivered on an outpatient basis.

Data Points:
- **Inpatient** – Total discharges
- **Outpatient** – Outpatient clinic visits plus other outpatient visits

Methodology:
1. University hospital reports
   a. Inpatient – Total discharges
   b. Outpatient – Outpatient clinic visits plus other outpatient visits

Comments / Concerns:
Hospital reporting is traditionally on a calendar year basis.

Printed 11/5/2012
Volume should be consistent with each of the hospitals’ individual strategic plans.

Hospital volumes must be sufficient to generate adequate revenues to support the hospitals’ overall financial plans.

Monitor hospital volumes and evaluate operational trends.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

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<tr>
<td>Item:</td>
<td>% medical school students from NYS (using 1st year med students only)</td>
</tr>
<tr>
<td>Description:</td>
<td>Number of Medical Students from New York State</td>
</tr>
<tr>
<td>Base Year:</td>
<td>2009 AAMC Reporting Period</td>
</tr>
<tr>
<td>Office:</td>
<td>Office of Academic Health and Hospital Affairs</td>
</tr>
<tr>
<td>Contact:</td>
<td>Kathleen Preston</td>
</tr>
</tbody>
</table>

Executive Summary:

In order to ensure that sufficient numbers of new physicians remain in NY SUNY medical schools need to maintain the percentage of first year medical students that are accepted.

SUNY medical schools accept NYS residents at a rate significantly higher than the private medical schools in NYS.

Key Terms / Data Points:

- Matriculant – student who has been admitted into a medical school program

Methodology:

1. AAMC (Association of American Medical Colleges) Medical school application reports

Comments / Concerns:

1. Information provided by AAMC reporting year.

2. Monitor medical school application rates to ensure the high proportion of NYS residents is maintained.

3. SUNY medical schools should continue to educate NYS residents that are more likely to remain and serve the medical needs of NYS residents.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 24 - 1 / Students and Faculty
Item: Proportion of students by race and ethnicity

Description: Headcount and percentage of students by standard federal racial/ethnic groups

Base Year: Fall 2008 Enrollment
Office: Office of Institutional Research
Contact: John Porter/Gary Blose

Executive Summary:

Student diversity is a critical metric for assessing the extent to which the University is providing minority populations with access to a quality education. Higher education participation rates vary widely among the various racial/ethnic groups with group differences becoming even more pronounced at the post-baccalaureate level. Establishing benchmarks will enable SUNY to monitor progress in providing access to all levels of educational attainment.

Key Terms / Data Points:

- **Race** – one of the groups into which the world's population can be divided on the basis of physical characteristics such as skin.
- **Ethnicity** – Categories used to describe groups to which individuals belong or identify with sharing distinctive cultural traits as a group in society. Ethnicity, while related to race, refers not to physical characteristics but social traits that are shared by a population. Some of the social traits often used for ethnic classification include: nationality, tribe, religious faith, shared language, shared culture and shared traditions. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Categories are determined by DOE.

Methodology:

1. Display the total headcount number and percentage of total for each standard racial / ethnic group. International students and students with unknown racial/ethnic group will be included in the base.
2. Measured in the fall and reported in the spring.
3. Data source: IPEDS
Comments / Concerns:

1. For purposes of reporting, federal race/ethnicity categories apply
2. Ethnicity, while related to race, refers not to physical characteristics but social traits that are shared by a population. Some of the social traits often used for ethnic classification include: nationality, tribe, religious faith, shared language, shared culture and shared traditions.
To illustrate the impact of international and unknowns on diversity %

<table>
<thead>
<tr>
<th>State/Comm College</th>
<th>Total</th>
<th>White</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Asian</th>
<th>Two or more race</th>
<th>International</th>
<th>Race Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>461,443</td>
<td>289,107</td>
<td>31,372</td>
<td>2,374</td>
<td>41,150</td>
<td>20,739</td>
<td>1,956</td>
<td>18,772</td>
<td>55,973</td>
</tr>
<tr>
<td>State Operated</td>
<td>222,203</td>
<td>133,242</td>
<td>12,390</td>
<td>902</td>
<td>15,819</td>
<td>13,358</td>
<td>383</td>
<td>15,425</td>
<td>30,684</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>239,240</td>
<td>155,865</td>
<td>18,982</td>
<td>1,472</td>
<td>25,331</td>
<td>7,381</td>
<td>1,573</td>
<td>3,347</td>
<td>25,289</td>
</tr>
</tbody>
</table>

100% 63% 7% 1% 9% 4% 0% 4% 12%
100% 60% 6% 0% 7% 6% 0% 7% 14%
100% 65% 8% 1% 11% 3% 1% 1% 11%

| Grand Total | 386,698 | 289,107 | 31,372 | 2,374 | 41,150 | 20,739 | 1,956 |
| State Operated | 176,094 | 133,242 | 12,390 | 902 | 15,819 | 13,358 | 383 |
| Community Colleges | 210,604 | 155,865 | 18,982 | 1,472 | 25,331 | 7,381 | 1,573 |

100% 75% 8% 1% 11% 5% 1%
100% 76% 7% 1% 9% 8% 0%
100% 74% 9% 1% 12% 4% 1%

Printed 1/13/2011
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 25 - 2 / Students and Faculty
Item: Time to Degree

Description: Lapsed time required for students to earn a degree
Base Year: Academic year ending June 30, 2009
Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose/Craig Billie

Executive Summary: This measures the mean period of time undergraduate degree recipients (who entered the institution as first-time) required to complete their degree. It is a general indicator of how quickly students are able to advance through the curriculum to graduation.

Key Terms / Data Points:

- **Degree Recipient** – A student who was awarded an undergraduate degree from a SUNY institution within the appropriate fiscal year
- **Degree Level** – associate degree or bachelors degree
- **First-time Student** – A student who entered the institution which eventually conferred the degree as a new undergraduate student who had never before attended a college or university.
- **Time to Degree** – Length of time the student took (in academic years) to complete all requirements for the degree.
- **Degree completer** – obtained degree as of the end of the spring semester

Methodology:

1. Identify cohort of degree completers from annual degrees granted data file
2. Match to enrollment history records to determine semester of entry for each student, and entry status, and restrict to those entering as first-time students
3. Summarize results in frequency table form and compute average time to degree by degree level, campus and sector
4. Not restricted to Full-time

Comments / Concerns:

1. Time to degree will be measured entry semester to graduation semester and converted to calendar years; does not recognized actual semesters attended (i.e., stop-outs).

Printed 11/5/2012
2. Transfer cohorts are not included in this measure since they enter the degree-granting institution with varying levels of college attainment. Therefore, this particular metric is not meaningful for transfer cohorts.

3. Base year and one subsequent year will be available in the current (legacy) systems environment. After that, conversion to SIRIS data collection will require re-programming of current student tracking programs to facilitate subsequent analyses.

4. This metric is confounded by the number of five year academic programs offered by the degree-granting institution.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No:  26 - 3 / Students and Faculty
Item:  Time (in months) to employment upon graduation / Post grad job attainment

Base Year:  Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

Office:  Institutional Resources
Contact:  Rick Miller
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 27 - 4 / Students and Faculty
Item: International students

Description: International students
Base Year: Fall 2008
Office: Office of Institutional Research
Contact: Rick Miller / Gary Blose

Executive Summary:

International students significantly contribute to campus cultural diversity and expand the campus cultural environment. Exposure to new cultures and an expanded world view benefit students and staff in ways which are important to developing a better campus community and, ultimately, a better world.

Key Terms / Data Points:

- International students – students whose permanent residence is in countries other than the United States.

Methodology:

1. Using Fall 2008 enrollment reporting, the headcount and percentage of students identified as international will be arrayed by student level

Comments / Concerns:

1. Some international students never reside in the US, either because they are enrolled exclusively in online courses or are enrolled in academic programs offered in their home country.
2. Specific countries can be displayed if it is of interest (e.g., top 10 based on enrollment).
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 29 – 6 / Students and Faculty
Item: Diversity of Faculty and Staff

Description: Race/ethnicity and gender of full-time employees. This data is reported to IPEDS in odd years.

Benchmark/Goal: Various depending on student populations and community serviced,
1. Faculty race/ethnic diversity by gender
2. Staff race/ethnic diversity by gender

Base Year: Fall 2007 (data for Community Colleges available in ODD years only)
Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose/Catherine Regan

Executive Summary:

Faculty and staff diversity are critical metrics for assessing the extent to which the University is providing employment opportunities for minority and underserved populations. The University and students benefit from broad exposure to individuals from cultures, races, and genders other than their own. Establishing benchmarks will enable SUNY to monitor progress in providing employment opportunities to populations reflective of a diverse community.

Key Terms / Data Points:

- **Race/ethnicity** – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

- **PR 17** – Payroll 17 runs the beginning of December each year.

Methodology:

1. IPEDS reporting for Community Colleges is ODD years only
2. Payroll 17 (PR17) is used to develop IPEDS-HR data for SUNY State-operated campuses
   a. IPEDS-HR data are downloaded from the IPEDS-HR website for SUNY Community Colleges
3. IPEDS-HR, Part G is the data source for race/ethnicity and gender data for faculty and Part I is used for all other SUNY occupational categories.

Printed 11/5/2012
Comments / Concerns:

1. Diversity can be broadly defined to include all aspects of human difference, including but not limited to, race, gender, age, sexual orientation, religion, disability, social-economic status and status as a veteran.
2. For purposes of reporting, federal race/ethnicity categories apply
3. New codes and definitions in 2010-11 (Fall 2010) will limit use of historical data
   a. Race separated from Ethnicity
   b. Addition of “multiple” race category
   c. Re-defined – non resident alien, now has race, Asian Pacific code
4. Data is also reported by Primary Occupational Activity but we decided not to report it on the report in this way. (Primary Occupational Activity - The principal activity of a staff member as determined by the institution. If an individual participates in two or more activities, the primary activity is normally determined by the amount of time spent in each activity. Occupational activities are designated as follows: Executive, administrative, and managerial; Faculty (instruction/research/public service); Graduate assistants; Other professional (support/service); Technical and paraprofessional; Clerical and secretarial; Skilled crafts; and Service/maintenance.
5. SUNY has this information for State Operated campuses in the HR system, which means the metric is available annually. To obtain this information for community colleges, a separate collection process is required.

Action Items:

1. Open a dialog with community college presidents to collect this data annually.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 32 - 9 / Students and Faculty
Item: Tenure / tenure track faculty ratios (FTE)
Description: Percent of tenure/tenure track faculty to total faculty
Percent of full-time faculty to total faculty
Base Year: Fall 2008
Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose/Catherine Regan

Executive Summary:
These two measures reflect the core Academy of the State University. In addition to providing instructional services, these faculties provide research and public service to their institutions and communities. Tenure/tenure track faculty mentor students and determine curriculum in the major. Maintaining an appropriate balance between non-tenured faculty and part-time faculty and the Academy is important in the service SUNY provides to students and to the State.

Key Terms / Data Points:
- Tenure – Status of a personnel position with respect to permanence of the position.
- Tenure Track – Personnel positions that lead to consideration for tenure.
- Non-tenure track – Personnel positions that are considered non-tenure earning positions.
- Full-time – Appointment type at time the snapshot was taken (PR17).
- Part-time – Appointment type at the time of snapshot, payroll 17.
- Adjunct – non tenure track, predominantly part-time, faculty
- EAP Survey – IPEDS data source for faculty data and tenure/tenure track data.

Methodology:
1. PR17 is used to develop IPEDS-HR data for SUNY State-operated campuses
2. IPEDS-HR data are downloaded from the IPEDS-HR website for SUNY Community Colleges
3. IPEDS-HR, Part A, EAP is the data source for faculty tenure status and full-time faculty headcount.
   IPEDS Table: http://nces.ed.gov/programs/digest/d11 tables/dt11_278.asp

Printed 11/5/2012
Comments / Concerns:

1. There are minor differences between how IPEDS defines faculty and how SUNY HR classifies faculty.
2. Nationally, these metrics are based on fall term and do not reflect faculty in other academic terms.
3. This information is available in the spring semester for the prior fall term.
4. Removed Full-time faculty ratio from this metric.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
<th>33 - 10 / Students and Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Student/Faculty Satisfaction</td>
</tr>
<tr>
<td>Description:</td>
<td>Student and faculty satisfaction with key indicators of academic excellence</td>
</tr>
<tr>
<td>Base Year:</td>
<td>NSSE: Spring 2008</td>
</tr>
<tr>
<td></td>
<td>COACHE: Spring 2012</td>
</tr>
<tr>
<td>Office:</td>
<td>Provost</td>
</tr>
<tr>
<td>Contact:</td>
<td>Provost Lavallee / Rick Miller / Gary Blose</td>
</tr>
</tbody>
</table>

Executive Summary:

A commitment to academic excellence requires a way of assessing progress. One way to measure progress is to analyze student and faculty perceptions of key indicators related to the quality of the academic environment. These two critical perspectives will provide the insight and guidance needed to improve the academic environment.

Recommendations:

Student and faculty surveys for the SUNY State Operated institutions which are supported and funded by System Administration.

Key Terms / Data Points:

- **NSSE** – National Survey of Student Engagement
- **COACHE** – Collaborative on Academic Careers in Higher Education (Faculty Survey)
- **NSSE Top 10% and Top 50%** - “performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2009 and (b) those with benchmark scores in the top 10% for 2009.”


Methodology:

Appropriate survey items need to be selected. Once selected, sector averages can be calculated.
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 34 - 1 / Financial Status / Health
Item: Fully loaded cost per student FTE

Description: Fully loaded cost per student FTE – in general then broken down by: instruction, administration and capital

Base Year: Fiscal Year ending June 30, 2009.

Office: University Budget Office
Contact: Wendy Gilman

Executive Summary:
High level analysis of costs per student, including distribution of support and administrative costs

Key Terms / Data Points:
- University Financial Statements – prepared annually to describe fiscal health of University
- Fully loaded costs: direct cost plus share of appropriate indirect (support) costs
- Annual Average Full-Time Equivalent (AAFTE): AAFTE workload is a unit of measure derived from student credit hours
- Physical Space Inventory: database of physical space characteristics; responsibility for this effort is transferring from the Construction Fund to the Office of Capital Facilities
- Course and Section Analysis (CASA): Data system which collected information on faculty workload, effort and costs. The system has not been updated since 2004 but efforts are currently underway to implement a revised system, in conjunction with the new Institutional Research student data system.

Methodology:

1. Expenditures to be distributed to Instruction, Research and Public Service
   - Starting point is University Financial Statements
     o Adjustments are made to exclude hospitals, residence halls, research foundation and other self supporting activities, statutory colleges, and certain other accounting adjustments
     o Total Expenses in the University-wide Financial statements (for 2009-10) are $9,022,404,244
     o Adjustments reduce starting point to $4,398,366,187
   - Upon further discussion, additional adjustments were made
     o Fringe benefits excluded in current analysis until an appropriate determination can be made regarding the actual cost
Expenses for University-wide programs not directly attributed to a campus and System Administration excluded
- Remaining statutory college expenditures excluded
- Expenditures classified under the functions for hospitals/clinics and other auxiliary enterprises but spent in the general fund, tuition, SUTRA or General IFR are excluded
- Revised expenditure amount to be distributed to instruction, research and public service is $2,970,830,263

2. Distribution of Expenditures to Three Missions

- **Instruction** – direct Instruction expenditures
- **Research** – direct Research expenditure
- **Public Service** – direct Public Service Expenditures
- **Allocated Support Costs**
  - Academic Support, Student Services, Institutional Support, Scholarships/Fellowships and Maintenance & Operations (M & O)
  - Academic Support is split on a proportional basis between Instruction and Research. The percentage share for instruction is the total instructional dollars divided by the sum of instructional plus research dollars (% = I$ / I$+R$); the same calculation is made for research.
  - Student Services and Scholarships/Fellowships are not split (100% goes to Instruction)
  - Institutional Support and M & O is split between Instruction, Research and Public Service. The percentage share for instruction is the total instructional dollars divided by the sum of instructional plus research plus public service dollars (% = I$ / I$+R$+PS$); the same calculations are made for research and public service.
- **Interest & Depreciation** – Interest and depreciation expenditures (minus those attributable to self-supporting operations) are split between Instruction, Research & Public Service based on the Physical Space Inventory classification of space.
- The Instructional Expenditures are split into undergraduate and graduate portions based on the percentage of costs that were attributable to each level, using the CASA 2004 cost data.
- Support Costs are distributed to each level proportionate to the enrollment at each student level.
- Total Cost of Instruction is calculated excluding System Administration and University-wide program expenses.
- To adjust for institutional size, dollars are shown:
  - For Instruction, on an AAFTE basis
  - For Research, per full-time faculty
  - For Public Service, as a percent of total Educational and General expenses

Comments / Concerns:

1. Initial analysis performed using 2009-10 data for “proof-of-concept.”
2. Specifically formed group working on fully loaded cost for Stat-ops and Comm. Colleges. Working next on breakout by instruction, administration and capital
### Power of SUNY Implementation: Report Card

#### A Competitive SUNY

#### Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
<th>35 - 2 / Financial Status / Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>State support per student FTE (state-operated and community colleges)</td>
</tr>
</tbody>
</table>

**Description:**
All Funds State Tax Support divided by official AAFTE enrollment

**Base Year:**
Fiscal Year ending June 30, 2009.

**Office:**
Office of University Budget

**Contact:**
Wendy Gilman

### Executive Summary:

All funds State Tax Support represents the core operating funding needed for the University independent of campus generated revenue (mostly tuition) and local assistance (community colleges only). All Funds State Tax Support per FTE is an indication of a university’s reliance on State tax revenue. Within SUNY campuses, support per FTE is an indication of how campuses compare among each other and peer institutions.

### Key Terms / Data Points:

- **All Funds State Tax Support** - includes core, fringes, debt and other; excludes tuition
- **Official enrollment** – includes funded and unfunded/overflow enrollment
- **Annual Average Full-Time Equivalent (AAFTE)** – AAFTE workload is a unit of measure derived from student credit hours.
- **Litigation** – in lieu of malpractice insurance, settlements of judgments and claims against SUNY are paid by the State from an account established for this purpose.

### Methodology:

1. All Funds State Tax Support consists of State Tax Dollar Support and Pooled Campus Income, Indirect State Support (Fringe Benefits, Debt Service and Hard Dollar Capital) and Other Appropriated Funds (Hospital State Support, Local Assistance and Banking Services)
2. Excludes litigation
3. Includes or Excludes Post Employee Benefit Accrual (GASB 45)
4. AAFTE calculation: Annual Average Full-time Equivalent (AAFTE) workload is a unit of measure usually derived from student credit hours. One AAFTE workload is equivalent to 30 student credit hours in undergraduate courses, or 24 student credit hours in beginning graduate courses. Health first-professional and doctoral student AAFTEs are headcount based. First professionals in the health sciences and full-time advanced graduate students are converted to AAFTE by dividing the total annual headcount by two. Part-time advanced graduate students are converted to AAFTE by multiplying the annual headcount by .75 and then dividing by two.

Printed 1/13/2011
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No:  37 - 4 / Financial Status / Health
Item:  Funds Raised
Description: University-wide annual fundraising information using CASE Management Reporting Standards
Base Year:  Fiscal Year ending June 30, 2009.
Office:  Office of the University Controller / Office of Philanthropy
Contact:  Jeff McGrath

Executive Summary:
The State University of New York has compiled the Fundraising Survey Report uses CASE Management Reporting Standards for reporting annual fundraising results. Information contained in the report may be used as an effective mechanism to monitor progress in achieving SUNY campaign and individual campus goals, to facilitate comparisons among peers within and outside the State University, and to share fundraising “best practices”. To ensure these comparisons are meaningful and accurate, the State-operated campuses and community colleges are asked to follow the applicable reporting standards when completing the CAE Voluntary Support of Education (VSE) survey form used to compile the information in this report.

Key Terms / Data Points:
- Gifts – The amounts reported in the Survey include only the cash, property, and gifts in-kind received as private charitable support during the institution’s fiscal year. It DOES NOT include unfilled pledges and testamentary commitments in the gift total.
- Pledge – annual campaign reporting
- VSE Survey – Online survey used to compile the State University of New York Fundraising Survey Report.

Methodology:
1. Fundraising data is entered by each campus via an online survey through the VSE website. This data is compiled by the Office of the University Controller (UCO).
   a. Once the campus inputs all required data and checks the “done” button on the survey, the UCO reviews the data and enters it into a consolidated spreadsheet which facilitates the Fundraising Survey Report.
   b. Each campus is also responsible for submitting a Reconciliation of Gifts Received which ties the amount reported on the VSE survey (cash basis) to the individual audited financial statements of the campus-related foundations (accrual basis). This enables UCO to verify the amounts reported on the VSE survey are reasonable.

Printed 11/5/2012
Power of SUNY Implementation: Report Card
A Competitive SUNY
Item Definition

Item No: 38 - 5 / Financial Status / Health
Item: Alumni giving rate

Description: The alumni giving rate is calculated by dividing the number of alumni donors during a given fiscal year by the number of alumni on record for that same year.

Base Year: Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

Office: Office of the University Controller / Office of Philanthropy
Contact: Jeff McGrath

Executive Summary:

The alumni giving rate is the percentage of alumni on record who donated money to the college or university. Alumni on record are former full- or part-time students who received an undergraduate or graduate degree and for whom the college or university has a current address. Alumni donors are alumni with degrees from the institution who made one or more gifts for either current operations or capital expenses during the specified academic year. The alumni giving rate is calculated by dividing the number of alumni donors during a given fiscal year by the number of alumni on record for the same year.

Key Terms / Data Points:

- **Alumni on record** – Number of living individuals who received a degree and for whom the college or university believes has a current address.
- **Alumni Donors that gave** – alumni who made one or more gifts during the current fiscal year.
- **Giving Rate** – Alumni Donors that gave / Alumni on record
- **VSE Survey** – Online survey used to compile Fundraising information

Methodology:

1. Fundraising data is entered by each campus via an online survey through the VSE website. This data is compiled by the Office of the University Controller (UCO).
   a. Data is reviewed by UCO though VSE Data Miner, a web-based service which provides subscribers interactive access to 300 data variables about giving collected annually through the VSE Survey.
Executive Summary: Stewardship of the physical facilities at each campus is essential to the learning, research and public service missions of the university. Facilities stewardship has three main components, planning for new or renovated facilities, minimizing the backlog of critical maintenance (CM), and day to maintenance of the building & grounds.

This metric is specific to the status of planning at each campus. Currently an educational facilities master plan is being completed at each State operated campus. This master planning effort will frame the content for the next five-year SUNY Capital Plan. Each facility master plan will provide the opportunity to enhance the competitive nature of SUNY by integrating the institutional academic vision with the physical environs of each campus. Each master plan will address individual vision and mission. Individual master plans will provide a platform to compare and contrast stated institutional goals within the broader SUNY system context. Campus master plans will integrate building condition, space utilization and need, provide conceptual alternatives and map a plan for new and/or adaptive reuse of facilities needed in fulfillment of the institutional mission. Midterm and longer term institutional success can be assessed using metrics which gauge the fulfillment of the master plan.

In addition each campus is responsible for planning and annually updating a residential facility capital plan geared at addressing needs for new facilities as well as critical maintenance.

Facility Master Plan Metrics

Key Terms / Data Points:

State University Construction Fund – The State University Construction Fund is a public benefit corporation established by Chapter 251 of the Laws of 1962. The Fund is administered by a Board of Trustees consisting of three members appointed by the Governor, one of whom must be a State University Trustee. Members other than the State University Trustee are also confirmed by the Senate.

As defined by statute in 1962, the purposes of the Fund are: "... to provide academic buildings, dormitories and other facilities for the State-operated institutions and contract and statutory colleges under jurisdiction of the State University, to reduce the time lag between determination of need for such facilities and actual occupancy thereof, to expedite the construction, acquisition, reconstruction and rehabilitation or improvement of such facilities and to assure that the same are ready for the purposes intended when needed and when scheduled under the approved master plan of State University."
Facility Master Plan – An analysis of campus facilities condition, use, and functionality related to the current and future needs of the campus academic programs, research and student services, incorporating plans for enrollment changes including growth of undergraduate, graduate and research programs, resulting in recommendations for capital improvement and additions for the next 5 to 10 year period.

- **Key development guideline - Institution specific key parameters driving the master plan development.**
- **Data Points:**
  - Progression of the educational facility campus master plan through timely and effective execution of each campus’ 2013-18 capital plan, specifically:
    - Level of success in completing the projects associated with the first 5 years of the master plan timeline. (Dollar value of planned projects completed divided by total dollar value of plan)
    - Optimization of existing resources through adaptive reuse. (Number of projects that cost effectively re-align building use with academic mission divided by total number of projects)
  - Progression of Residence Hall Capital plan, specifically
    - Annual update of facilities condition assessment
    - Annual update of capital plan with minimum of three years of planning

**Methodology:**

1. Identify the progress of projects identified in the Master Plan and resultant 5 year capital plan
   a. In general projects are composed of 5 design stages: scoping, concepts, schematics, design development and construction documents, followed by bidding, construction and occupancy. Each project has a proposed schedule that identifies the anticipated dates of completion of the design phases and subsequent construction. Measure the progress of projects in relation to the project schedule.

2. Identify the total square footage of space that is planned to be renovated for adaptive reuse to meet the academic, research and public service mission of the university
   a. Measure progression of adaptive reuse as square footage of facilities renovated and transformed to uses in line with the campus mission

3. Identify the key developmental goals in the master plan and measure the campus progress toward meeting those goals

**Action Items:**

1. Continue development of master plans for all campuses establishing baseline
The Power of SUNY
Report Card

REPORT CARD
METRIC DEFINITIONS

Diversity Counts
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

Item No:  03
Item:  Overall Student Success Rate

Description:  Graduating with a degree or certificate from any SUNY college or university or continuing to enroll or transfer to a college or university outside the SUNY System within the designated IPEDS tracking period.

Base Year:  Academic Year 2007-08 as of 8/31/08

First-time Full-time Degree Seeking Cohorts
1.  Associate: Fall 2005 first-time, full-time as of 8/31/08
2.  Baccalaureate: Fall 2002 first-time, full-time as of 8/31/08

Full-time Transfer Degree Seeking Cohorts
3.  Associate: Fall 2006 full-time transfer as of 8/31/08
4.  Baccalaureate: Fall 2004 full-time transfer as of 8/31/08

Office:  Office of Institutional Research
Contact:  Rick Miller/Gary Blose/Craig Billie

Executive Summary:
This is metric is a holistic measure of student success that considers the mobility behaviors exhibited by many college students today, e.g., starting college at one institution and graduating from another. The measure factors in graduation from any SUNY college or university or continuing to enroll or transferring outside of SUNY within 150% of the “normal” time to complete a college degree (associate = 3 years; baccalaureate = 6 years).

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:
- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.
- Degree Seeking:  Accepted by the college to pursue a degree or certification even though the student may not have selected the specific academic program, i.e., matriculated.

Printed 11/5/2012
• **First-time full-time**: Degree seeking undergraduates enrolled in 12 or more credits during the initial fall semester of enrollment who have never attended college after graduating from high school. (Base year cohorts: associate entering fall 2005; baccalaureate entering fall 2002)

• **Full-time transfer**: New degree-seeking undergraduate transfers enrolled in 12 or more credits during the initial fall semester of enrollment who have attended a college or university before enrolling in the current college. (Base year cohorts: associate entering fall 2006; baccalaureate entering fall 2004).

• **Graduation**: Receiving a degree or certificate from and SUNY college or university within the designated tracking period.

• **Persistence**: Continuing to enroll at any SUNY college or university at the end point of tracking.

• **Transferring**: Transferring to a college or university outside the SUNY System during the tracking period.

**Methodology:**

1. Identify new first-time full-time degree seeking students in the college’s fall data submission. Separate students into associate and baccalaureate cohorts. (Note: SUNY’s Health Science Centers and the College of Optometry do not serve first-time students. Fashion Institute of Technology does not serve first-time baccalaureate students.)

2. Identify new full-time transfer degree seeking students in the college’s fall data submission. Separate students into associate and baccalaureate cohorts. (Note: SUNY’s College of Optometry does not serve undergraduate transfer students.)

3. Match each cohort to the degree files of SUNY colleges through August 31st of the end tracking year.

4. Match each cohort to the fall semester enrollment file of SUNY colleges in the end tracking year.

5. Match each cohort to the fall semester enrollment report from the National Student Clearinghouse.

6. Arrange totals for each race/ethnicity and gender.

7. Summarize results.
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

Item No:  01
Item:  Retention Rate

Description:  Enrolling in the third semester following the initial fall semester of enrollment.

Base Year:  First-time Full-time Degree Seeking Cohorts

Full-time Transfer Degree Seeking Cohorts

Office:  Office of Institutional Research
Contact:  Rick Miller/Gary Blose/Craig Billie

Executive Summary:  This metric reports the percentage of undergraduate students enrolling full-time at a SUNY college that continue to enroll a year later. It is a standard measure of student academic progress and success in higher education. Since the highest rates of attrition occur during the first year of enrollment, this metric is an indicator of how well the college retains its students; also, higher retention rates are indicators of higher graduation rates in future years.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

- Degree Seeking: Accepted by the college to pursue a degree or certification even though the student may not have selected the specific academic program, i.e., matriculated.

- First-time full-time: New degree seeking undergraduate students enrolled in 12 or more credits in fall semester who have never attended college following graduation/completion of high school or the equivalent of high school.

- Full-time transfer: New degree-seeking undergraduate students enrolled in 12 or more credits in fall semester who have previously attended a college or university.

Printed 11/5/2012
Methodology:

1. Identify new first-time full-time degree seeking students in the college’s fall data submission. Separate students into associate and baccalaureate cohorts. (Note: SUNY’s Health Science Centers and the College of Optometry do not serve first-time students. Fashion Institute of Technology does not serve first-time student at the baccalaureate level.)

2. Identify new full-time transfer degree seeking students in the college’s fall data submission. Separate transfer students into associate and baccalaureate cohorts. (Note: SUNY’s College of Optometry does not serve undergraduate transfer students.)

3. Match students in each of the cohorts to the college’s enrollment files in the subsequent fall semester.
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

Item No: 4
Item: Graduates in Support of NYS Workforce Needs

Description: Degrees or certificates awarded to students in disciplines that are identified by the Department of Labor as needed in the State of New York for employment in critical industry clusters.

Base Year: Academic Year ending June 30, 2009

Office: Office of Institutional Research

Contact: Rick Miller/Gary Blose/Lisa Montiel

Executive Summary: This metric reflects SUNY’s contribution to meeting the workforce needs of New York in critical industry clusters.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- **Race/ethnicity** – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.
- **Workforce Needs** – The specific field of study with a perceived workforce need within NYS, as identified by the NYS Department of Labor industry clusters.
- **Annual Average Openings (AAO)** – The annual number of job openings expected in an occupation due to growth plus replacement needs.
- **NAICS Code** – North American Industry Classification System used by Federal statistical agencies in classifying business establishments.
- **SOC Code** – The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
- **CIP Code** – A taxonomy of academic disciplines which can be used to classify either courses or academic programs. The taxonomy is further refined by second and third tiers of subcategories within each major division. Designed by the Federal Department of Education, the Classification of Instructional Programs is meant to expand upon and replace the older HEGIS taxonomy of discipline divisions.

Printed 11/5/2012
• Degree Level – Categories of degrees and other formal awards such as undergraduate certificates, associate degrees, bachelor’s degrees, masters degrees, doctoral degrees, first professional degrees, and graduate certificates.

Methodology:


1. Cross-reference the NAICS industry codes with the SOC occupation codes using the Industry-Occupation Matrix http://www.bls.gov/emp/ep_table_109.htm. This matrix also provides the 2020 projected staffing patterns that are used to establish the one-to-many relationship between degree (CIP) and occupations (SOC).

2. Three clusters were added to this list: 1) Management; 2) Education, Training, and Library; and 3) Healthcare Practitioners and Technical.

3. Analysis done of NYS DOL workforce Projections – Average Annual Openings (AAO) by SOC code http://www.labor.ny.gov/stats/demand.asp

4. These SOC codes are cross-referenced with CIP codes, using Onet tables. www.onetonline.org. For 2008-2018 projections, the 2000 tables were used. Starting in 2010, the SOC to CIP crosswalk was changed. The SUNY data warehouse is in the process of updating the CIP 2000 codes to CIP 2010. The new 2010 table will be used when the next projections are released.

5. AAO were then restricted to SOC codes that require a Certificate, Associate, Bachelor’s, Master’s or First Professional degree.

6. The AAO by SOC code for a degree of Certification or better were compared to degrees granted. The total number of degrees were distributed over the SOC with the following parameters
   a. Postsecondary Education Teachers – limited to level master’s and doctorate
   b. Hierarchy first – degrees allocated to SOC with AAO for certification or better
   c. Evenly distributed second – degrees are distributed even to multiple SOC codes
   d. Excluded graduate certificates
   e. Award Level shift equal to 1 level – degrees assigned to SOC code for level of education plus one level – for example, a SOC code requiring a Bachelor’s will be assigned bachelor’s and master’s degrees,

7. Overproduction was analyzed by not adjusted for.

8. Degrees granted by CIP code were cross-referenced with SOC codes, using Onet tables. If a CIP codes but was not in the Onet tables, existed research was done on the internet to see how other states and systems categorize that CIP code. PA Workforce Development has done extensive analysis on this available at [http://www.portal.state.pa.us/portal/server.pt?open=514&objID=575374&mode=2]

This metric will be updated annually with degrees granted in the prior academic year via summarized the data by campus, degree level and four-digit CIP discipline within workforce need areas.

Comments / Concerns:

1. Must be based on degree of record; second majors are not uniformly reported, and minors are not captured at all.

2. Combination degrees (such as professional science degree, business/science combo) can be captured to the extent that reported CIP discipline code falls within the high needs areas definition.

Printed 11/5/2012
3. DOL predictions workforce update every two years – next update is 2012, expected at the end of 2014 or early 2015.

Reports and Downloads


New York State Occupational Projections, by Region and for NYS -
http://www.labor.ny.gov/stats/demand.asp

Research tool for finding occupations and SOC codes - http://www.onetonline.org/find/

Top 25 Most Openings - http://www.labor.ny.gov/stats/moser.shtm#nys

Presentations/Papers


Occupational Projections 2010 - http://www.labor.ny.gov/stats/PDFs/occupationalprojections.pdf (even though it says 2010 it really is only 2006 data and the website has updated for 2008.) It has a very good overview of the data and methodology.
Item No: 5
Item: Time to Degree

Description: Lapsed time required for students to earn a degree

Base Year: Academic year ending June 30, 2009

Office: Office of Institutional Research

Contact: Rick Miller/Gary Blose/Craig Billie

Executive Summary: This measures the mean period of time undergraduate degree recipients (who entered the institution as first-time) required to complete their degree. It is a general indicator of how quickly students are able to advance through the curriculum to graduation.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.
- Degree Recipient – A student who was awarded an undergraduate degree from a SUNY institution within the appropriate fiscal year
- Degree Level – associate degree or bachelors degree
- First-time Student – A student who entered the institution which eventually conferred the degree as a new undergraduate student who had never before attended a college or university.
- Time to Degree – Length of time the student took (in academic years) to complete all requirements for the degree.
- Degree completer – obtained degree as of the end of the spring semester

Methodology:

1. Identify cohort of degree completers from annual degrees granted data file
2. Match to enrollment history records to determine semester of entry for each student, and entry status, and restrict to those entering as first-time students
3. Summarize results in frequency table form and compute average time to degree by degree level, campus and sector
4. Not restricted to Full-time

Printed 11/5/2012
Item No: 7
Item: Application of students from historically underrepresented and/or economically disadvantaged populations

Description: Recruitment and enrollment of historically underrepresented and/or economically disadvantaged populations

Base Year: Fall 2008

Office: Office of University Life/Academic Affairs/Institutional Research

Contact: Recruitment: Ed Engelbride/Carlos Medina
Enrollment: Rick Miller/Gary Blose

Executive Summary:

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.
- "Recruitment" – This term refers to the actions leading to the enrollment of students. The recruitment process may not be completed until an application and applications fee(s) are received.
- "Historically underrepresented" refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measures. It includes African Americans, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans. Other groups in the United States are currently underrepresented within the population. These groups may include but are not limited to other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, different religious groups, and those with economic backgrounds that are disadvantaged.
• **“Underrepresented Minorities”** (URM) - A person is an underrepresented minority if he or she belongs to a minority group that is underrepresented based on their minority group's representation in the total population. Using this definition and available data on minority representation in New York State – African-Americans, blacks, Hispanics, American Indian or Alaskan Native, and Pacific Islanders are classified as underrepresented minorities. Persons of mixed heritage (two races) are also underrepresented minorities. Asians are not considered to be an underrepresented minority.

• **“Underserved”** components of the population are comprised by groups or constituents in a population that are disadvantaged in relation to other groups because of social, economic or structural obstacles that prevent inclusion and access to services, including disabling conditions.

• **“Economically disadvantaged”** – This term refers to low socioeconomic status based on a threshold for poverty levels established by the federal government. At the postsecondary level, it is determined by eligibility for Pell Grants.

• **“SUNY Application”** – A standardized application package for SUNY campuses available as online and downloadable documents for submission to individual college(s) for enrollment consideration throughout the SUNY system for both first-year students, transfer students and those seeking joint admission. See: [www.suny.edu/applysuny](http://www.suny.edu/applysuny)

• **“Common Application”** – An online or downloadable application accepted by more than 400 higher education institutions for entrance admission throughout the United States, including many private colleges, for first-year and transfer student applications. Accepted by (14) colleges within SUNY.

**Methodology:**

1. Historically underrepresented population: Blacks, Hispanics, & Native Americans.
2. Economically disadvantaged: Pell recipients. Assumption – all students eligible for Pell grants, submit a FASA application.
3. What about duplicate counts or overlap? Underserved populations are over represented in economically disadvantaged populations but this is not an issue in the Access to Success metrics.
4. What about both State-ops and community colleges – do we have data for both and would it be collected the same way? SUNY currently does not have data identifying economically disadvantage populations but will in Academic Year 2011-12.

**Comments / Concerns:**

1. For purposes of reporting, federal race/ethnicity categories apply
   i. “Historically underrepresented populations,” or “underrepresented minorities” (URMs), within an institution of higher education are determined in comparison to U.S. and NYS demographics.
   ii. It is also important to determine underrepresentation within academic disciplines

Printed 11/5/2012
iii. “Economic disadvantage” is determined by Pell Grant eligibility
iv. The term “underserved” is prevalent in scholarly literature on diversity and it often preferable with reference to students as it entails not only underrepresented, but also economically disadvantaged and first-generation. “Underserved” therefore captures the broad participation requirement of diversity along with that of plurality in thought, and suggests an appreciation beyond access for student success.

2. SIRIS Financial Aid submission – Academic Year 2011-12 at the end of year, since financial aid applications can be submitted after the semester is over.

3. In addition to Pell Grant eligibility, students who are eligible for Opportunity Programs are economically disadvantaged with clearly defined income limits. Another possibility-living at or below the poverty level as defined by the federal government-Department of Labor Statistics.

4. Since SUNY is engaged in a national effort to improve access and success of these populations, the metrics being used in that effort should be the one used here. Access to Success is a national initiative sponsored by NASH and EdTrust to half the access and performance gap in these populations compared to traditional populations serviced by higher education. Twenty-four public university systems are participating in the initiative.
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

Item No: 9
Item: Proportion of students by race and ethnicity

Description: Headcount and percentage of students by standard federal racial/ethnic groups

Base Year: Fall 2008 Enrollment

Office: Office of Institutional Research

Contact: Rick Miller/Gary Blose

Executive Summary:

Student diversity is a critical metric for assessing the extent to which the University is providing minority populations with access to a quality education. Higher education participation rates vary widely among the various racial/ethnic groups with group differences becoming even more pronounced at the post-baccalaureate level. Establishing benchmarks will enable SUNY to monitor progress in providing access to all levels of educational attainment.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- **Race** – one of the groups into which the world's population can be divided on the basis of physical characteristics such as skin.

- **Ethnicity** – Categories used to describe groups to which individuals belong or identify with sharing distinctive cultural traits as a group in society. Ethnicity, while related to race, refers not to physical characteristics but social traits that are shared by a population. Some of the social traits often used for ethnic classification include: nationality, tribe, religious faith, shared language, shared culture and shared traditions. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Categories are determined by DOE.

Methodology:

1. Display the total headcount number and percentage of total for each standard racial / ethnic group. International students and students with unknown racial/ethnic group will be included in the base.

Printed 11/5/2012
2. Measured in the fall and reported in the spring.
3. Data source: IPEDS

Comments / Concerns:

1. For purposes of reporting, federal race/ethnicity categories apply
2. Ethnicity, while related to race, refers not to physical characteristics but social traits that are shared by a population. Some of the social traits often used for ethnic classification include: nationality, tribe, religious faith, shared language, shared culture and shared traditions.
To illustrate the impact of international and unknowns on diversity %

<table>
<thead>
<tr>
<th>State/Comm College</th>
<th>Total</th>
<th>White</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Asian</th>
<th>Two or more race</th>
<th>International</th>
<th>Race Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>461,443</td>
<td>289,107</td>
<td>31,372</td>
<td>2,374</td>
<td>41,150</td>
<td>20,739</td>
<td>1,956</td>
<td>18,772</td>
<td>55,973</td>
</tr>
<tr>
<td>State Operated</td>
<td>222,203</td>
<td>133,242</td>
<td>12,390</td>
<td>902</td>
<td>15,819</td>
<td>13,358</td>
<td>383</td>
<td>15,425</td>
<td>30,684</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>239,240</td>
<td>155,865</td>
<td>18,982</td>
<td>1,472</td>
<td>25,331</td>
<td>7,381</td>
<td>1,573</td>
<td>3,347</td>
<td>25,289</td>
</tr>
</tbody>
</table>

|                      |       |       |     |     |     |       |     |               |               |              |
|----------------------|-------|-------|-----|-----|-----|-------|-----|---------------|---------------|
| Grand Total          | 386,698 | 289,107 | 31,372 | 2,374 | 41,150 | 20,739 | 1,956 |               |               |
| State Operated       | 176,094 | 133,242 | 12,390 | 902   | 15,819 | 13,358 | 383   |               |               |
| Community Colleges   | 210,604 | 155,865 | 18,982 | 1,472 | 25,331 | 7,381  | 1,573 |               |               |

|                      |       |       |     |     |     |       |     |               |               |              |
|----------------------|-------|-------|-----|-----|-----|-------|-----|---------------|---------------|
|                      | 100% | 63%   | 7%  | 1%  | 9%  | 4%    | 0%  |               |               |
|                      | 100% | 60%   | 6%  | 0%  | 7%  | 6%    | 0%  |               |               |
|                      | 100% | 65%   | 8%  | 1%  | 11% | 3%    | 1%  |               |               |

|                      |       |       |     |     |     |       |     |               |               |              |
|----------------------|-------|-------|-----|-----|-----|-------|-----|---------------|---------------|
|                      | 100% | 75%   | 8%  | 1%  | 11% | 5%    | 1%  |               |               |
|                      | 100% | 76%   | 7%  | 1%  | 9%  | 8%    | 0%  |               |               |
|                      | 100% | 74%   | 9%  | 1%  | 12% | 4%    | 1%  |               |               |
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Diversity of Faculty and Staff</td>
</tr>
</tbody>
</table>

Description: Race/ethnicity and gender of full-time employees. This data is reported to IPEDS in odd years.

Benchmark/Goal:

Various depending on student populations and community serviced,

1. Faculty race/ethnic diversity by gender
2. Staff race/ethnic diversity by gender

Base Year: Fall 2007 (data for Community Colleges available in ODD years only)

Office: Office of Institutional Research

Contact: Rick Miller/Gary Blose/Catherine Regan

Executive Summary:

Faculty and staff diversity are critical metrics for assessing the extent to which the University is providing employment opportunities for minority and underserved populations. The University and students benefit from broad exposure to individuals from cultures, races, and genders other than their own. Establishing benchmarks will enable SUNY to monitor progress in providing employment opportunities to populations reflective of a diverse community.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:

- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

- PR 17 – Payroll 17 runs the beginning of December each year.

Methodology:

1. IPEDS reporting for Community Colleges is ODD years only
2. Payroll 17 (PR17) is used to develop IPEDS-HR data for SUNY State-operated campuses

Printed 11/5/2012
a. IPEDS-HR data are downloaded from the IPEDS-HR website for SUNY Community Colleges

3. IPEDS-HR, Part G is the data source for race/ethnicity and gender data for faculty and Part I is used for all other SUNY occupational categories.

**Action Items:**

1. Open a dialog with community college presidents to collect this data annually.
Power of SUNY Implementation: Report Card
Diversity Counts!
Item Definition

Item No:  11
Item:            STEM Graduates by gender and ethnicity

Description: SUNY students graduating with majors in the science, technology, engineering and/or math, disaggregated by gender, ethnicity and military status.

Base Year: Fiscal Year ending June 30, 2009
Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose

Executive Summary:
Nation-wide there is a significant lack of STEM graduates and women and minorities are substantially under represented within the pool of graduates. The Obama administration considers this a national security concern as STEM credentials become a requirement for a rapidly increasing percentage of knowledge economy jobs. The Power of SUNY commits the University to address this shortfall, particularly among women and ethnic minorities.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms / Data Points:
- STEM – Science, Technology, Engineering and Mathematics

Methodology:
1. “SUNY Students” = all levels of degrees

Comments / Concerns:
1. Recurring military status collection challenges
Power of SUNY Implementation: Report Card
Diversity Counts!

Item Definition

Item No: 12
Item: Intervention Strategies implemented to address educational attainment for historically underrepresented and economically disadvantaged populations

Description: Strive adaptations will employ intervention strategies to address education attainment gaps in troubled neighborhoods/cities.

Base Year: TBD – pending development of Strive adaptations

Office: Office of Education Pipeline
Contact: Jill Lansing

Executive Summary:

Strive seeks to close the education attainment gap in underperforming neighborhoods/cities by employing a community driven, evidence based framework developed in Cincinnati and adapted in a number of other cities. SUNY will bring this model to five New York cities. Each adaptation will assess and support a series of intervention strategies selected because data proves their effectiveness. This metric will first track the assessment and implementation of those select strategies, as Strive adaptation take hold in New York this metric will evolve to track outcomes and strategy effectiveness.

Key Terms / Data Points:

- Strive adaptations
- Intervention strategies
- Education attainment
- historically underrepresented and economically disadvantaged populations OR troubled neighborhoods/cities

Comments / Concerns:

1. define adaptation

Action Items:

1. discuss and determine merits of historically underrepresented and economically disadvantaged populations OR troubled neighborhoods/cities
Power of SUNY Implementation: Report Card

Diversity Counts!

Item Definition

Item No: 13
Item: Graduates with healthcare credentials by ethnicity

Description: SUNY students credentialed to work in healthcare fields disaggregated by gender, ethnicity and military status.

Base Year: Fiscal Year ending June 30, 2009

Office: Office of Institutional Research
Contact: Rick Miller/Gary Blose

Executive Summary:

Nation-wide there is a significant shortage of healthcare workers and women and minorities are substantially under represented within the pool of qualified healthcare professionals. The Obama administration considers this a national security concern particularly as life expectancy lengthens and healthcare reform becomes a reality. The Power of SUNY commits the University to address this shortfall, particularly among women and ethnic minorities.

Key Terms / Data Points:

- Healthcare credential – a certificate or degree qualifying the recipient to work in the healthcare fields
- Healthcare fields – areas of study that are related to the care of a person’s health that have the appropriate six-digit Classification of Instructional Program code.
- Gender – refers to society’s constructed roles, behaviors, and attributes that it considers appropriate for men and women. This does not always match one’s biological sex.
- Military status – defining someone’s current standing with the military (examples include: no military service, veteran, active reserve, inactive reserve, retired military, etc.)

Methodology:

Healthcare-related fields are determined by selecting the appropriate six-digit CIP (Classification of Instructional Program) code assigned to each academic program registered at a SUNY campus. This metric is then determined by summing degrees and certificates awarded within these fields for the relevant academic year and within the appropriate categories (campus, gender, race/ethnicity).

Comments / Concerns:

1. Military status collection concerns
Power of SUNY Implementation: Report Card
Diversity Counts!

Item Definition

Item No: 14 - 4 / Diversity Counts / Tracking the commitments in The Power of SUNY
Item: Measure campus-based programs in becoming Energy-Smart

Description: Measure campus-based programs designed to educate/support low income families in becoming Energy-Smart (goal is reduce amount of disposable income spent on energy costs)

Base Year: Fiscal Year ending June 30, 2012
Office: Office of Sustainability
Contact: Deborah Howard

Executive Summary:

SUNY campuses provide outreach and training programs across the state that educate the public about energy. This metric will be a subset from the programs included in the “Continuing Education and Energy-Smart Job Training” metric and will only include programs that are designed to educate and/or support low income families in becoming energy-smart.

Key Terms / Data Points:

Campus based programs designed to educate low income families are defined as noncredit classes offered by the institution in the areas of energy conservation, sustainability, alternative energy, energy consumption/utilization.

Methodology:

1. The collection of data for this metric should coordinate with the collection of data for metric 21-2, “Continuing Education and Energy-Smart Job Training.”
2. The total offerings of the campus based programs will be measured by hours.
3. This metric will be measured every two years beginning in FY 2012.
### Power of SUNY Implementation: Report Card

#### Diversity Counts!

**Item Definition**

<table>
<thead>
<tr>
<th>Item No:</th>
<th>15 - 5 / Diversity Counts / Tracking the commitments in The Power of SUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Certified Diversity Counts! service learning opportunities</td>
</tr>
</tbody>
</table>

**Description:** Certified Diversity Counts! service learning opportunities

**Benchmark/Goal:** xxx

**Base Year:** Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)

**Office:**** Office of xx

**Contact:**** xxx
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

Item No: 16
Item: Study Abroad by Ethnicity/Gender

Description: Enrollment in credit-bearing overseas academic programs, as measured by the annual census conducted by the SUNY Office of International Programs in cooperation with the SUNY Council on International Education

Base Year: Fiscal Year ending June 30, 2009.

Team: SUNY and the World
Contact: Mitch Leventhal

SUNY Office: Global Affairs
Contact: Sally Crimmins Villela

Executive Summary:

The longstanding SUNY Study Abroad Consortium, one of the oldest – and, by far, the largest – operating in any public university system in the U.S., cooperates to monitor study abroad statistics on an annual basis. The data on the number, type, and enrollment of study abroad programs in SUNY provide an excellent measure of a vital dimension of campus internationalization—namely, the extent to which students have a direct and sustained international experience, i.e. in another country and culture, as a component of their academic degree program, and preferably through the medium of another language.

Students’ acquisition of global competence and cross-cultural skills depends very directly on these international experiences. If SUNY is to prepare students for the highly competitive global working environment of the 21st century, it must provide a larger number of its students with international experiences through education, research, service and work programs abroad. As part of their own internationalization planning, each of the campuses must determine suitable targets for study abroad participation among their students. Institutions in all categories, including specialized colleges and community colleges, are able to join the SUNY effort to greatly expand study abroad participation.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Key Terms:

- Race/ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of
anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

- Study abroad—overseas academic program earning SUNY credit; may involve traditional classroom study, or service or internship experiences.
- SUNY Study Abroad Consortium—Some 600 overseas academic programs administered by more than 20 State University campuses cooperating through the SUNY Council on International Education (CIE) and affording SUNY students a large and diverse range of study abroad opportunities.

**Data Points:**

- No. of Students
- No. of Countries
- No. and type of Programs (i.e – short-term/ long term; faculty-led/independent; coursework/internship/service learning)

**Methodology:**

1. In addition to overall enrollments in education abroad, metric should track most popular destination countries for SUNY students abroad and the participation by students in minority or traditionally underrepresented groups (in terms of gender, race, ethnic origin, sexual orientation and disability status).
Power of SUNY Implementation: Report Card
Diversity Counts
Item Definition

Item No: 17
Item: International students studying at SUNY by country of origin

Description: Number of international students enrolled on SUNY campuses; leading countries of origin; leading majors

Base Year: Fiscal Year ending June 30, 2009.

Team: SUNY and the World
Contact: Mitch Leventhal

SUNY Office: Institutional Research
Contact: Rick Miller/Gary Blose

Executive Summary:

International student enrollment—in terms of numbers of students from each sending country and these students’ field of study—is a readily available measure of internationalization. For many years, SUNY campuses, particularly the university centers, have attracted large numbers of international students, especially graduate students in the STEM fields due to the lack of qualified domestic applicants. SUNY’s experience in this regard parallels national trends. These international students have thus played a critical role in sustaining and enhancing the educational and research endeavors of these programs.

While international students do not by themselves internationalize a campus, they do help diversify the student body and influence their domestic counterparts in both the classroom and extracurricular environments. In addition to their contribution as a revenue stream (paying non-resident tuition, which is more than double the resident tuition), international students bring distinctive intellectual backgrounds and perspectives to SUNY and help foster a more cosmopolitan learning environment for all. For many students from New York State who are unable to study abroad, interactions with international students is a key part of their “internationalization at home.”

Those campuses not currently participating in the annual Open Doors census should do so each year to help achieve better overall international student counts in SUNY as well as enhanced measures of economic impact based on them.

These indicators help SUNY determine progress in creating a diverse student body, using metrics that detail the actual recruitment and enrollment of historically underrepresented populations (African American, Asian Americans, Pacific Islanders, Hispanics or Chicanos/Latinos, and Native Americans), while key federal criteria on socioeconomic level allow SUNY to evaluate its record in creating access to higher education for those who are identified as economically disadvantaged.

Printed 1/13/2011
Key Terms:

- International Enrollment—typically includes both matriculated and non-matriculated (e.g. exchange) students, as well as students doing non-credit Intensive English programs and Optional Practical Training. **STEM Fields**—Science, Technology, Engineering and Mathematics disciplines
- **Open Doors**—the annual census of international exchange (international students in the U.S. and U.S. students studying abroad) conducted by the Institute of International Education and sponsored by the U.S. Department of State.

Data Points:

- Number of students – Associates level/Baccalaureate level/Graduate level breakdown
- Countries of origin
- Programs / majors of international students

Methodology:

1. Enrollments of international students at each level will be tracked each fall to monitor growth in absolute numbers, distribution by country of origin and major, percentage of international enrollment, and impacts of international enrollment management activities in SUNY System Administration and at the various campuses.
The Power of SUNY Report Card

REPORT CARD METRIC DEFINITIONS

A Competitive NY
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 01-0 / SUNY and the Entrepreneurial Century
Item: Top Line Metric: More federal research pooled back to NYS resulting in a stronger economy with more jobs and higher pay.

Description: New York’s total amount of federally sponsored research from all universities. New York’s average employment growth and wages compared to the national average.

Base Year: 2009 (fiscal year for the research and calendar year for wages and jobs)
Team: SUNY and the Entrepreneurial Century
Contact: Gerry Drahos

RF Contact: John Paris, Information Services

Executive Summary:
Growing sponsored research brings federal dollars back into the State, creates new highly paid jobs, builds infrastructure, and generates discoveries that lead to innovation that provides opportunity to attract and retain industry in the State.

SUNY’s objective is not just to increase the number of jobs in New York – but the number of good jobs. This captures both.

Key Terms / Data Points:
The following definitions are from the Bureau of Economic Analysis

- Average Wages Per Job - Wage and salary disbursements consists of the monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; and receipts in kind, or pay-in-kind, such as the meals furnished to the employees of restaurants. It reflects the amount of payments disbursed, but not necessarily earned during the year.

  Average wage per job is wage and salary disbursements divided by the number of wage and salary jobs (total wage and salary employment).

- Total Employment estimates of the number of jobs, full-time plus part-time, by place of work. Full-time and part-time jobs are counted at equal weight. Employees, sole proprietors, and active partners are included, but unpaid family workers and volunteers are not included.
Methodology:

1. The total amount of federally sponsored research from SUNY, CUNY, and private universities as a percentage of the total amount of federal research in the nation. This will be based on fiscal year.
2. Data are published by the Bureau of Economic Analysis, see http://www.bea.gov/regional/spi/default.cfm?selTable=SA30
3. Dataset includes total employment, and total wages. Division will get you average wages per job.
4. BEA data are of course compiled on an annual basis – not a SUNY fiscal-year basis.
Power of SUNY Implementation: Report Card
A Competitive New York

Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
<th>02 - 1 / SUNY and the Entrepreneurial Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Total research expenditures / expenditures by economic development region</td>
</tr>
<tr>
<td>Description:</td>
<td>This metrics provides a Total of Research Expenditures for SUNY. Metric data can also be provided by economic development region.</td>
</tr>
<tr>
<td>Base Year:</td>
<td>Fiscal Year ending June 30, 2009.</td>
</tr>
<tr>
<td>Team:</td>
<td>SUNY and the Entrepreneurial Century</td>
</tr>
<tr>
<td>Contact:</td>
<td>Gerry Drahos</td>
</tr>
</tbody>
</table>

RF Contact: John Paris, Information Services

Executive Summary:
The Research Foundation of SUNY (RF) administers externally funded contracts and grants on behalf of the State University of New York. Sponsored program expenditures are recorded in the RF Oracle business system by campus location and displayed in external reports by the RF fiscal year end (June 30) by the official campus short name list and grouped by the following (Total locations = 31):

- University Centers and Doctoral Degree Granting Institutions (9 locations) - Albany’s CNSE is reported as a separate item.
- University Colleges (13 locations)
- Technology Colleges (8 locations)
- System Administration- Provost (1 location)

Key Terms / Data Points:
- Research – defined as sponsored program expenditures
- Sponsored program expenditures – include the direct and indirect expenditures that constitute sponsored program activity, as recorded in the RF Oracle business system by award purpose codes. Externally funded sponsored program activity is also categorized by program classifications based on standards established by the National Association of Colleges and University Business Officers (NACUBO). The top program classifications of activity are: Organized Research, Public Service, and Training.
Methodology:

1. We obtain a report from an outside research organization regarding the research expenditures of hundreds of universities nationwide.
2. After determining which universities are located in New York State, we add the research expenditures of those universities (NOT JUST SUNY SCHOOLS) and determine the total expenditures for the year.
3. The report is obtained from a source within this institution: [http://mup.asu.edu/research_data.html](http://mup.asu.edu/research_data.html)

Comments / Concerns:

1. RF current does not have sponsored program expenditures for the Statutory Colleges and the Community Colleges Community Colleges for fiscal year June 30, 2009.
2. RF is building a form to collect sponsored program activity from the Statutory Colleges and the Community Colleges-September 2011

Below is an example of the data which can be provided.

**Total Research Expenditures for Fiscal Year 2008-2009**

$849,961,108

**Total Research Expenditures by Economic Development Regions for Fiscal Year 2008-2009**

<table>
<thead>
<tr>
<th>Economic Development Regions</th>
<th>Total Expenditures Fiscal Year 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Region</td>
<td>294,137,335</td>
</tr>
<tr>
<td>Central NY Region</td>
<td>53,699,648</td>
</tr>
<tr>
<td>Finger Lakes Region</td>
<td>5,789,982</td>
</tr>
<tr>
<td>Long Island Region</td>
<td>177,512,715</td>
</tr>
<tr>
<td>Mid-Hudson Region</td>
<td>7,688,806</td>
</tr>
<tr>
<td>Mohawk Valley Region</td>
<td>5,901,798</td>
</tr>
<tr>
<td>New York City Region</td>
<td>51,737,575</td>
</tr>
<tr>
<td>North Country Region</td>
<td>11,252,418</td>
</tr>
<tr>
<td>Southern Tier Region</td>
<td>39,843,213</td>
</tr>
<tr>
<td>Western NY Region</td>
<td>202,397,618</td>
</tr>
</tbody>
</table>

| Total Regions                | 849,961,108                        |

Printed 1/13/2011
### Item Definition

**Item No:** 03 - 2 / SUNY and the Entrepreneurial Century  
**Item:** STAR Metrics, applied to the number of jobs created from sponsored program funds  
**Description:** Provides STAR metrics data files to the STAR Metrics Consortium  
**Base Year:** Initial data is cumulative for ten quarters (7/1/2008-12/31/2010). Future data will be provided quarterly starting with March 31, 2011.  
**Team:** SUNY and the Entrepreneurial Century  
**Contact:** Gerry Drahos  
**RF Contact:** John Paris, Information Services

### Executive Summary:

STAR metrics is a multi-agency venture led by the National Institutes of Health, the National Science Foundation (NSF) and the White House Office of Science and technology Policy (OSTP). The STAR Metrics project is a partnership between science agencies and research institutions to document the outcomes of science investments to the public. The Research foundation provides varies data elements on all federally funded awards through five data files which yields five quarterly pre-calculated reports in return. These reports are:

- Trends in number of FTE’s by Occupational Classification  
- Trends in number of positions by Occupational Classification  
- Total job trends by funding source  
- Positions & FTE jobs by federal funding source  
- Total job trends for top 3 federal agencies

The Research Foundation of SUNY has submitted the data to the STAR Metrics Consortium for ten quarters (7/1/2008-12/31/2010). The STAR Metrics Consortium has returned cumulative reports to the RF.

### Key Terms / Data Points:

- Award file  
- Subaward file  
- Vendor file  
- Fellow file  
- Employee file

Printed 1/13/2011
Methodology:

1. The Research Foundation of SUNY provided a data feed of five files (Award, Subaward, Vendor, Fellow and Employee) to the STAR Metrics Consortium from the RF Oracle business system for all federally sponsored awards for ten quarters (7/1/2008-12/31/2010). That data is then used by the STAR Metrics consortium to provide cumulative pre-calculated reports back to the Research Foundation by campus location and one consolidated report for the whole system based on federal job classifications. The RF will continue to provide data feeds on a quarterly basis.

Comments / Concerns:

1. The STAR Metrics Consortium currently only collects data that pertains to on federally funded awards
2. RF will be working with the STAR metrics consortium on process for all awards
3. RF currently does not collect data from Statutory Colleges or Community Colleges for STAR metrics
4. Need to create a process for collecting data elements for all awards
Power of SUNY Implementation: Report Card

A Competitive New York

Item Definition

Item No: 04 - 3 / SUNY and the Entrepreneurial Century

Item: Technology transfer and commercialization metrics:

a) number of invention disclosures
b) number of disclosures submitted by faculty member
c) number of startups

Description: To provide metrics related to technology transfer and commercialization.

Base Year: Fiscal Year ending June 30, 2009.

Team: SUNY and the Entrepreneurial Century

Contact: Gerry Drahos

RF Contact: John Paris, Information Services

Executive Summary: The technology transfer offices of The Research Foundation (RF) work on behalf of the State University of New York (SUNY) and its researchers to identify, protect, and commercialize the university’s intellectual property portfolio.

To track the technology transfer activity across the system, The Research Foundation Central Office currently works with the technology transfer offices to receive quarterly and annual data related to the activity at the campuses. The data that is collected are common measurements used to measure technology transfer activity and are based on the data points that are reported to the Association of University Technology Managers (AUTM) annually.

Key Terms / Data Points:

- Number of Invention Disclosures
- Number of disclosures submitted by faculty member
- Number of start-ups created from technologies disclosed to the technology transfer offices

Methodology:

1. Each quarter of The Research Foundation’s fiscal year, a request is sent to each technology transfer office asking for specific data points that are meant to highlight their campus’ technology transfer activity.
2. The data points are then compiled, organized, and maintained at Central Office for use in providing quarterly and annual reports regarding technology transfer activity.
3. The total number of license income received is also reported in the annual AUTM Licensing Survey.
4. Central Office stores the office on its LAN in the Q:/ under a file named “Statistics.” Within this folder there are sub-folders organized by year containing the statistics submitted by the technology transfer offices.

Printed 1/13/2011
Recommendations:

1. Recommend A Competitive SUNY change tech transfer metric to “Number of Licenses executed”

Comments / Concerns:

1. Tracking disclosures by faculty member is not a metric received from the technology transfer offices and is not a metric that is reported to AUTM. RF will need to begin to capture this data.
### Item Definition

**Item No:** 05-4 / SUNY and the Entrepreneurial Century  
**Item:** SUNY’s entrepreneurial support of New York firms - Number of NY firms who are satisfied with the support they received from SUNY

**Description:** New York Firms That Receive Entrepreneurial Support from SUNY

**Base Year:** Fiscal Year ending June 30, 2009.

**Team:** SUNY and the Entrepreneurial Century  
**Contact:** Brian Hutzley

### Executive Summary:

This metric would measure how satisfied NY firms are with their entrepreneurial support from SUNY.

### Key Terms / Data Points:

- Number of NY firms who say that they received support from SUNY campuses
- Number NY firms who are involved with workforce training at SUNY campuses
- Number of NY firms who are involved with sponsored programs (i.e. as a sponsor, subcontractor)

### Methodology:

### Recommendations:

1. Recommend a NYS firm satisfaction survey every two years, to alternate with Entrepreneurial Curriculum

### Comments:

1. Will not be able to have FY09 data.
2. “NY firm” needs to be defined.
3. Tax Office – number and names of NYS businesses (business councils)

### Action Items:

1. The Research Foundation and campuses need to identify a partner to manage the survey.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

<table>
<thead>
<tr>
<th>Item No:</th>
<th>07 - 0 / SUNY and the Seamless Education Pipeline</th>
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</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Rates of students completing college in standard time frame, unemployment rates</td>
</tr>
<tr>
<td>Description:</td>
<td>This metrics provides statewide unemployment data as well as percentages of 9th graders who go on to complete college in a standard time frame.</td>
</tr>
<tr>
<td>Base Year:</td>
<td>Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)</td>
</tr>
<tr>
<td>Team:</td>
<td>SUNY and the Seamless Education Pipeline</td>
</tr>
<tr>
<td>Contact:</td>
<td>Johanna Duncan-Poitier</td>
</tr>
</tbody>
</table>

SUNY Office: Office of the Education Pipeline
Contact: Johanna Duncan-Poitier

Executive Summary:

SUNY believes that the education process is not limited to the four year college time frame, but is life-long. In order to establish new cooperative-education initiatives, SUNY is partnering with business and industry leaders, private foundations, and economic development organizations. To gauge the success of these initiatives, metrics such as unemployment are monitored.

Key Terms / Data Points:

- Unemployment: Unemployment averages are according to the NYS Department of Labor
- NYS 9th Graders: The numbers in this metric come from a national study, ranking New York State against the rest of the states.

Methodology:

1. NYS, as well as other institutions, prepare monthly unemployment reports and release their rates. These can be found on the state department of labor website: [http://www.labor.ny.gov/agencyinfo/annualrpt.shtm](http://www.labor.ny.gov/agencyinfo/annualrpt.shtm)

Comments / Concerns:

1. The report regarding NYS 9th graders is from 2002 and was unable to find more recent data elsewhere.
2. Consistency is important with the unemployment data. Different institutions publish slightly different rates.

Printed 11/5/2012
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No:  08 - 1 / SUNY and the Seamless Education Pipeline
Item:  SUNY Works: Number of students who graduate from the SUNYWORKS co-op program who enter the workforce (obtain a job) with high-demand 21st century skill sets - particularly in the Science, Technology, Engineering, and Mathematics (STEM) fields.

Benchmark/Goal:  Through SUNY WORKS, SUNY expects an additional 2,000 adult students to complete degrees by 2014 and will ultimately graduate more than 5,000 work-savvy students upon full scale-up across SUNY’s 64 campus system.

Base Year:  Fiscal Year ending June 30, 2009
Team:  20 participating SUNY campuses by 2015 and regional business and industry leaders
SUNY Office:  Office of the Education Pipeline
Contact:  Johanna Duncan-Poitier

Description/Executive Summary:

With support from the Lumina Foundation, SUNY will partner with business and industry leaders and economic development organizations to launch SUNY WORKS - a unique new cooperative education initiative featured in SUNY’s new strategic plan, the Power of SUNY. Students in SUNY WORKS will engage in salaried, credit-worthy 21st century career experiences while they complete their degrees, expanding job opportunities upon graduation.

Key Terms

- **SUNYWORKS and cooperative education**: Many SUNY campuses now have in place paid and credit-worthy internships for their undergraduate students – these programs are known across the country as cooperative education. By integrating academic work with industry-based paid professional experience at two-and four-year campuses, co-op produces graduates who are work savvy and generally debt-free. Students also graduate job-ready—many businesses and industries that sponsor co-op offer their students full-time employment after graduation. SUNY Works will take the co-op model to scale across the SUNY system, strengthening the collaboration between our campuses and the New York business and industry sector, and extending these experiences to graduate students and adult learners.

- **21st century skill sets**: According to the Partnership for 21st Century Skills (http://www.p21.org), to be competitive in the 21st century, “advanced economies, innovative industries and firms, and high-growth jobs require more educated workers with the ability to respond flexibly to complex problems, communicate effectively, manage information, work in teams and produce new knowledge.”
**Data Points:**

This metric will first track the assessment and implementation of those select strategies, as the initiative advances, this metric will evolve to track outcomes and strategy effectiveness.

- Number of SUNY campuses with SUNY WORKS co-op programs.
- Number of students enrolled in SUNY WORKS co-op programs.
- Percent of SUNYWORKS students who graduate.
- Number of graduates receiving job offers from SUNYWORKS business & industry partners
- Number of SUNYWORKS graduates employed in high-demand fields (e.g., STEM)

**Methodology:**

1. Tracking of enrollment and graduation data at SUNYWORKS campuses
2. Survey of business and industry partners
3. Survey of SUNYWORKS graduates

**Proposed Next Steps:**

1. Identify at least five campuses positioned to launch SUNYWORKS in 2011 and additional campuses for roll-out and scale-up.
2. Secure commitment to participate from business and industry partners.
3. Hire project director to coordinate the initiative.
4. Identify and recruit SUNYWORKS student participants.
5. Begin to put in place data and tracking systems.

**Comments / Concerns:**

1. Indicators on data points 3-5 will not be available until 2013.
2. Campus and SUNY System data systems will need to be expanded to accommodate SUNYWORKS indicators
3. New survey tools will need to be developed for surveying business and industry partners and SUNYWORKS graduates

**Action Items:**

1. Need to define in high-demand fields

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Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 09 - 2 / SUNY and the Seamless Education Pipeline
Item: Number of new Strive-based cradle to career networks in New York State in which SUNY is actively involved

Benchmark/Goal: 5 new Strive-based cradle to career partnerships will be launched in New York State that are aligned with the national C2C network
Base Year: Fiscal Year ending June 30, 2009

Team: Regional leaders representing Pre-K-12 schools, higher education, business and industry, nonprofit and community organizations, foundations, cultural institutions, government leaders, parents, and other partners, that will strengthen the education pipeline from cradle to career.

SUNY Office: Office of the Education Pipeline
Contact: Johanna Duncan-Poitier

Description/Executive Summary:

About 45 percent of job openings in the years ahead require some college experience; the 30 fastest growing fields demand a minimum of a bachelor’s degree. At the same time, however, over 25 percent of New York State students today never graduate from high school. Another third who graduate do not have the skills they need to succeed in college. To address these challenges, SUNY Chancellor Nancy Zimpher is proposing to the development of a series of systemic and sustainable regional education networks across the State of New York. The SUNY cradle to career networks will be modeled around Strive (www.strivetogther.org), which was started in Cincinnati in 2006 and is now being replicated in nine sites across the country. Strive, a regional network of data-driven and sustainable partnerships that help children succeed from birth through careers has been heralded as a model that “cuts through divisions by stimulating cross-sector collaborations and mobilizing stakeholders to create shared solutions.”

The SUNY model will embedded within a state and national network of partners and constructed upon principles of mutual adaptation.

Key Terms:

- **Cradle to Career** – SUNY sees education in New York State as a pipeline that extends from birth to career through retirement years – and is taking action to close the gaps that impede success.

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Printed 1/13/2011
Data Points:

This metric will first track the assessment and implementation of those select strategies, as the initiative advances, this metric will evolve to track outcomes and strategy effectiveness.

1. Network activation
2. Number of networks with vision and goals clearly articulated and agreed upon by all stakeholders.
3. Number of networks with all key regional leaders engaged in the work.
4. Number of networks where asset mapping process is underway and programming/service gaps are being identified.
5. Number of networks that have developed report cards and are using them to guide the work of the network.

Methodology:

1. Tracking and analysis of progress made by network
2. Survey of network partners

Proposed Next Steps:

- Identify viable cradle to career network sites
- Establish vision and goals for partnership
- Identify key partners
- Identify and extract baseline data on community outcomes to help develop priority strategies needed to accomplish partnership goals
- Begin asset mapping to identify all services and programs partners deliver now across the education pipeline from birth through adulthood
- Identify strategies and next steps for community engagement
- Develop advocacy strategy for implementation resources and for long-term investment and sustainability

Comments / Concerns:

- This metric will morph to track outcomes – increased education attainment in cities/neighborhoods with Strive adaptations
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 10 - 3 / SUNY and the Seamless Education Pipeline
Item: Expand the Smart Scholars Early College High School network

Benchmark/Goal: Increase the number of students in Smart Scholars Early College High Schools in New York State to 5,000 by 2012

Base Year: Fiscal Year ending June 30, 2009

Team: Partnering colleges and universities, school districts, and community organizations; SUNY; EdWorks; the New York State Education Department, the Bill & Melinda Gates Foundation

SUNY Office: Office of the Education Pipeline
Contact: Johanna Duncan-Poitier

Description/Executive Summary:

Preparing students in high school to succeed in college as well as in the workforce has never been more important. In New York, for every 100 9th grade students, only 19 eventually graduate with either an associate’s degree within three years or a bachelor’s degree within six years. According to State Education Department data, only 41% of students graduate from high school ready for college and careers. Further, approximately 13% of students graduate from high school ready for college and careers. The Smart Scholars Early College High School network was developed to overcome the gaps in the education pipeline by providing historically underrepresented high school students the opportunity to get a head start on college and in many cases, be the first generation in their families to attend college. Participating students can earn both a high school diploma and up to two years of college credit during while they are in high school. Also, in addition to the Smart Scholars initiative, campuses across the SUNY system are participating in a vast array for early college high school partnerships and initiatives. Increased college completion rates are critical to achieving economic revitalization throughout New York.

Key Terms:

- **Smart Scholars Early College High School Network**– In 2009, the Bill & Melinda Gates Foundation awarded a four-year $6 million grant to launch the new Smart Scholars Early College High School network. A total of 11 Smart Scholars Early College High School partnerships were created to help students who are at-risk educationally earn 20 or more college credits by the time they graduate from high school and benefit from an academic and support structure to help them achieve this goal. This year, an additional $6 million has been allocated by the Governor from the Community Projects Fund to launch of second cohort of Smart Scholars partnerships. SUNY will receive $1 million total to facilitate the development of Smart Scholars statewide, in partnership with EdWorks.
Data Points:

This metric will first track the assessment and implementation of those select strategies, as the initiative advances, this metric will evolve to track outcomes and strategy effectiveness.

- Percent of SUNY colleges and universities participating in early college high school partnerships
- Number of students in Smart Scholars Early College High Schools
- Number of Smart Scholars Early College High School students who go on to college
- Number of Smart Scholars Early College High School students who enroll in SUNY colleges and persist from first year and second year.
- Number of Smart Scholars Early College High School students who enroll in SUNY colleges and graduate.

Methodology:

1. Tracking and analysis of data from partnering high schools and SUNY campuses
2. Survey of Smart Scholars Early College High School students and graduates

Recommendations:

1. Seek greater funding flexibility through the Tuition Assistance Program (TAP) to ensure long-term sustainability of the Smart Scholars Early College High Schools.

Proposed Next Steps:

- Expand the Smart Scholars network: SUNY and EdWorks will continue to serve as intermediary and launch the second cohort of Early College High Schools.
- Support the Smart Scholars network: SUNY will hold a convening of all Smart Scholars partners in the Spring of 2011 to review program goals, share best practices, provide information on STEM education, and more.
- Identify rich diagnostic tools and develop data-driven metrics to help Smart Scholars students succeed.
- To ensure statewide application, work with CUNY for coordination and alignment
- Identify resources and strategies to ensure long-term sustainability.

Comments / Concerns:

1. Campus and SUNY System data systems will need to be expanded to accommodate Smart Scholars indicators
2. New survey tools will need to be developed to track the success of Smart Scholars students
3. At the end of the funding cycle, additional resources will be necessary to ensure long-term sustainability of the Smart Scholars Early College High Schools
4. This metric will morph to track outcomes – success/education attainment for students enrolled in ECHSs
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 12 - 5 / SUNY and the Seamless Education Pipeline
Item: number of clinically rich SUNY teacher preparation programs (SUNY Urban Rural Teacher Corps)

Benchmark/Goal: New York State will be the first in the nation to implement the recommendations of the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Half of all SUNY institutions with teacher education programs will launch new practice-based programs by 2012.

Base Year: Fiscal Year ending June 30, 2009

Team: SUNY’s 16 colleges and universities with teacher education programs, the Office of the Chancellor, the Office of the Chancellor’s Deputy for the Education Pipeline, the Office of the Provost and SUTEC, as well as the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning

SUNY Office: Office of the Education Pipeline
Contact: Johanna Duncan-Poitier

Description/Executive Summary:

SUNY Chancellor Nancy Zimpher, along with U.S. Secretary of Education Arne Duncan and other national education leaders, announced the recommendations of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, convened by the National Council for Accreditation of Teacher Education in November 2010. Eight states, including New York, have agreed to implement the panel's recommendations.

To lead the charge, SUNY will transform teacher education across the 16 SUNY colleges and universities with undergraduate and graduate level preparation programs. SUNY’s teacher education programs will offer teacher training akin to the clinical training that medical professionals undergo. In addition to classroom simulations and video-anchored cases that address the challenges confronting teachers in high-need schools, SUNY students will engage in extended, structured residency-like experiences in high-need urban and rural schools across New York State. SUNY has developed the new SUNY Alliance to support all SUNY teacher preparation programs to strengthen clinical preparation and teaching and learning in the most challenged schools. The goal is to take the preparation of teachers for both challenging rural and urban schools to scale.
Key Terms:

- **Practice-based teacher preparation** – According to the report of the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (November 2010), “To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.” The panel recommends ten design principles for clinically based preparation (see http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715).

- **SUNY Urban Rural Teacher Corps** – Collectively, students training in the new and improved programs and program graduates will be known as the SUNY Urban Rural Teacher Corps (URTC).

Data Points:

This metric will first track the assessment and implementation of those select strategies, as the initiative advances, this metric will evolve to track outcomes and strategy effectiveness.

1. Number of SUNY colleges and universities with teacher education programs with new transformative practice-based programs
2. Total number of teachers prepared under new practice-based programs
3. Number of teachers graduating from SUNY programs achieving provisional/professional certification
4. Number of teachers trained in high need fields including teachers of ELLS, students with disabilities, and bilingual special education
5. Diversity of the urban rural teacher corps
6. Proportion of SUNY urban rural teacher corps graduates teaching in high-need urban schools and rural schools /in New York State.
7. % of SUNY urban rural teacher corps graduates who remain in the teaching profession for five years or more.

Methodology:

1. Tracking of enrollment and graduation data in SUNY teacher education programs
2. Tracking of New York State Education Department teacher certification data
3. Survey of teacher education program graduates
4. Analysis of employment and retention data in Pre-K-12 schools
**Proposed Next Steps:**

1. Continue develop and design work underway with SUNY teacher education programs to support them in making the transition to practice based programs.
2. Participate in the NCATE workgroup charged with carrying out the recommendations of the NCATE Panel statewide.
3. Fully develop the SUNY Alliance.
4. Seek resources and regulatory flexibility to:
   - support the students, faculty, and mentor teachers participating in these intense, clinically rich preparation programs
   - provide for more rigorous accountability
   - strengthen candidate selection and placement
   - revamp curricula, incentives, and staffing
   - support partnerships between teacher education programs, school districts, and others
   - expand the knowledge base to identify what works and support continuous improvement

**Comments / Concerns:**

1. Indicators on data points 3-7 will not be immediately available and a system for this must be established.
2. Campus and SUNY System data systems will need to be expanded to accommodate SUNY Urban Rural Teacher Corps indicators.
3. Data on teacher placement and retention is not now systemically collected by SUNY. New relationships and tracking tools will need to be developed with Pre-K-12 schools and with SUNY teacher education program graduates to effectively report out on data points 6 and 7.
4. It is critical that teacher placement and support be a priority in the short and long term.
5. Additional resources will be necessary to fully launch and sustain new practice-based teacher education programs.
6. This metric will morph to track effectiveness of teachers graduating from clinically rich programs
Item No:  14-1 / SUNY and a Healthier New York
Item:  Number of Healthcare Workers Produced – addressing work force shortages

Description:  Number of Healthcare Workers Produced, based on a gap analysis of selected health professionals.

Base Year:  Fiscal Year ending June 30, 2009.

Team:  SUNY and A Healthier New York
Contact:  Cathleen McColgin, Ph.D. (315) 498-7271

SUNY Office:  Office of Academic Health and Hospital Affairs
Contact:  Kathleen Preston

Executive Summary:

The health of New Yorkers is essential to our economic success. Having an educated workforce able to take care of New Yorkers is an essential component to keeping New Yorkers healthy. SUNY is uniquely positioned to educate and train our future healthcare workforce. Using data from the Center for Health Workforce Studies on shortages, we will determine which professionals are most critical to New York State healthcare and create capacity in our programs that train students for these areas. We will:

- Pursue workforce development
  Under the Institute for Health Policy and Practice, SUNY will accelerate its ability to “upskill” existing health professionals and draw more New York State students in its pipeline.
- Improve access to care
  By analyzing the NYS workforce, vis-a-vis SUNY degree programs, SUNY can maximize its educational offerings to align with state needs.
- Create new public/private partnerships
  Reinforce pathways – including those with health care industry and private colleges–to draw students, and to keep graduates and health care providers in NY.

Key Terms / Data Points:

Selected healthcare workforce needs:
- Medical doctors
- Physician assistant
- Dentists
- Dental hygienists
- Nursing graduates:
  - ADN, associate of science in nursing
• BSN, bachelor of science in nursing
• MSN, master of science in nursing
• NP, nurse practitioner
• PhD nurses

Optometrists

Methodology:

1. Gap analysis reports from the University of Albany Center for Health Workforce Studies (CHWS)
2. Number of students enrolled in defined health care programs
3. Number of degrees granted within defined health care programs
4. Graduation rates by defined health care program
5. SUNY (job placement report in NYS) or by licensing, by defined health care program

Recommendations:

1. SUNY healthcare programs should continue to educate NYS residents that are more likely to remain and serve the healthcare needs of NYS residents.

Proposed next steps: Phased implementation as outlined in team report

1. Perform a gap analysis to:
   a. Identify health profession gaps within the ten NYS regional DOL regions.
   b. Identify the various health programs (locations, student demand, enrollment and graduation trends).
   c. Identify potential barriers as related to increasing capacity of existing programs.
   d. Explore strategies to overcome barriers to increase capacity of existing programs.
   e. Create network database.
2. Create a committee of regional representatives comprised of deans and faculty of SUNY and private educational institutions, agencies, unions, major health care industry employers, and business, involved in healthcare workforce issues to:
   a. Develop coordinated and geographic-appropriate recommendations to mal-distributed healthcare workers.
   b. Continuously monitor staffing changes as relates to data collection and temporary and longer terms gaps in the supply and demand for health care professionals.
   c. Develop recommendations to respond to changes in the delivery of healthcare and reimbursement as impacted by the proposed Health Care Reform policies.
   d. Seek best practices to integrate/inform PreK-12 STEM pipeline toward health care careers.
   e. Examine impediments for current and new health care education programming (e.g. reimbursements for high cost programs; NYS legislative actions, availability of clinical sites, accreditation costs, etc.) to develop response strategies.
   f. Seek to retain our SUNY healthcare workforce by developing new/expanded health care educational programs for those seeking to advance their skill.
   g. Develop a SUNY-wide model of seed funding that includes a mix of public and private dollars which can be used at a regional level by local SUNY campuses and their faculty/staff
to study particular workforce needs, develop new training programs, and place student-workers into industry settings to develop work experience.
h. Create a joint SUNY-industry managed health worker/professional training programs at a variety of SUNY campuses that are partially funded by industry and whose missions are to place graduates in specific NYS –based health care deliver organizations to work.

Comments / Concerns:

1. This analysis is being completed on a select set of healthcare categories. Other healthcare fields exist but are not being analyzed at this time.
2. Base year data is not available for the fiscal year ending 2009 because a gap analysis has to be performed to determine base line data and defined health care program data has to be captured.
3. Campus and SUNY System data systems will need to be expanded to accommodate data collection and report generation.
4. Continuous state funding the Center for Health Workforce Studies at the University of Albany.
5. Create sustainable financing models utilizing public-private partnerships that shares resources and make major players participate.
6. Available funding and resource allocation necessary to ensure long-term sustainability of outcomes.
7. Changes in Health Care Reform policies impact workforce demands; thereby influencing the educational needs within the various regions.
Power of SUNY Implementation: Report Card

A Competitive New York

Item Definition

Item No:  15 - 2 / SUNY and a Healthier New York

Item:  Execute behavioral risk factor surveillance system and indentify wellness issues

Description:  Execute behavioral risk factor surveillance system and indentify student wellness issues to create a targeted plan to improve student health across the SUNY system.

Base Year:  Fiscal Year ending June 30, 2009.

Team:  SUNY and a Healthier New York

Contact:  Phil Nasca, Dean of the Albany School of Public Health, University of Albany
          pnasca@uamail.albany.edu, 518-402-0283

SUNY Office:  Office of Academic Health and Hospital Affairs

Contact:  Kathleen Preston

Executive Summary:

SUNY Wellness Network

With a network of campuses that span the state — and a student body enrollment that tops 467,000, and a workforce that encompasses 42,000 full and part-time employees — SUNY is positioned to create an integrated plan to produce healthier students, healthier SUNY employees, and a healthier workforce for New York State.

Health challenges within New York State are also reflected within SUNY. Thanks to SUNY’s size and scope, the SUNY Health Policy and Practice Institute is poised to use its own populations to collect epidemiologic data, disseminate and test best practices, and to launch technology-based approaches. The Wellness Network would also have the advantage of using existing Human Resources and Student Affairs networks to advance its initiatives.

The Wellness Network will include a special focus on the 18-25 year-old demographic in its founding initiatives. These will not only improve the health and lives of students, but establish SUNY both a leader in promoting student health and as an even more attractive destination for education.

Key initiatives include:

Tobacco-Free SUNY

Starting with the schools of medicine, nursing, allied and public health, campuses would roll out best practices for SUNY to embrace a tobacco-free environment, with the aim that SUNY would be a national
leader as a smoke free system. While this effort directly affects the personal health of students, faculty and staff, it also contributes improved wellness for the surrounding community.

**Healthier Students: Healthier New York**

These initiatives would support students for both physical and mental wellbeing. With student rates of obesity, lack of fitness, depression, tobacco use and alcohol and substance abuse at all-time measurable highs, SUNY can play a role in evaluating where support is needed and measuring the state of student health across various demographic categories.

**Key Terms:**

*Behavioral risk factor surveillance system* – a United States health survey that looks at behavioral risk factors. It is run by Centers for Disease Control and Prevention and conducted by the individual state health departments. The survey is administered by telephone and is the world's largest such survey.

**Data Points:**

1. Annual application of behavioral risk factor survey completed by all SUNY students during annual health assessment conducted through the student health offices.
2. Percent of campuses involved in developing programs to encourage physical activity among students;
3. Percent of campuses which have developed pilot programs to encourage physical activity among students;
4. Percent of campuses involved in developing pilot programs to create integrated mental health programs for students;
5. Percent of campuses which have developed pilot programs aimed at integrating mental health programs for students;
6. The extent to which the SUNY System has developed mechanisms for disseminating “best practices” to all system campuses.

**Proposed Methodology:**

1. Annual survey for behavioral risk factors among students
2. Tracking and analysis of data from survey outcomes.

**Proposed Next Steps:**

1. Create a Task Force for Student Health which would include representatives from the health sciences campuses, the SUNY System and community and governmental organizations.
2. Adapt or create a behavioral risk survey instrument to assess the greatest needs — a student health “report card” — and develop priorities accordingly;
3. Enumerate various data sources, existing models and scientifically-based best practices associated with each of the selected intervention areas;

4. Enumerate various opportunities and barriers related to the selected interventions;

5. Create time-lines for implemented selected programs;

6. Consider the development of campus-community partnerships (23 Tobacco-Free Coalitions, American Cancer Society, State-Wide Smokers Quit Line, etc);

7. Examining approaches to standardizing health promotion programs across the entire SUNY System;

8. Provide a platform for sharing and disseminating best practices and expertise for and among on-campus counselors and Student Health Offices on pressing issues: alcohol and substance abuse, and mental health issues, including depression and anorexia. This would also be shared with mental health professionals and school nurses.

9. Develop and deploy SUNY-wide programs or seasonal campaigns that encourage physical activities and healthy food choices;

10. Host on-campus health events that are also open to the community. Coordinate a once-per-year SUNY-wide dialog with a focus on student health and survey data.

11. Identify budget requirements:

   **Comments / Concerns:**

   1. Base year data not available. Survey, data collection, and reporting system have to be established.
   2. Identify mechanism to collect and report data SUNY wide.
   3. Survey tools will need to be developed to track student outcomes.
   4. Identify funding to support data collection and reporting mechanisms.
   5. Identify funding to support the resources required for developing student wellness programs.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No:  16 - 3 / SUNY and a Healthier New York
Item:  Increase funding to expand SUNY health policy projects and research

Base Year:  Fiscal Year ending June 30, 2009.
Team:  SUNY and A Healthier NY
Contact:  Dr. David Smith, President Upstate Medical University: smith@upstate.edu

SUNY Office:  Office of Academic Health and Hospital Affairs
Contact:  Kathleen Preston: kathleen.preston@suny.edu

Description /Executive Summary:
The SUNY Institute of Health Policy and Practice (IHPP) will bring together the full spectrum of health care expertise from across the entire SUNY enterprise, under a single, virtual, umbrella. Governed by SUNY’s Academic Health Centers, Schools of Public Health and the SUNY Chancellor’s Office, the IHPP seeks to combine SUNY’s intellectual capital into one integrated health policy and practice collaborative to provide evidence based guidance on a variety of health care topics that look to inform public policy, and improve the health and well being of the citizens of New York State.

With major academic health institutions performing policy and clinical research throughout the State (Buffalo, Syracuse, Albany, New York City and Stony Brook), and faculty members interested in health policy across SUNY’s 64 campus system, SUNY has a unique ability to bring about pragmatic, fundamental reform through large scale collaboration that no other institutions in New York State have the capacity to do. Further, by virtue of SUNY’s public mission, the Institute is uniquely positioned to work with the State to integrate recommendations on issues such as chronic disease management from both a policy and health care delivery perspective.

This report card item will track the amount of funding received under the umbrella of the Institute to perform policy research, in one of the following major programmatic areas: evidence-based clinical care; quality and patient safety; and public health and wellness.

Key Terms
- SUNY Institute of Health Policy and Practice (IHPP) – is a virtual institute to be governed by SUNY’s Academic Health Centers and Schools of Public Health to coordinate health policy research and translation to health care practice.
- Evidence Based Clinical Care – applies the best available evidence gained from scientific research to the clinical decision making process, along with comparative effectiveness research to improve clinical care.
• Quality of Care and Patient Safety – applies to policies that reduce the risk of harm by promoting delivery of the best possible health care.

• Public Health and Wellness – applies to a very broad category of activities related to dealing with the protection and improvement of community health by organized community effort, including preventive medicine. This category would also include healthcare workforce initiatives

Data Points:

• Number of grants received by SUNY campuses to support funding related to health policy research projects
• Amount of grant funding received by SUNY campuses to support funding related to health policy research projects

Methodology:

1. Tracking of health policy related research grants

Recommendations:

1. The governing body of the IHHP should develop guidelines to determine how information will be gathered across all of SUNY

Comments / Concerns:

• The base year measurement will begin with existing projects underway between SUNY and the NYS Department of Health under an existing memorandum of understanding.

Action Items:

• Create and establish the IHHP during 2011-12
• Determine more specifically what types of projects will be included under the umbrella of the IHHP (the governing body of the IHHP will determine)
• Gather data from across the SUNY System related to health policy work already underway, or planned
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 17 - 4 / SUNY and a Healthier New York
Item: Increase funding for research under the REACH pillars

Base Year: Fiscal Year ending June 30, 2011
Team: SUNY and A Healthier NY
Contact: Dr. David Smith, President SUNY Upstate Medical University: smith@upstate.edu

SUNY Office: Office of Academic Health and Hospital Affairs
Contact: Kathleen Preston: kathleen.preston@suny.edu

Description /Executive Summary:

SUNY REACH (Research Excellence in ACademic Health) is a SUNY program to encourage collaboration among SUNY’s four Academic Health Centers at Buffalo, Downstate, Stony Brook and Upstate, along with the College of Optometry and other SUNY institutions performing major biomedical research by investing strategically in four specific research areas or pillars: cancer; infectious disease/emerging pathogens; nervous system disorders; and diabetes/cardiovascular disease.

By combining the biomedical research capacities of SUNY’s Academic Health institutions into one integrated research collaborative through SUNY REACH, SUNY will provide New York State with a research “whole” much greater than the sum of its parts – with the ability to impact every corner of the State.

Key Terms:
1. REACH – Research Excellence in ACademic Health
2. Research Pillars – focus areas of biomedical research, including: cancer; infectious disease/emerging pathogens; nervous system disorders; and diabetes/cardiovascular disease

Data Points:
- Number of research grants which fall under a REACH pillar (and have at least two SUNY campuses participating in the research)
- Amount of research grants which fall under a REACH pillar (and have at least two SUNY campuses participating in the research)

Methodology:
1. Tracking multi-campus research grant awards for the REACH pillars

Printed 11/5/2012
Recommendations:

1. The VPs of Research at the four SUNY Academic Health Centers and the College of Optometry will need to begin coordinating with the Research Foundation (RF) and SUNY System Administration regarding the methodology for tracking the number and amount of research grant awards under REACH. These awards will also be counted in SUNY’s overall research dollars.

Comments / Concerns:

1. REACH was not yet operational until the 2010-11 year; therefore the base year cannot be prior to the current year (2010-11)

Action Items:

1. Set up meeting with VPs of Research at SUNY Academic Health Centers and the RF to begin determining the process for tracking REACH awards.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 18 - 5 / SUNY and a Healthier New York
Item: Number of tobacco free campuses

Description: Create a tobacco-free SUNY system

Base Year: Fiscal Year ending June 30, 2009.

Team: SUNY and a Healthier New York
Contact: Phil Nasca, Dean of the Albany School of Public Health, University of Albany
         pnasca@uamail.albany.edu, 518-402-0283

SUNY Office: Office of Academic Health and Hospital Affairs
Contact: Kathleen Preston

Executive Summary:

The adverse health effects of tobacco use have been well-documented by scientific research. The following statement from the National Institutes of Health underscores the major impact tobacco use has on the health of our citizens:

Tobacco use is the leading preventable cause of disease, disability, and death in the United States. Between 1964 and 2004, cigarette smoking caused an estimated 12 million deaths, including 4.1 million deaths from cancer, 5.5 million deaths from cardiovascular diseases, 1.1 million deaths from respiratory diseases, and 94,000 infant deaths related to mothers smoking during pregnancy. According to the Centers for Disease Control and Prevention (CDC), cigarette smoking results in more than 443,000 premature deaths in the United States each year—about 1 in every 5 U.S. deaths—and an additional 8.6 million people suffer with a serious illness caused by smoking. Thus, for every one person who dies from smoking, 20 more suffer from at least one serious tobacco-related illness.

The harmful effects of smoking extend far beyond the smoker. Exposure to secondhand smoke can cause serious diseases and death. Each year, an estimated 126 million Americans are regularly exposed to secondhand smoke and almost 50 thousand nonsmokers die from diseases caused by secondhand smoke exposure.

As part of the SUNY Wellness Plan, we proposed a plan to establish a “Tobacco-Free SUNY System,” that will positively impact the health of our students, faculty, and entire workforce within the SUNY system.
Key Terms:

Tobacco free campus – can vary from campus to campus, but general is a school which prohibits smoking on all campus grounds, including athletic stadiums, restaurants and parking lots.

Data Points
1. Percent of SUNY colleges and universities who have initiated campus-wide discussions regarding the creation of tobacco-free institutions;
2. Percent of SUNY colleges and universities who have initiated campus-wide tobacco-free programs;
3. Percent of SUNY colleges and universities who have initiated programs to evaluate campus-wide tobacco-free programs.

Methodology:
1. SUNY-wide annual campus reporting of tobacco-free status

Proposed Next Steps:
- Develop a smoke-free policy for all campuses within the SUNY System.
- Form a blue-ribbon panel comprised of internal and external experts to advise SUNY administration on the best approaches to achieve this goal.
- Create reporting mechanism for campuses status related to tobacco-free initiatives.
- Identify funding resources necessary for campuses to implement tobacco free initiatives.

Comments / Concerns:
1. Base line data not available. Data is currently not collected / reported.
2. Data collection mechanism must be developed to determine base-line data and to be able to track progress in subsequent years.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No:  19 - 0 / SUNY and an Energy-Smart New York

Top Line Metric: “SUNY will drive an increase in New York’s share of the U.S. Renewable Energy Market and Green Energy workforce while leading a decrease in New York’s energy consumption.”

Description:
Benchmark/Goal:
Base Year: Base year for data reported by DOL

Team: SUNY and an Energy-Smart New York
Contact: Angela Wright

SUNY Office: Office of Sustainability
Contact: Deborah Howard

Executive Summary:
The initiatives for the SUNY and an Energy-Smart New York should lead New York in becoming better equipped to produce renewable energy, provide green jobs, and decrease energy consumption.

Key Terms / Data Points:

Renewable Energy:

- According to the U.S. Energy Information Administration, renewable energy sources regenerate and can be sustained indefinitely. The five renewable sources used most often are biomass, water (hydropower), geothermal, wind, and solar.

Green Jobs are either:

- Jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources.

- Jobs in which workers’ duties involve making their establishment’s production processes more environmentally friendly or use fewer natural resources.

Methodology:

1. The “Renewable Energy Annual” printed each August by the Energy Information Administration (EIA) includes data on total renewable net generation by energy source and state. The data in this table will show New York’s share of the total renewable net generation as compared to other states. http://www.eia.doe.gov/cneaf/solar.renewables/page/rea_data/table1_20.html

2. To calculate New York’s share of green jobs, data will be collected from the federal and state labor departments as they begin to release data on the number of green jobs in the nation and the state. Efforts to collect this data began in 2010 and 2011. No data is currently available.

3. Data about New York’s energy consumption can be found at the following website from the EIA. http://www.eia.doe.gov/states/_seds.html

Comments / Concerns:

1. Need to monitor for the release of green jobs data.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 22-3/SUNY and an Energy-Smart New York
Item: Research Expenditures in Energy-Smart areas

Description: Total Sponsored program expenditure activity reported by the Research Foundation of SUNY in the Energy-Smart discipline.

Base Year: Fiscal Year ending June 30, 2009

Office: The Research Foundation, Office of Sponsored Programs Administration
Contact: John Paris/Anne Connolly

Executive Summary:
The Research Foundation of SUNY (RF) administers externally funded contracts and grants on behalf of the State University of New York. Sponsored program expenditures are recorded in the RF Oracle business system by campus location and displayed in external reports by the RF fiscal year end (June 30) by the official campus short name list and grouped by the following (Total locations = 31):

- University Centers and Doctoral Degree Granting Institutions (9 locations) – Albany’s CNSE is reported as a separate item.
- University Colleges (13 locations)
- Technology Colleges (8 locations)
- System Administration – Provost (1 location)

Key Terms / Data Points:

- **Sponsored program**- Sponsored program activities are defined as those activities, sponsored whole or in part, by sources external to the University for which there is an expectation (implied or specifically stated) on the part of the sponsor for performance, deliverable(s) or outcome(s). Sponsored programs are generally conducted by faculty, but may be conducted by staff or members of the University administration. Sponsored programs are awarded through various mechanisms - grants, contracts, cooperative agreements, and/or other legally binding means of transfer. Sponsored program activities may support instruction, research and/or public service activities.

- **Research** – defined as Sponsored program expenditures

- **Sponsored program expenditures** - include the direct and indirect expenditures that constitute sponsored program activity, as recorded in the RF Oracle business system by award purpose codes. Externally funded sponsored program activity is also categorized by program classifications based on standards established by the National Association of Colleges and...
University Business Officers (NACUBO). The top program classifications of activity are: Organized Research, Public Service, and Training

- **Energy discipline**- includes research in the following areas: Smart Energy Grid technologies, energy efficiency technologies, energy storage, alternative and renewable sources, energy for transportation, and energy policy.

**Methodology:**

1. RF prepares a report “Sponsored Programs Expenditure Profile Summary” as of the end of the RF fiscal year and publishes it on the RF public web site
   

   RF will search by award number, departments, sponsors or other key data elements to identify expenditures in the energy-smart areas.

2. Sponsored program activity for the Statutory Colleges and the Community Colleges need to be accumulated by outreach to each of the entities that have activity and manually added to the report of RF activity to provide a SUNY Total Report of Research Expenditures.
Item No: 23-4 / SUNY and Energy-Smart New York
Item: Invention Disclosures related to the energy discipline
Description: To provide metrics related to the number of invention disclosures related to the field of energy.
Base Year: Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)
Team: SUNY and Energy-Smart New York
Contact: Gerry Drahos
RF Contact: John Paris, Information Services

Executive Summary: The technology transfer offices of The Research Foundation (RF) work on behalf of the State University of New York (SUNY) and its researchers to identify, protect, and commercialize the university’s intellectual property portfolio.

To track the technology transfer activity across the system, The Research Foundation Central Office currently works with the technology transfer offices to receive quarterly and annual data related to the activity at the campuses. The data that is collected are common measurements used to measure technology transfer activity and are based on the data points that are reported to the Association of University Technology Managers (AUTM) annually.

Key Terms / Data Points:
- Number of Invention Disclosures by energy discipline
- Energy discipline- includes Smart Energy Grid technologies, energy efficiency technologies, energy storage, alternative and renewable sources, energy for transportation, and energy policy.

Methodology:
1. Each quarter of The Research Foundation’s fiscal year, a request is sent to each technology transfer office asking for specific data points that are meant to highlight their campus’ technology transfer activity.
2. The data points are then compiled, organized, and maintained at Central Office for use in providing quarterly and annual reports regarding technology transfer activity.
3. The total number of license income received is also reported in the annual AUTM Licensing Survey.
4. Central Office stores the office on its LAN in the Q:/ under a file named “Statistics.” Within this folder there are sub-folders organized by year containing the statistics submitted by the technology transfer offices.

Comments / Concerns:
1. Tracking disclosures by discipline is not a metric received from the technology transfer offices and is not a metric that is reported to AUTM. RF will need to begin to capture this data.

Printed 1/13/2011
Item No: 24 - 5 / SUNY and an Energy-Smart New York
Item: System Energy Consumption

Description: Energy use by SUNY

Base Year: Fiscal Year ending June 30, 2009

Team: SUNY and the Energy Smart New York
Contact: Kathleen Slusher

Executive Summary:

Energy consumption measurement is based on fuels and electricity usage both purchased and self-generated. Fuels consumed by campuses are natural gas, electricity, heating oil, coal, wood, diesel oil. Electricity self-generated by renewable sources such as co-gen, wind, and solar projects on campuses is also collected.

Each energy source has a different heat conversion factor that can be converted via industry formulas to a common unit measurement such as the British Thermal Units (BTU). For large organizations such as SUNY, energy is measured in thousands of BTUs (MBTU) or millions of BTUs (MMBTU).

The energy use in BTU format is compared to the total outside gross square feet (OGSF) on each campus. The SUNY Construction Fund’s annual summary of the OGSF, is the source used for the campus measurement. The OGSF measurement of space includes the entire air space within a building including hallways, mechanical space and atriums. Paved parking areas are excluded from the calculations for energy consumption. As a campus grows their OGSF grows, but their BTU per sq. ft. efficiency can improve with proper energy management practices.

SUNY’s state operated campuses have been tracking energy use since 1973 as a result of the oil embargo and price spike. Each campus is responsible for reporting their energy and fuel consumption by month on a no less than quarterly basis to the Office for Capital Facilities Energy Accountant.

On June 10, 2001 Governor Pataki issued Executive Order 111 setting energy conservation goals based the FY 1989/90. SUNY has tracked and gauged performance since then, and in FY 2008-09 SUNY achieved an 18.7% decrease in overall energy use. Since 1973, when SUNY began centrally recording the energy data, SUNY has achieved a 40% reduction in BTUs per sq. ft.
Key Terms / Data Points:

- British thermal unit (BTU) – the amount of heat needed to increase one pound of water one degree Fahrenheit at atmospheric pressure. Example, one kilowatt hour of electricity has a heat value of 3,412 BTUs.

Methodology:

1. Fuel and energy data is collected on the campus and transmitted to the Office for Capital Facilities by month and hand entered into Excel spreadsheets. This collected data is referred to as the Energy Management and Budgeting System (EMBS), once the data is collected various comparisons and reports can be prepared.
2. Campus square footage is collected at sourced from the annual report produced by the SUNY Construction Fund personnel. Paved parking areas are excluded from this square footage data for purposes of comparing energy consumption.
3. Alternate method of comparison per campus can be done by student enrollment data in place of square footage comparisons. Student enrollment annual data is sourced from the Academic Affairs at System Administration and is available in existing data bases.
4. Year to year comparisons are done, showing the various comparisons of usage by square footage or student enrollment in full-time equivalents (FTE), costs and various other factors as needed.

Recommendations:

1. SUNY should strive to be more energy efficient and work toward a goal of consuming 15% less energy per gross square foot by 2025.

Comments / Concerns:

Data collection is currently done manually with campuses reporting data in many different formats which is then entered into spreadsheets at System Administration. This system is dated and does not meet management needs of campuses. SUNY Office for Capital Facilities went out to bid for a new web-based energy reporting and management system and has awarded a contract to a company called EnergyCap, Inc. This software system is used by the University of California system, the University of South Dakota system and many other higher educational facilities and commercial companies. This software will allow campus personnel and System Administration to see more current and detailed information on the energy consumption as well as assist the campuses to participate in the Energy Star rating program for buildings.

While data from all state operated campuses is collected, currently the data from the community colleges (CC) is not. It is possible that some of the CC may collect this data, but it is not likely to be comparable and consistent. Therefore, for the CC’s a new process of collection must be established. The Office of Capital Facilities’ implementing of the new web-based Energy Management Budgeting System (EMBS) which could be expanded to begin collecting the CC data if funding for the additional costs can be arranged.

Comparisons of buildings and campuses strictly by BTU’s per sq. ft. can be misleading and limited information gleaned from such measurements. Many of the oldest buildings in the SUNY system do not have air conditioning, while almost all new buildings do have air conditioning and a greater degree of ventilation, causing new very efficient facilities to use more BTU per sq. ft. than older facilities. In
addition, research intensive facilities will have a much higher MMBTU per sq. ft. than a classroom building. A method of energy use intensity by facility type and building structure parameters would be a more efficient method. The expense for such detail may be labor intense and expensive.

Factors for BTU’s per fuel type are not consistent throughout the industry for every fuel types. Some are detailed to a level that can be confusing such as the type of coal and wood burned.

**Action Items:**

1. Implement the new EnergyCap information system to state operated campuses.
2. Train and encourage the use of all of the available reports and information offered and the ease of reporting to all concerned campus personnel.
3. Get every SUNY campus operated building over 50,000 sq. feet sub-metered if they are not currently metered or monitored in some fashion.
4. Introduce the concept of energy consumption information being sent to SUNY by the community colleges and begin manual collection of the data until such time as the additional expense of including them in the EnergyCap contract is solved.
5. Research other energy use parameters which may give us a better understanding of appropriate energy consumption for our facilities.
6. Set a defined source for BTU information such as the USDOE, EPA or the Clean Planet Program.
Power of SUNY Implementation: Report Card
A Competitive New York

Item Definition

Item No: 25 - 6 / SUNY and an Energy-Smart New York
Item: System carbon footprint (MTCO2e)

Description: Carbon emissions by SUNY

Base Year: Fiscal Year ending June 30, 2009

Team: SUNY and Energy Smart New York
Contact: Deborah Howard

Contact: Deborah Howard, Director of Sustainability
        Kathy Slusher, Director of Energy Management and Planning

Executive Summary: Climate change has been linked to manmade emissions of greenhouse gases. These gases measured as MTCO2e are largely formed by burning fossil fuels for electrical power, industrial use and transportation. http://www.mtco2e.com/ Basically, these emissions cause some of the energy of the sun radiated back from the earth to be trapped in our atmosphere, thereby significantly altering the earth’s climate. In a recent scientific study survey analysis for the American College & University Presidents’ Climate Commitment, Dianne Dumanoski, an award-winning journalist and author, notes that recent scientific studies and report indicate that the earlier projections of man’s impact on climate change have been too conservative, and that the pace of oceans’ warming and ice sheets melting has only quickened. http://presidentsclimatecommitment.org/resources/publications/viewpoints/ffwd-climate-science

SUNY needs to take action to reduce its impact on climate change by reducing its total emissions of MTCO2e.

SUNY’s annual MTCO2e emissions are called its carbon footprint. Numerous sources of emissions make up the carbon footprint. These include the fossil fuels used in our heating systems; fossil fuel used in SUNY owned vehicles; and fossil fuel used in generating the electricity and steam we purchase from others. Even the emissions created by the burning of fossil fuel used by students, staff, and faculty in commuting to and from the campus could be allocated to SUNY’s annual greenhouse gas emissions.

The SUNY Energy Management and Budgeting System (EMBS) using the actual energy sources (i.e. oil, coal, gas, hydro, nuclear, and renewable) used by our different campuses can calculate the total SUNY direct production of MTCO2e. SUNY has this data for the 29 state-operated campuses and is working to collect the data from our 30 community colleges.

SUNY cannot currently calculate and track the MTCO2e from indirect sources, like commuting. These calculations of emissions from indirect sources would need to be made at the campus level for each of our campuses and is not yet viable. Commuting is a major source of MTCO2e and is worthy of plans and
programs to reduce it, but the data gathering is not possible without a significant cost and investment of time.

**Key Terms / Data Points:**

- **Metric tons of carbon dioxide equivalents (MTCO2e)** – a single ton of carbon dioxide equivalent is equal to 2,204.62 pounds. This term is used to quantify the impact to the earth’s atmosphere largely caused by the burning of fossil fuels.
- **Greenhouse gas emissions** – largely composed of carbon dioxide, methane, water vapor, and nitrous oxide. These gases help trap a higher portion of the sun’s energy as it radiates back from the earth’s surface, thus increasing the earth’s temperature.

**Methodology:**

Annual energy usage data will be converted into MTCO2e, and this yearly carbon footprint can be calculated for each state-operated campus and SUNY central administration. This MTCO2e data will be tracked and evaluated in an effort to reduce SUNY’s carbon footprint.

**Recommendations:**

SUNY needs to reduce its carbon footprint through improved energy efficiency, reduced energy usage and the production and purchasing of renewable electricity or renewable energy credits.

**Comments/Concerns:**

1. Data collection from state-operated campuses is done manually with campuses reporting in different formats. This information is then standardized and entered into spreadsheets at SUNY system administration. Currently, in the Office for Capital Facilities, Energy Management and Planning is working towards computerizing this information through EnergyCap, an energy management software.
2. SUNY system administration is working towards finding resources so that it can collect community college energy usage, and would like to incorporate it into the SUNY carbon footprint total over the next several years.
3. Gathering MTCO2e data on purchased steam and electricity produced by cogeneration will require special effort.
4. MTCO2e/carbon footprint is absolute, no proportioning for square foot or student enrollment. As SUNY grows more efforts and resources will be needed to reduce the carbon footprint.
5. We need to explore whether our campuses can start to collect the indirect emissions associated with their campuses, like those generated by commuting.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No:  26 - 7 / SUNY and an Energy-Smart New York
Item:  SUNY renewable energy production/utilization

Description:  Use of renewable energy for buildings and transportation allows SUNY to reduce its carbon footprint and move it along the path towards energy independence.

Base Year:  Fiscal Year ending June 30, 2009
Team:  SUNY and Energy Smart New York
Contact:  Deborah Howard

Contact:  Deborah Howard, Director of Sustainability
Kathy Slusher, Director of Energy Management and Planning

Executive Summary:

Renewable electricity is generated by methods that result in zero or carbon neutral emissions. Renewable electricity is generated by hydro, solar, wind, geothermal and sustainable biomass. Renewable biomass fuels come from wood wastes or sustainable growth wood and plant products. Liquid biofuels are biodiesel and ethanol produced from agricultural, forest products and on a smaller scale recycled food oil.

SUNY can generate renewable electricity onsite through the use of solar photovoltaic systems (PV), biomass to electricity, or wind turbines. PV collectors can be installed on buildings, on the ground, or over parking lots. Wind turbines can be installed on a few selected campuses that meet the wind and land requirements for wind generation. Biomass to electricity can be generated in engine generators fueled by methane from digesters or gasifiers and also by burning it in boilers to produce steam for use in steam turbine driven generators.

SUNY can purchase electricity generated through renewable sources by commodity contracts, also known as bilateral contracts in the electricity market. SUNY can also purchase renewable energy credits (REC), which represent validation that 1 megawatt-hour (MWh) of electricity was generated from an eligible renewable energy resource. These RECs must be from generating facilities in New York or prove they can deliver their renewable electricity into the New York state electricity grid.

Biofuels are available for our SUNY vehicles.

The existing SUNY renewable energy projects can be viewed at (provide link).

Terms / Data Points:

Printed 11/5/2012
• Kilowatt hour (kWh) - the measure of electric power equal to 1000 watts of electricity used for one hour. A 40-watt bulb if left on for 24 hours consumes a little under 1kWh of energy.
• Megawatt hour (MWh)- the measure of one million watts used for one hour or 1000 kWh.
• Renewable Electricity Credits (RECs) - certificates that correspond to the generation of one megawatt hour of electricity from an approved renewable source.
• Renewable Energy Credit (REC) – certification that one megawatt of electricity has been generated through renewable resources and this certificate or credit is sold as a commodity on specified markets as a non-tangible asset. Also referred to as a “green tag”.

Methodology:

1. Campuses report monthly renewable electricity generated on campus, purchased, or RECs purchased to SUNY System Administration’s Office for Capital Facilities and recorded in the Energy Management and Budgeting System (EMBS). This is compared annually to the total of all electricity used.
2. Campuses report monthly how much gasoline, diesel, E-85, 5% biodiesel, or 20% biodiesel they purchase. On an annual basis, the total usage is compared to prior years.
3. Campuses report monthly use of wood and wood fuel on the EMBS. Usage is compared annually to FY 2008-09.

Recommendations:

1. SUNY generate or purchase 20% of its electricity needs from renewable sources.
2. SUNY increase its use of renewable fuels to the extent possible based on operating and capital funds available.
3. SUNY take a lead in examining whether environmental brownfields existing in the State of New York can be used as a site for renewable energy.

Comments / Concerns:

1. No energy or fuel usage data for community colleges is available at SUNY system administration. SUNY is working to create resources to collect community college data.
2. Electricity generated through renewable resources is currently more expensive than traditional electricity available from the NYISO markets.
3. The use of wood/biomass to heat buildings is limited by the need for special combustion equipment and bulk fuel handling systems.
4. At this point, biodiesel has proven to have separation problems that make it unsuitable for extended storage for emergency generators or for heating fuel.

Action Items:

1. Work on allocating resources for data collection from Community Colleges.
2. Develop programs and projects to install renewable electricity generating systems on SUNY campuses.

Printed 11/5/2012
3. Identify capital finances to pay for renewable energy projects.
4. Identify operating funds to pay for the use of renewable fuels
5. Identify operating funds to pay for the premium cost of renewable electricity or RECs generated in New York State.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 27 – 0 / SUNY and the Vibrant Community

Item: Top Line Metric: Well-Being in New York State Counties

Description: The Well-Being Index will enable SUNY to measure its impact on the well-being of each of New York’s 62 counties.

Base Year: Rolling census 2005-2009 data [see comments section]

Team: The Center for Research, Regional Education and Outreach at SUNY New Paltz
Contact: Gerald Benjamin - CRREO Director & Associate VP for Regional Engagement

SUNY Office: Office of Government Relations
Contact: Stacey Hengsterman

Executive Summary:

The SUNY New Paltz Center for Research, Regional Education and Outreach (CRREO) will apply the measures developed in its Hudson Valley Regional Well-Being study to map the well-being of all of New York’s counties, outside of New York City, using the 2005-2009 census data set. The overall score of the region will be computed by eight indicators: economy, education, environment, community and equity, governance, health, arts and culture, and safety. Additionally, the index will categorize counties based upon the presence and concentration of higher education institutions, with an effort to discretely identify the portion that may be allocated to SUNY.

The indicators used by CRREO are composed of the below measurements: Economy: Income, costs, jobs, and poverty; Education: School preparedness, college and work readiness and higher education; Environment: Energy and footprint, land use, water quality, and natural resources; Community and Equity: Population characteristics, the Gini Inequality Index, and people in need; Governance: Engagement, representation, tax burden, and public debt; Health: Death rates for cancer, heart disease, accident, respiratory disease and stroke; Arts and Culture: Arts jobs and arts funding; Safety: Crime rates and police/crime ratios. The SUNY variables will include the presence of higher education institutions (types [2yr/4yr, public/private] and focus [comprehensive, research]) as well as concentration, measured by the number of full time employees as a proportion of the total county workforce.

All indicators will meet the CRREO’s standards in terms of relevance, ability to reflect community values, validity and representativeness, familiarity, be statistically measureable, logically or scientifically defensible, reliable, available and have police relevance.

Each indicator will have a score from zero to 100. Scores in both individual categories and an overall score will be reported.
Key Terms / Data Points:

- Indicator- a compilation of a few measurable values that creates a simple and accessible picture of a more complex, larger system.
- Relevance- a good indicator must reveal something either positive or negative about the subject matter.
- Reflect community values- indicators must reflect our values and vision for the region, therefore must reflect interests and concerns important to the community, identified by CRREO’s research team.
- Validity and representativeness- indicators must legitimately represent the complex situation under study, and therefore must be valid thermometers of change.
- Familiar and recognizable-indicators have intuitive value and resonate with all audiences, not just experts
- Statistically measurable- indicators must be quantifiably measured and be able to be tracked over time.
- Logically or scientifically defensible- a defensible rationale must exist for using a specific indicator
- Reliable – all indicators must be reputable and measured consistently.
- Available- indicators must be comprised of data that exists or may be gathered with reasonable effort and cost.
- Policy relevance- indicators must have relevance for policy decisions, meaning decisions makers must be able to understand and act on them.

Methodology:

1. Data on all indicators are collected by CRREO research staff. [see CRREO website for more details on how data is collected]
2. Scores for each indicator are computed with data.
3. Overall score for each region is calculated and compared with other regions.

Recommendations:

1. This project will be designed for easy future replication in a decentralized fashion and will be accurately documented.

Comments / Concerns:

1. Data: The data being used as a base year will be the rolling 2005-2009 census data. To ensure information can be collected from each county, we must use this data as not all counties report data often enough outside of the mandated census data.
2. Exclusion of New York City: New York City and its five boroughs shall be included as a part of the study, but since it is significantly harder to determine the influence of one SUNY institution (FIT) on the complicated entity that is New York City, this data point will be examined independently of the others.
Action Items:

1. Communicate and coordinate with SUNY Vibrant Communities work group and the SUNY Economic Development research team about design and implementation of the study, while making every effort to avoid overlap with other Power of SUNY working groups.
2. Design and construct methodologies for county-level analysis.
3. Assemble a dataset categorizing and merging SUNY county-level data with CRREO’s Regional Well Being data.
4. Edit, code, and clean data to create analysis-ready datasets.
5. Present the results in total and broken out by key variables with a particular focus on SUNY’s influence.
6. Using Vibrant Community resources, create a readable and understandable document for widespread use within SUNY and beyond.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 28 – 1 / SUNY and the Vibrant Community
Item: Campus Recognition of Community Service

Description: Increase national recognition of each SUNY campus’ efforts to provide community service.

Base Year: 2009 for President’s Higher Education Community Service Honor Roll or last edition of Carnegie Classifications.

Team: Community Service Recognition Sub-Committee
Contact: Candace Vancko, SUNY Delhi

SUNY Office: Office of Government Relations
Contact: Stacey Hengsterman, Assistant Vice Chancellor for University and Community Relations

Executive Summary:

A campus’ collaboration between itself and their larger communities (local, state, national and global) for the mutually beneficial exchange of knowledge and resources must not go unnoticed, as it positively contributes to the vitality of the communities in which campuses are based. Nationally recognized organizations rank colleges on their participation in community service, such as the Carnegie Elective Classifications for Community Engagement and the President’s Higher Education Community Service Honor Roll. SUNY and the Vibrant Community will partner with campuses to help them apply for such honors and advise the direction of their community service initiatives to promote placement on these lists.

Key Terms / Data Points:

- Currently, 24 campuses are on one or both lists [Jefferson Community College, Stony Brook University, SUNY Cortland, SUNY Oneonta, SUNY Oswego, College of Environmental Science and Forestry, Alfred State, Hudson Valley Community College, Monroe County Community College, Onondaga Community College, Buffalo State College, University at Buffalo, SUNY Fredonia, Geneseo, Old Westbury, SUNY Potsdam, SUNY Cobleskill, SUNY Delhi, Upstate Medical University, SUNYIT, Binghamton University and Empire State College]. This equates to 36% of all SUNY campuses.

Methodology:

- Examine the ways in which campuses currently report out or seek recognition for their community service and service-learning efforts
- Support and/or begin efforts for campuses to achieve state and national recognition for their community service and service-learning efforts
• Develop system-wide reporting infrastructure for hours of community service and projects completed through service-learning
• Engage with the President’s Office for National and Community Service and the Carnegie Corporation to establish relationships for future collaboration and partnership
• Support campuses in their application to both the President’s Honor Roll and the Carnegie Classification.

Recommendations:

1. Meet with staff from both the Carnegie Elective Classifications for Community Engagement and the President’s Higher Education Community Service Honor Roll to better understand what initiatives or programs they are looking for.
2. Do not aim to solely attain recognition, but better each campus’ community service programs.

Comments / Concerns:

1. The Carnegie Elective Classifications for Community Engagement is not yearly and cannot be reported on each year. The upcoming application will be for 2015.

Proposed Action:

1. Review the requirements necessary to apply for both the Carnegie Elective Classifications for Community Engagement and the President’s Higher Education Community Service Honor Roll.
2. Aid each campus to apply for both honors.
3. Identify campuses whose community service initiatives need bolstering to attain honors and help organize new initiatives for these campuses.
4. Compile a list yearly of the campuses which are/are not honored. Share best practices within SUNY.
5. Communicate with community service offices/centers on each SUNY campus to see if they have ever applied before.
6. Go over the Carnegie Elective Classifications for Community Engagement and the President’s Higher Education Community Service Honor Roll’s requirements for honors.
7. Evaluate the campus’ existing community service plans and offer direction.
8. Help each campus receive and complete application for both awards when deadlines arrive.
### Power of SUNY Implementation: Report Card

#### A Competitive New York

#### Item Definition

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<td>Item:</td>
<td>Service Learning Plan</td>
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<tr>
<td>Description:</td>
<td>System-wide implementation of campus service learning plans at each campus to be continuously worked on.</td>
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<tr>
<td>Base Year:</td>
<td>TBD</td>
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<tr>
<td>Team:</td>
<td>Service Learning Sub-Committee</td>
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<td>Contact:</td>
<td>xxx</td>
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<td>SUNY Office:</td>
<td>Office of Government Relations</td>
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<tr>
<td>Contact:</td>
<td>Stacey Hengsterman, Asst. VC for University and Community Relations</td>
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</tbody>
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**Executive Summary:**

Service-Learning Plans: A form of deep learning that encourages citizenship and engages in experiential learning, service-learning is the new frontier of a well-rounded education. Campuses will be asked to form service-learning plans for their campuses to ensure that every SUNY student has the opportunity to participate in a service-learning experience, making it the hallmark of the SUNY degree.

**Key Terms / Data Points:**

- **Service-learning**: a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

**Methodology:**

1. The Vibrant Community Committee will meet, discuss and vote upon a resolution outlining the necessary components of service-learning plans, then present it for consideration to the SUNY Board of Trustees.
2. Campuses will then be contacted and asked to establish service-learning plans. Progress will be reported yearly.

**Recommendations:**

1. Consult with campuses that have existing service-learning plans to gauge depth of resolution for it to be effective.
Comments / Concerns:

1. Some campuses have existing service-learning plans (see attachment), which may not line up with committee’s resolution. The Committee will need to work carefully with campuses to integrate both new resolution requirements and established plans.

Action Items:

1. Sub-Committee must decide on appropriate language and metrics for resolution.
2. Engage campuses for input (being careful to include accurate representation of all campuses to ensure viability) and redraft resolution.
3. Bring resolution to Board of Trustees.
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 29 – b / SUNY and the Vibrant Community
Item: Signature Community Engagement Project

Description: System-wide implementation of signature community engagement projects at each campus along with to be continuously contributed worked on.

Team: Service Learning Sub-Committee

SUNY Office: Office of Government Relations
Contact: Stacey Hengsterman, Asst. VC for University and Community Relations

Executive Summary:
Critically aligning community needs with campus capacity, each campus will begin developing a long term, scoped Signature Campus Engagement Project to which volunteerism and service-learning initiatives will align with. Focusing as a campus on critical issues in each community will ensure SUNY can begin to move the dial on important public issues.

Key Terms / Data Points:
- Signature Community Engagement Project- A large-scale project aimed at improving the local community surrounding the college. The project must be long-term and must continuously be reviewed and adjusted to meet the changing needs of the community.

Methodology:
1. The Vibrant Community Committee will meet, discuss and vote upon a resolution outlining the necessary components of a Signature Community Engagement Project, then present it for consideration to the SUNY Board of Trustees.
2. Campuses will then be contacted and asked to establish a signature engagement plan. Progress will be reported yearly.

Recommendations:
1. Consult with campuses that have existing signature community engagement projects to gauge depth of resolution for it to be effective.

Action Items:
1. Sub-Committee must decide on appropriate language and metrics for resolution.
2. Engage campuses for input (being careful to include accurate representation of all campuses to ensure viability) and redraft resolution.
3. Bring resolution to Board of Trustees.
Power of SUNY Implementation: Report Card  
A Competitive New York  
Item Definition

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<td>Item:</td>
<td>NYS International exports, yearly job creation, and yearly average wages</td>
</tr>
<tr>
<td>Description:</td>
<td>This metrics provides some measures of New York’s economic power in terms of international exports, job creation rates, and average wages</td>
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<tr>
<td>Base Year:</td>
<td>Fiscal Year ending June 30, 2009 (if the year of your data does not conform to this base year, please provide an explanation in the “Comments / Concerns” section.)</td>
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<tr>
<td>Team:</td>
<td>SUNY and the World</td>
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<tr>
<td>SUNY Office:</td>
<td>Office of Strategic Planning</td>
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<tr>
<td>Contact:</td>
<td>Rebecca Grace</td>
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Executive Summary:

In an increasingly globalized economy, SUNY recognizes the importance of getting students hands-on experience bridging cultural gaps in order to bring more business to New York. In order to measure the success of this, New York’s exports to the international community are reported as well as job creation rates and wage rates which reflect the state of New York’s economy.

Key Terms / Data Points:

- **Exports**: This metrics reports the exports from New York State to the international community

Methodology:

1. Exports from New York State are derived from the U.S. Census Bureau’s website located at [http://www.census.gov/foreign-trade/statistics/state/data/ny.html](http://www.census.gov/foreign-trade/statistics/state/data/ny.html)
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 31 - 1 / SUNY and the World
Item: Students enrolled in foreign language courses

Description: Enrollments in foreign language courses in SUNY

Base Year: Academic Year ending June 30, 2009, data reported for Fall semester only

Team: SUNY and the World
Contact: Stephen Dunnett / John Wood

SUNY Office: Office of Institutional Research / International Programs
Contact: Rick Miller / Sally Crimmins-Villela

Executive Summary:
Enrollment in foreign language courses is one basic measure of the internationalization of SUNY students. Foreign language acquisition remains the most important, substantive vehicle for gaining knowledge of other cultures and perspectives as well as cross-cultural skills—essential features of the global competence that SUNY students must possess if they are to succeed in a globalized marketplace and career environment increasingly characterized by multiple languages and cultures. Despite a two- or three-semester foreign language requirement at many SUNY campuses because it is not required at all campuses, the actual foreign language acquisition in the sense of proficiency in the target language is a relative rarity among SUNY undergraduates, and most graduate programs in SUNY do not award credit for undergraduate coursework in a foreign language taken during graduate studies. Course offerings at some of the smaller colleges tend to be restricted to Spanish and French. Among SUNY students who achieve proficiency in a foreign language, many do so through an immersive study abroad experience in a country where the target language is the primary spoken language. Hence, foreign language enrollment data has to be evaluated in a granular, nuanced fashion, in terms of the numbers of students achieving learning outcomes associated with at least third-year (300-level) courses.

Key Terms / Data Points:

- Modern Language Association (MLA) - http://www.mla.org/ The Modern Language Association of America provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy.

- Enrollments – Enrollments in foreign language courses include students enrolled in several courses at the same time; that is, the enrollments are not measuring the number of discrete students. Of particular significance is the enrollment of students in more advanced undergraduate courses, as these are the students who typically achieve some level of proficiency in the target language.

Printed 1/13/2011
• Undergraduate Enrollment – Per MLA, “In 2006 we instituted separate entries for lower-level and upper-level course enrollments. We defined the introductory level as first- and second-year language classes and the advanced level as third- and fourth-year classes. Although this differentiation by year is mechanical and disregards variations in requirements, curricular design, time frames, and language difficulty, we hope it will nonetheless help standardize institutional reporting.”
  o Introductory Undergraduate – first- and second-year language classes
  o Advanced Undergraduate – third- and fourth-year classes
• Post Graduate – students who have already attained an undergraduate degree and now attend graduate school at the Masters or Doctoral level

Methodology:

1. The baseline data is drawn from the 2009 Modern Language Association (MLA) survey, which includes all SUNY campuses offering foreign language courses, for the fall semester. However, the MLA survey is conducted only once every three years. For future annual report cards, data on foreign language enrollments will need to be captured by the SUNY Office of Institutional Research on an annual basis.
2. SIRIS
   a. Data reported for Fall semester ONLY
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No:  32 –2 / SUNY and the World
Item:  Prestigious externally-awarded international scholarships for SUNY students

Description:  Prestigious externally-awarded international scholarships (* Fulbright, Boren, Gates, Marshall, Muskie, Truman, Rhodes, Gilman)

Base Year:  Fiscal Year ending June 30, 2009.

Team:  SUNY and the World
Contact:  Stephen Dunnett/John Wood

SUNY Office:  Office of Institutional Research
Contact:  Rick Miller

Executive Summary:
This is a sub-metric for Education Abroad and counts the number of SUNY students awarded prestigious international scholarships, such as Fulbright, Boren, Gilman, Truman, Marshall, Gates, and Rhodes. Student success in this domain reflects not only SUNY’s academic excellence but also its capacity to prepare students with the global knowledge and skills needed to be highly competitive in applying for these prestigious awards.

Key Terms / Data Points:

• Scholarship –externally-funded award to a student for the purpose of studying abroad for credit, typically based on academic merit and to a lesser extent financial need.

Methodology:
Institutional Research will compile data on prestigious international scholarships awarded to SUNY students.

Comments / Concerns:
1. Campuses need to provide consistent data on all of the major scholarships awarded to students, including Fulbright, Boren, Gates, Marshall, Muskie, Truman, Rhodes, and Gilman.

Printed 1/13/2011
Power of SUNY Implementation: Report Card
A Competitive New York
Item Definition

Item No: 33 - 3 / SUNY and the World
Item: Education abroad

Description: Enrollment in credit-bearing overseas academic programs, as measured by the annual census conducted by the SUNY Office of International Programs in cooperation with the SUNY Council on International Education

Base Year: Fiscal Year ending June 30, 2009.
Team: SUNY and the World
Contact: Stephen Dunnett / John Wood

SUNY Office: Office of International Programs
Contact: Sally Crimmins-Villela

Executive Summary:

The longstanding SUNY Study Abroad Consortium, one of the oldest – and, by far, the largest – operating in any public university system in the U.S., cooperates to monitor study abroad statistics on an annual basis. The data on the number, type, and enrollment of study abroad programs in SUNY provide an excellent measure of a vital dimension of campus internationalization—namely, the extent to which students have a direct and sustained international experience, i.e. in another country and culture, as a component of their academic degree program, and preferably through the medium of another language.

Students’ acquisition of global competence and cross-cultural skills depends very directly on these international experiences. If SUNY is to prepare students for the highly competitive global working environment of the 21st century, it must provide a larger number of its students with international experiences through education, research, service and work programs abroad. As part of their own internationalization planning, each of the campuses must determine suitable targets for study abroad participation among their students. Institutions in all categories, including specialized colleges and community colleges, are able to join the SUNY effort to greatly expand study abroad participation.

Key Terms:

- Study abroad—overseas academic program earning SUNY credit; may involve traditional classroom study, or service or internship experiences.
- SUNY Study Abroad Consortium—Some 600 overseas academic programs administered by more than 20 State University campuses cooperating through the SUNY Council on International Education (CIE) and affording SUNY students a large and diverse range of study abroad opportunities.

Printed 1/13/2011
Data Points:
- No. of Students
- No. of Countries
- No. and type of Programs (i.e – short-term/ long term; faculty-led/independent; coursework/internship/service learning)

Methodology:
1. In addition to overall enrollments in education abroad, metric should track most popular destination countries for SUNY students abroad and the participation by students in minority or traditionally underrepresented groups (in terms of gender, race, ethnic origin, sexual orientation and disability status).

Recommendations:
1. Use a map to show the number of countries and programs

Comments / Concerns:
1. Could use narrative to highlight new programs (business, sciences) or new countries
2. At this point this metric will be drawn from enrollment in SUNY's Overseas Academic Programs for the 2009-2010 year. These are approved, campus-operated, credit-bearing educational programs conducted outside of the fifty states. The SUNY Council on International Education (CIE) manages a network of some 600 such programs on all seven continents. The Office of International Programs conducts an annual census with the CIE. The intention is to use this census to provide the count for this metric. (Sally Crimmins Villela)
3. Definition may change in future to include externally organized or managed programs – currently can’t count external programs with any accuracy.

Action Items:
1. Mechanisms should be established at each campus to track SUNY students participating in non-SUNY education abroad programs.
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#### Item Definition

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<td>SUNY Office:</td>
<td>Office of Institutional Research</td>
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<td>Contact:</td>
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### Executive Summary:

International student enrollment—in terms of numbers of students from each sending country and these students’ field of study—is a readily available measure of internationalization. For many years, SUNY campuses, particularly the university centers, have attracted large numbers of international students, especially graduate students in the STEM fields due to the lack of qualified domestic applicants. SUNY’s experience in this regard parallels national trends. These international students have thus played a critical role in sustaining and enhancing the educational and research endeavors of these programs.

While international students do not by themselves internationalize a campus, they do help diversify the student body and influence their domestic counterparts in both the classroom and extracurricular environments. In addition to their contribution as a revenue stream (paying non-resident tuition, which is more than double the resident tuition), international students bring distinctive intellectual backgrounds and perspectives to SUNY and help foster a more cosmopolitan learning environment for all. For many students from New York State who are unable to study abroad, interactions with international students is a key part of their “internationalization at home.”

Those campuses not currently participating in the annual Open Doors census should do so each year to help achieve better overall international student counts in SUNY as well as enhanced measures of economic impact based on them.

### Key Terms:

- **International Enrollment**—typically includes both matriculated and non-matriculated (e.g. exchange) students, as well as students doing non-credit Intensive English programs and Optional Practical Training. **STEM Fields**—Science, Technology, Engineering and Mathematics disciplines

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• **Open Doors**—the annual census of international exchange (international students in the U.S. and U.S. students studying abroad) conducted by the Institute of International Education and sponsored by the U.S. Department of State.

**Data Points:**

• Number of students – Associates level/Baccalaureate level/Graduate level breakdown
• Countries of origin
• Programs / majors of international students

**Methodology:**

1. Enrollments of international students at each level will be tracked each fall to monitor growth in absolute numbers, distribution by country of origin and major, percentage of international enrollment, and impacts of international enrollment management activities in SUNY System Administration and at the various campuses.

**Comments / Concerns:**

1. Undergrad = Associates/ Bachelors, Graduate > Bachelors
2. Enrollment data is from fall 2009 and is drawn from the SUNY Office of Institutional Research. *Open Doors*, the annual national census conducted by the Institute of International Education (IIE), is also consulted.

**Action Items:**

1. SUNY campuses enrolling international students should be directed to participate in the annual census of international students conducted by the Institute of International Education for the *Open Doors* report.
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#### Executive Summary:

Higher education is now one of the top service sector exports of both the United States and New York State. Although only a small percentage of SUNY’s enrollment is currently international, these students already have a major economic impact. In addition, many international students in SUNY go on to practical training and internship programs, lending their expertise to companies and organizations engaged internationally. As SUNY takes steps to increase international enrollment system-wide as part of its internationalization plan, the economic impact will grow substantially.

Economic impact of international students is drawn from the data compiled annually by NAFSA: Association of International Educators, based on tuition figures from Wintergreen Orchard House, enrollment figures from the Institute of International Education's *Open Doors* report, living expenses calculated from Wintergreen Orchard House figures and analysis of the data by Jason Baumgartner at Indiana University Bloomington’s Office of International Services.

In conjunction with the annual census of international students in the Department of State-sponsored Open Doors report prepared by the Institute of International Education and released each November during International Education Week, NAFSA: Association of International Educators commissions and publishes an economic impact analysis prepared by Jason Baumgartner of Indiana University. For every institution reporting international enrollments in Open Doors, the NAFSA report calculates the economic impact of these students in terms of tuition and fees, costs of textbooks and incidentals, living expenses, dependent costs, and any federal, state and institutional support offsetting these costs. The report tabulates the economic impact at the institutional, county, state and national levels.
Key Terms / Data Points:

- *Economic impact* – based on tuition and fees, costs of textbooks and incidentals, living expenses, dependent costs, and any federal, state and institutional support offsetting these costs. *NAFSA*—the leading professional association of international educators in the world; NAFSA is a major resource for information about international education.

Methodology:

1. Economic impact of international students is drawn from the data compiled annually by NAFSA: Association of International Educators, based on tuition figures from Wintergreen Orchard House, enrollment figures from the Institute of International Education's *Open Doors* report, living expenses calculated from Wintergreen Orchard House figures and analysis of the data by Jason Baumgartner at Indiana University Bloomington’s Office of International Services.

Comments:

1. Economic impact data is based on fall 2009 enrollment data from IIE’s Open Doors report. For campuses reporting fewer than 10 international students enrolled, NAFSA’s report estimates the economic impact. The international enrollments for SUNY campuses reflected in *Open Doors* are slightly different from those from the SUNY Office of Institutional Research, as not all SUNY campuses participate in the Open Doors census.

2. It is recommended that all SUNY campuses enrolling international students participate in the annual *Open Doors* census conducted by the Institute of International Education.
Power of SUNY Implementation: Report Card
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Item Definition

Item No: 36 - 6 / SUNY and the World
Item: Externally-awarded international fellowships for faculty and staff
Description: Externally-awarded international fellowships for faculty and staff (Fulbright, DAAD, Humboldt, etc)
Base Year: Fiscal Year ending June 30, 2009.
Team: SUNY and the World
Contact: Stephen Dunnett/John Wood
SUNY Office: Office of Strategic Planning
Contact: John McDonald

Executive Summary:

A critical dimension of the SUNY and the World strategy is the internationalization of faculty. Faculty members typically determine most of the other components of a comprehensive internationalization agenda, including teaching, curricula and research. Faculty play a key role with respect to the engagement of students in international learning and overseas experiences. Measuring faculty internationalization fully will entail mapping in a comprehensive fashion all their international activities, whether in research, education or service. In the short-term, SUNY will rely on a narrowly defined measure of faculty internationalization, namely, the number of scholarships and fellowships, such as Fulbright and Humboldt, awarded to SUNY faculty to conduct international activities. Compiled annually from campus records, this data can serve as a proxy measure to assess the extent to which faculty are participating in international scholarship and fellowship programs, and the progress made year to year in internationalizing faculty. In coming years, SUNY, as a founding member of the UCosmic® Consortium, will benefit from a system-wide data collection, information management and knowledge creation system designed to comprehensively map international engagement across all dimensions of the university. This will ultimately provide a much more complete and robust picture of faculty internationalization and be in a better position to measure progress.

Key Terms / Data Points:

- **Fellowship** – externally-funded award to a faculty member or researcher to teach or conduct research or service overseas, typically at a host institution of higher education or research.

Methodology:

1. Using faculty annual report mechanisms at the campus level, track the type and number of international faculty fellowships received to support international research, teaching or service.
Comments / Concerns:

1. In the short term, a survey may be conducted of organizations awarding fellowships to SUNY faculty but long-term a reporting mechanism is needed, either centrally or on campus. Data may be drawn from faculty annual reports submitted at the campus level.
Power of SUNY Implementation: Report Card
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Item Definition

Item No: 37 - 7 / SUNY and the World
Item: Economic impact of international activity

Description: Economic impact of international activity (grants, contracts, cooperative agreements) conducted by The Research Foundation of SUNY (RF) measured by expenditures for activity conducted outside the United States and for expenditures resulting from funding from foreign sponsors

Base Year: Fiscal Year ending June 30, 2009

Team: SUNY and the World
Contact: Sally Crimmins-Villela / Jim Ketterer

SUNY Office: The Research Foundation
Contact: John Paris

Executive Summary:

The Research Foundation (RF) of SUNY approves and administers most international grants and contracts for the campuses, including grants for U.S.-based international research projects funded by federal agencies such as the National Science Foundation (NSF) and the National Institutes of Health (NIH), international development projects such as those funded by the United States Agency for International Development (USAID), exchange and training programs funded by the Departments of State and Education, and contracts with foreign governments and international agencies such as the World Bank, among others, to deliver educational or training programs in other countries. RF maintains data on the types and amounts of funding for international projects in these various categories. As SUNY seeks to increase the number and variety of externally funded international projects, it will advance the internationalization of participating campuses and the State University through the direct engagement of faculty, students and staff. At the same time, SUNY will enhance overall external funding in support of its core missions of research, education and service and thus contribute in a critical way to its role as a key economic driver of New York State.

With respect to international activity, RF data includes:

1. **Expenditures Incurred in Foreign Countries:** Expenditures on sponsored program activity that occurs outside the United States is reported on Schedule F of the RF IRS Form 990. Funding for these programs is frequently but not always provided by domestic sources (i.e. the U.S. Federal Government) and some portion of expenditures occurs in a country outside the United States.

2. **Expenditures From Foreign-Sponsored Awards:** Expenditures resulting from the conduct of programs funded by a foreign sponsor, including collaborative research, educational and training programs delivered overseas or in the U.S.. Although the source of funding is a foreign sponsor, expenditures may or may not occur outside of the U.S.
3. **Expenditures for Sponsored Domestic Activities**—Expenditures on sponsored program activity that occurs in the U.S., typically for/with foreign participants, e.g. foreign trainees enrolled in sponsored programs on SUNY campuses.

**Key Terms:**

1. *International activity* – research conducted outside the United States or funded by a foreign sponsor, whose primary place of business (or headquarters) is outside the United States

**Data Points:**

1. Expenditures from activity conducted outside of the U.S. as reported on IRS Form 990 Schedule F reported by campus, number of countries outside the U.S. where expenditures occurred, number of awards, and number of PIs.
2. Expenditures resulting from funding received by a foreign sponsor, number of awards and number of PIs.

**Methodology:**

**Comments / Concerns:**

Due to current business processes, the RF does not currently capture data for a sponsored program with an international flavor where no expenditures occur overseas.

Verify the need for additional data and assess the degree to which other options exist for gathering the data.