SUNY Excels 2015 Performance Improvement Plan
Attachment 1: Narrative Template

CAMPUS INFORMATION

<table>
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<tr>
<th>Campus:</th>
<th>Alfred – Ceramics</th>
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| President:     | Dr. Charles Edmonson, President of Alfred University  
Dr. Doreen Edwards, Acting VP of Statutory Affairs, Head of NYSCC |
| Chief Academic Officer: | Dr. Rick Stephens |
| Chief Financial Officer: | Ms. Giovina Lloyd |

Section 1. Campus Alignment with SUNY Excels and SUNY’s Overall Focus on Completion

Introduction

The New York State College of Ceramics is a statutory college within Alfred University, which is a private institution located in Alfred, NY. With approximately 55 faculty and 90 staff, the College enrolls around 550 undergraduates and 90 graduate students in undergraduate and graduate degree programs in the School of Art and Design and the Inamori School of Engineering. The College also contributes to the education of students enrolled in the private colleges of Alfred University (and vice versa) through agreements that govern shared academic and administrative services.

The School of Art and Design offers a Bachelor of Fine Arts (B.F.A) degree, a B.S. degree in Art History and Theory, and three M.F.A. degrees in Ceramic Art, Sculpture/Dimensional Studies, and Electronic Integrated Art. The School’s M.F.A. programs are ranked eleventh overall by the U.S. News and World Report. In specialty rankings, Ceramics is listed as the top ranked (#1) program in the nation, and Sculpture is ranked fifteenth. Alfred University is accredited by the National Association of Schools of Art and Design (NASAD).

The Inamori School of Engineering offers undergraduate and graduate degrees in six disciplines: biomaterials engineering, ceramic engineering, glass engineering science, materials science and engineering, mechanical engineering and renewable energy engineering. The mechanical and renewable energy engineering programs are privately endowed, i.e. not funded by the College of Ceramics. The School is only one of two institutions in the U.S. that offers a B.S. in Ceramic Engineering, and the only institution in the U.S. that offers degrees in glass science. The undergraduate programs in ceramic engineering, glass engineering science, and materials science and engineering are accredited by ABET. Collectively, the graduate programs in the materials-related disciplines (M.S. and Ph.D.) are ranked among the top 50 graduate Materials Science and Engineering programs by U.S. News and World Report.

The College’s Samuel R. Scholes Library collections are recognized internationally as a resource for information on the art, science, technology, and history of ceramics and glass. The library also has outstanding holdings in the areas of advanced materials, photography, art history, contemporary art, electronic media, graphic design, glass art, and sculpture.
Mission and Standing

The mission of the college is to educate students and conduct undergraduate and graduate research in the fields of art, engineering and science. The College of Ceramics’ environment promotes the unique synergies related to materials and their applications as media of artistic expression and engineering function for the broader benefit of society. The College serves the educational and business sectors of New York State through its specialized research, information resources and outreach programs. It maintains the faculty, facilities and educational environment necessary to carry out the main mission.

The College of Ceramics is recognized as a leader in the art, science, and engineering of ceramic and glass materials. As mentioned above, its graduate programs enjoy strong national rankings. To remain competitive with their peers, the College of Ceramics programs must maintain and grow their visibility with strong and contemporary marketing messages. This is particularly critical for the programs in the School of Art and Design, where visual images are at the heart of the academic disciplines it offers. For the engineering programs, growth of externally funded research is the key to raising the profile. Both art and engineering require continued investment to maintain state-of-the-art studio and laboratory facilities.

Program Mix / Centers / Distinct Programs or Activities

The College of Ceramics was established in 1900 to serve New York State’s ceramic and raw materials industry. While the college’s distinction originates with its past focus on ceramics, it now benefits New York State with a unique combination of expertise in areas of engineering, science, the visual arts, and design.

The engineering programs in the College are well known for their expertise in advanced ceramic and glass materials which are enabling components for clean energy technologies (batteries, fuel cells, and solar panels), environmental clean-up (filters, catalysts, and catalysts supports), biomedical therapies (tissue scaffolds, bone cements, and dental implants), defense and security applications (high-temperature electronics and sensors), and transportation (ceramic matrix composites for jet engines). The University has been the home of Center for Advanced Ceramic Technology (CACT) for nearly three decades. This NYS-supported center is one of 15 Centers for Advanced Technology funded by NYSTAR/ESD to support university-industry collaborations and has worked with around 70 companies in the past five years. The University is also home to the Center for High Temperature Characterization (CHTC), established with a $6M investment from New York State to provide a testing facility for the State’s advanced materials industry. The CHTC works hand-in-glove with the CACT to provide services to NYS industry. The School’s expertise in ceramic materials is shared with the general public through the Inamori Kyocera Ceramic Museum which features the history and technical progression of engineered ceramics. The College is seeking to grow its expertise in advanced ceramic manufacturing, primarily through ongoing and future investments in rapid-prototyping, additive manufacturing, and ceramic-machining capabilities.

The College’s engineering programs are exploring ways in which they can expand enrollment through on-line and hybrid (on-line combined with on-campus experiences) programming. For well over a decade, the School of Engineering has provided a small distance-learning program for professionals working in the region. It has also provided short courses for professionals in the ceramics and glass industry. With the increasing acceptance of on-line education as a quality educational alternative, the School is preparing to conduct a market study to better understand the types of programming needed by the ceramics and glass industry, both inside and outside the state of New York. Individual courses, certificates, and degree programs are being considered.

The School of Art and Design is a multi-media art school that has built a strong international reputation through faculty exhibitions, research, and international exchanges as well as its graduates’ successes. It serves the State’s creative-arts industry by providing an educated workforce and by promoting the arts in rural western New York through lectures, exhibitions, and workshops. Through its galleries, collections, and centers of innovation, the School of Art and Design hosts approximately 130 public events annually. The Robert C. Turner Gallery is a student-run gallery that provides students a venue to show their artwork and to learn the business of
art. The Cohen Center and Art Gallery and Fosdick-Nelson Gallery are professionally curated galleries that provide internship opportunities to students. The Institute for Electronic Art (IEA) is dedicated to the integration of electronic media with the fine arts disciplines. The National Casting Center provides exception facilities for melting and casting metals and glass. The University is home to the Alfred Ceramic Art Museum, which houses nearly 8000 ceramic objects, ranging from ancient pottery shards to contemporary ceramic art. The School of Art and Design is growing its summer offerings to provide students and working professionals an opportunity to expand their expertise through intensive hands-on workshops on campus. It is also expanding its on-line offerings.

The College is exploring how it can further strengthen the connection between art and engineering beyond its historical connection to ceramic and glass materials. The College’s rapid prototyping and digital fabrication facilities are currently serving as a hub for many of these connections. A tangible result has been the creation of several new classes that encourage artists and engineers to work side-by-side on hands-on projects. Forward-looking discussions are focusing on the concepts of STEAM (science, technology, engineering, arts, and mathematic) education and design thinking.

The College contributes to the University’s K-12 outreach efforts through its involvement with the A-3 Consortium 21st Century Community Learning Center and the University’s Children and Youth Learning Initiative (CYLI). The A-3 consortium, which stands for Aligning Aspirations and Actions, offers after-school and summer programming for students (grades 3-8) both off and on campus. CYLI brings students to campus for hands-on educational activities that encourage college attendance. The School also hosts several annual events for high school students, including Engineering and Materials Science Day, Women in Engineering Discovery Day, and various summer institutes.

All of the College’s undergraduates engage in an applied learning experience in their senior year. Engineering students conduct a senior thesis or senior design project and present their results at an annual undergraduate research forum. Seniors in the Art and Design B.F.A. create a body of work for a school-wide art exhibition, which is one of the premier community events of the year. Students in the B.S. Art History and Theory program undertake a capstone project that culminates in a public thesis presentation. Undergraduates gain additional applied and experiential learning through undergraduate research, cooperative educational programs, internships, and student-run galleries. The graduate programs are built on a foundation of applied and experiential learning, culminating in a public defense of a thesis for engineering students and a public show and thesis defense for M.F.A. students.

The College contributes to and benefits from Alfred University’s Author O. Eve Opportunity Program. This highly successful program offers mentoring, counseling, and a variety of services designed to promote academic success among students coming from historically disadvantaged backgrounds.

**Post-Graduation Success**

The post-graduate success of the College’s graduates is monitored by Alfred University’s McComsey Career Development Center, which surveys graduates one year after graduation. Over 2010-2014, the response rate was 70-80%.

For students graduating with a B.S. in one of our engineering disciplines during 2010-2014, the reported placement rate in industry or in engineering-related graduate programs exceeded 97%. Approximately 40% of the B.S. graduates pursue a graduate degree. In 2014, the average starting salary for the College’s B.S. engineering graduates was reported to be $60,500.

For students graduating with a Bachelor of Fine Arts during 2010 – 2014, outcomes were reported as follows: 64-71% employed in the field, 11-12% in graduate school, 4-34% self-employed, and 7-17% underemployed or seeking employment. The average salary over the same time frame ranged from $24,800 to $46,100 annually.

The low response rate among graduate students precludes the reporting of statistically meaningful data about the graduates of the M.F.A, M.S., and Ph.D. programs. Graduates of the M.S. and Ph.D. engineering programs
report employment in industry, government (national labs), and academia. The M.F.A. graduates report careers in instruction, product development, public relations, and art services.

**Alumni/Philanthropy**

Alumni of the College of Ceramics programs are strong advocates for Alfred University and the College’s programs. They contribute to the campus in many ways: by mentoring current students; by assisting with internships, co-op and post-graduation placement; and by providing financial support for scholarships, programs, and capital facilities.

**Strategic Plan / Excels Goals**

Alfred University is currently (2015-2016) in the process of creating a strategic plan around three main themes:

- High-quality undergraduate and graduate education
- Commitment to diversity and social justice
- Sustainability as a basic principle of educational, environmental, financial, social and institution responsibility

Within each of these main themes are several broad strategy statements that can be aligned with the SUNY Excels framework, as shown in Table I on the next page.

The College of Ceramics is setting goals in each SUNY Excels focus area as shown in Section 2 of this report. The College of Ceramics priority areas for the next few years will be:

- Stabilizing and increasing on-campus enrollment in the College of Ceramics programs through enhanced marketing, recruiting, and retention
- Expanding on-line, off-site, hybrid, and summer programs to increase access and completion
- Expanding programming at the intersection of art and engineering for improved student success for improved student success and increased innovation
- Expanding and improving the quality of applied learning experiences for improved student success
- Growing externally sponsored research
- Strengthening the College’s engagement with its local community and NYS industry to promote economic development, e.g. through START-UP NY

**Environmental Factors**

The College of Ceramics is dedicated to the spirit of continuous improvement but is mindful of various challenges.

The location of Alfred University in rural Western New York presents many of the challenges that must be overcome to meet many of the goals established by this plan. The population of 15-24 year olds in the regions of NYS where the College draws most of its students is predicted to decline by approximately 5% from 2015-2020, making recruiting of traditional-aged students more difficult. The rural location of the university makes it difficult to attract non-traditional students to on-campus programs. The university is located in a rural county with a low-level of diversity (~95% white, non-Hispanic), which makes it difficult to build diversity in the faculty and staff. Strategies for addressing these challenges include expanding recruiting to new markets (national and international), increased on-line, off-site, and hybrid programming, and strategic partnerships to build diversity.
Table I. Alignment of Alfred University Strategic Plan with SUNY Excels Themes

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<tr>
<th>SUNY Excels Themes</th>
<th>Alfred University - Broad Strategy Statements *</th>
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| **Access**         | • Develop new avenues to educate both traditional and non-traditional students at our home campus and other locations  
                     • Evaluate services, operations and academic programs for suitability to current and emerging needs  
                     • Develop new initiatives for greater diversity  
                     • Better communicate AU identity for both internal communities and external markets |
| **Completion**     | • Define and deliver a vibrant educational experience that ensures common learning outcomes for undergraduate students  
                     • Invest in dynamic and innovative co-curricular pedagogy that challenges students to grow as creative and critical thinkers  
                     • Reaffirm and advance our pledge to make all members of the AU community feel that they belong |
| **Success**        | • Increase the number of students who completed applied learning experiences  
                     • Enhance effort to help students successfully transition to careers or advanced degree programs  
                     • Develop new initiatives for greater diversity and exposure to different cultures |
| **Inquiry**        | • Develop new and strengthen current revenue streams (e.g. external investment in research)  
                     • Invest in dynamic and innovative pedagogy that challenges students to grow as creative and critical thinkers (e.g. scholarship, discovery, innovation)  
                     • Leverage our creativity and expertise in new ways to be a better asset to the communities we serve (e.g. thought leaders) |
| **Engagement**     | • Leverage our creativity and expertise in new ways to be a better asset to the communities we serve (e.g. economic and work force development)  
                     • Integrate and expand engagement with and connections to the communities (e.g. community service)  
                     • Develop even stronger alumni ties to encourage philanthropy and involvement with the University  
                     • Better coordinate green initiatives and develop new green initiatives  
                     • Make AU an even more attractive place to work |

*Some statements have been paraphrased or truncated to clarify their relationships to SUNY Excel Themes.

**Investment Fund**

The College of Ceramics is currently seeking funding from SUNY’s Investment Fund to support activities in the area of advanced manufacturing, particularly as it applies to ceramic materials. The College currently has two pending proposals. One proposal, submitted to the SUNY 2020 fund, involves the creation of a Center for Advanced Ceramic Manufacturing. The other is a proposal to the Empire Innovation Program seeking funding to support start-up costs for a new faculty member in the area of advanced ceramic manufacturing.

These proposals align with the College of Ceramics strategic priorities as outlined in this Performance Improvement plan in that they will promote engagement with NYS industry to promote economic development and provide a foundation for increasing externally sponsored research.
Section 2. Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture

The College of Ceramics enrolled 539 FT undergraduate and 77 FT graduate students in Fall 2014. Over the past five years (2009-2014), the undergraduate full-time headcount has averaged 607. Over the past decade, enrollment has fluctuated by approximately +/- 12%. Over the past few years, the College has experienced a 35% increase in undergraduate engineering programs and a 25% decrease in undergraduate art and design programs. The number of full-time graduate students has remained fairly steady at 65 +/- 5 over the same ten year period.

The University’s new plan contains several strategies that are intended to grow enrollment from its current levels. Most notably, the plan calls for “developing new avenues for educating both traditional and non-traditional students at our home campus and other locations” and for “better communicating AU’s identity for both internal communities and external markets.”

The actions that will be taken to grow enrollment in the College are expected to include:

- Expanded marketing for the College’s undergraduate and graduate programs. The College contends that improved marketing is critical to reversing recent trends in the undergraduate enrollment, particularly in the art and design programs that enjoy strong national rankings. Optimistic and realistic goals for traditional undergraduate enrollment are estimated by assuming that the College can (i) reverse the trends in decreasing enrollment in the art and design programs and (ii) continue the trends in increasing enrollment in engineering. In essence, these goals (570 by 2018 and 619 by 2020) would return enrollment to the level achieved in 2012.

- On-line courses to facilitate seamless transfer into the engineering programs. Implementation of these courses, along with more focused marketing to two-year institutions, is expected to double transfer enrollment in the engineering programs, bringing it to its 2009 levels.

- Hybrid on-campus and off-site MFA programs. The College has submitted a letter of intent for a two-year MFA in painting. The program will involve students splitting their time among the Alfred Campus and a satellite location in Dusseldorf, Germany. When realized, the program will increase graduate enrollment in the School of Art and Design, adding 14 graduate students per year when fully implemented.

- Hybrid on-line / on-campus graduate and advanced certificate programs in engineering. Informal feedback from employers suggests that there is a strong market for on-line graduate-level education in ceramics and glass engineering. Plans to develop on-line courses for working professionals, with an eye towards developing low-residency M.S. programs focused on Ceramic Engineering and Glass Science, are in a nascent stage pending finalization of AU’s strategic plan. Projections for increased enrollment are highly speculative at this time; nevertheless, we are conservatively estimating the addition of 20 part-time students by 2020.

- Increased research efforts to provide tuition and stipend support for graduate students in engineering. A realistic goal is to increase the number of full-time graduate students by ~25% over the next five years.

- Summer programs/courses. The School of Art and Design will continue to grow its summer programs and short courses. Over the past couple of years, the enrollment has grown from essentially zero to 27 students in credit-bearing classes and 65 in Summer Ceramic Workshops. The School of Engineering will be reviewing its summer offerings with the goal of providing educational opportunities for working professionals, transfer students, and international students seeking short-term exchange experiences.
2. NYS Residents Served by SUNY

Approximately 60% of the College of Ceramics enrollment is from New York State, and this has remained fairly constant over the past five years. In addition offering credit-bearing courses, the College of Ceramics, along with the private sectors of Alfred University, serves NYS residents through a variety of venues, such as:

- K-12 outreach programs
- Cultural programming: lectures, workshops, gallery and museum exhibitions
- Technical programming: lectures, workshops, symposia and conferences
- Technical assistance for business and industry
- Non-credit bearing short courses

K-12 Outreach: The School of Engineering partners with the A-3 Consortium 21st Century Community Learning Center to offer after-school and summer programming for regional students in grades 3-8. It also contributes to the University’s Children and Youth Learning Initiative (CYLI) that brings area middle and high school students to campus for hands-on educational programming that encourages college attendance. Through these two organizations, the School of Engineering serves approximately 300 students annually. The School also hosts Engineering and Materials Science Day, Women in Engineering Discovery Day, and various summer institutes which serve around 100 high-school students annually.

Cultural Programming: The School of Art and Design hosts approximately 130 public events annually, including gallery openings, gallery talks, lectures, and exhibitions. The number of participants is not collected except for the exhibition viewership in the professional galleries. In 2014-2015, the total viewership was 7466 in the Fosdick-Nelson and Cohen galleries.

Technical programming: The School of Engineering hosts two named lectures each year, serving around 300 participants each. The Center for Advanced Ceramic Technology hosts or co-hosts several industry-focused symposia each year – typically serving around 100 NYS residents each year. The School routinely organizes a major ceramics and glass conference every couple of years, which typically serves around 500-1000 registrants.

Technical Assistance for business and industry: Over the past five years, the School of Engineering has worked with over 70 NYS businesses by providing research and analytical services through its Center for Advanced Ceramic Technology and Center for High Temperature Characterization.

Non-credit bearing classes: Both Schools offer non-credit-bearing classes, with offerings and enrollment varying from year to year. As a point of reference, 65 students attended Summer Ceramic Workshops and around 50 enrolled in two short courses in Summer 2015.

Please note that the historic data shown in Attachment 2 - Table 2 for non-credit instructional activity are not accurate because different methodologies were used before and after 2012. To facilitate continuous improvement, the College will be seeking clarification on how to best report the data and will be instituting new practices for collecting this type of data. Using the same methodology that was used before 2012, targets for non-credit instructional activity are set at 1200 annually for 2018-19 and 2020.

3. Capacity

The capacity in the School of Engineering undergraduate programs (including both private and public programs) is around 120 first-time full-time students and is limited by the number of faculty rather than facilities. The growth projected for the statutory programs is consistent with the estimated capacity of the programs. The demand for graduates is high as evidenced by the >97% placement. If traditional on-campus enrollment increases above the projected levels, the College will consider hiring additional faculty and staff to expand the programs’ capacity. The College is exploring the expansion of on-line delivery and hybrid course offerings to meet the educational needs of the ceramics and glass industry.
The capacity of the School of Art and Design is approximately 120 first-time full-time students. In the art programs, capacity is limited both by faculty and facilities. As discussed previously, plans to increase first-time full-time enrollment are being developed. Demand for graduates is strong. Based on demand, the School is making plans to increases the capacity of its graduate programs with the addition of an M.F.A. in painting.

4. Diversity

Alfred University’s plan identifies “developing new initiatives for greater diversity” as one of its strategic goals. The College will contribute to and participate in these new initiatives as they are being developed over the upcoming year.

Geographic Diversity: Approximately 60% of the College of Ceramics enrollment is from New York State. The percentage of international students has grown slightly from 3.3 % in 2009 to 6.8% in 2014, with graduate programs playing the biggest role in this increase. In 2015, international students accounted for 27.8% of the graduate programs. Because of regional demographics, increased enrollment at both the undergraduate and graduate level will require recruiting outside the state and country. The College has, and is building new, relationships with institutions in China, Brazil, Germany, United Kingdom, Italy, and elsewhere for the purpose of growing enrollment and enriching the cultural experiences of our students. The College anticipates a slight decrease in the percentage of students from NYS and a slight increase in the percentage of international students.

Student Diversity: The College of Ceramics, and the University overall, have achieved an increase in student diversity. This trend is expected to continue over the next five years with increased recruiting beyond the region.

Faculty and Staff Diversity: We do not anticipate significant changes in the diversity of the staff because of flat employment projections, low turnover rate, and the inherent demographics of rural Allegany County (95% white, non-Hispanic). Similarly, there are flat employment projections and low turnover rates for the College’s faculty. When conducting faculty searches, the College utilizes best practices to attract a diverse applicant pool.

2.2 Completion

5. Completions

Alfred University and the College of Ceramics are focused on increasing retention and graduation rates. Attachment 2 - Table 8 reports first-to-second year retention rates ranging from 70.5% to 84.5% over the time frame 2008-2013, with no discernible trends. Alfred University’s annual registrar’s report show first-to-second year retention in the statutory college ranging from 74.0% to 87.8% over the same time frame. The reason for this discrepancy is not known at this time. Nevertheless, the current goal is to consistently maintain retention for first-year and transfer students above 85% by improved advising and student support. Because of the low number of part-time students, we are not setting retention goals for this category. Six-year graduation rates in the College of Ceramics range from 65% to 72.2 % for cohorts entering over the time period 2003-2008, with some evidence of a downward trend. The goal is to reverse the trend, and achieve a 73% graduation rate by 2020.

As mentioned previously, the College is planning to increase its on-line, off-site, and hybrid programming to increase the number of completions.

6. Student Achievement / Success (SAM)

As part of its retention efforts, Alfred University is working towards providing a more accurate picture of student success by measuring academic suspensions/dismissals, voluntary withdrawals, and graduation rates.
7. Graduation Rates

The College of Ceramics is seeking to increase graduation rate by increasing retention, particularly from the first-to-second year. Alfred University and the College have a number of programs designed to promote retention. These include focused first-year programming, an early-alert program, assistant deans focused on retention, improved advising, and improved data collection to understand why students elect to withdraw from the institution.

8. Time to Degree

The College of Ceramics programs are design to promote on-time degree completion. The average time to degree was around 4.5 years in 2013-2014. A comparison of five-year and six-year graduation rates shows that most students are completing within five years. Some students elect to stay 4.5-5 years to take advantage of the University’s co-operative education program and dual-degree opportunities. The School of Engineering will be exploring the possibility of 4+1 program to reduce the time for students staying on for the M.S. degree.

2.3 Success

9. SUNY Advantage

The College of Ceramics values applied learning. The academic programs feature intensive hands-on laboratory and studio experiences. All undergraduates complete a thesis, design project, or art exhibition during their senior year. Students have substantial opportunities to conduct undergraduate research. The University’s Career Development Center facilitates the College’s co-operative education and internship programs.

Alfred University’s new strategic plan is placing a strong emphasis on increasing the number of students who complete an applied learning experience. Because the College of Ceramics already requires its students to complete an applied learning experience, our main emphasis will be on increasing the quality of the experiences. We will be focusing on increased collaboration with external mentors, e.g. businesses, working professionals, community organizations, etc.

Metrics for success will include improvements in the employment rate and average starting salary of our graduates.

10. Financial Literacy

Alfred University does not disaggregate the default rates of the students enrolled in the College and therefore has not provided data for Attachment 2 - Table 16. Alfred University is exploring ways to improve the financial literacy of its students as a part of its retention programs.

2.4 Inquiry

11. Total Sponsored Activity

The College of Ceramics’ research activities are administered by Alfred University, rather than the SUNY Research Foundation. Thus, they are not reported in Attachment 2 – Table 17. In FY 2014, the College of Ceramics sponsored research expenditures were $3.5M. An aggressive, but realistic goal is to increase expenditures to $5.0 M by 2020. Most of the sponsored research activity originates in the School of Engineering with funding from federal agencies (the National Science Foundation, the Department of Energy, and the Department of Defense), state agencies, industry, and philanthropic organizations.
Approximately 20% of the sponsored research is funded by industry. To continue to meet the needs of the ceramics and glass industry, the College is expanding its facilities and expertise in the area of advanced manufacturing.

**12. Student hands-on research, entrepreneurship, etc.**

Please see our response to question number 9 above. The College will be working with System IR to ensure proper reporting of applied learning activity.

**13. Scholarship, Discovery and Innovation**

The College of Ceramics faculty scholarship is reflected in its publications, citations, and exhibits. This data is captured annually in faculty activity reports. The College recognizes the need to improve the collection and reporting of this type of data. The College’s School of Engineering has established minimum requirements for publications which are linked to graduate degree completion, i.e. a minimum of one publication per M.S. degree and three publications per Ph.D. degree.

**2.5 Engagement**

**14. START-UP New York and beyond (businesses started / jobs created)**

The College is committed to supporting the economic development of the region and New York State. The College of Ceramics START-UP NY campus plan has been approved. The campus is working with businesses to apply for the START-UP NY program. The University is home of the Center for Advanced Ceramic Technology (CACT), which has worked with approximately 70 companies over the past five years. The University is also home to the Center for High Temperature Characterization (CHTC) which offers analytical services to companies and user access to its facilities. The Dean of Engineering is on the board of the regional technology incubator (Incubator Works.)

**15. Alumni / Philanthropic Support**

Alumni relations and philanthropic support are managed by Alfred University’s Office of University Relations. The College of Ceramics contributes to and benefits from the efforts of this office within the private university.

Prior to 2012, the University provided a disaggregated data for the Voluntary Support of Education (VSE) report for the College, which resulted in the data provided in Attachment 2 - Table 18. These data, which is no longer provided as a disaggregated report, underestimates the engagement of the College alumni. Many of our alumni donate to student programming that is managed by Alfred University rather than the College. The University and the College have a number of programs and activities designed to support, engage, and connect alumni to campus. Expanded engagement is one of the main focuses of Alfred University’s new strategic plan.

**16. Civic Engagement**

Student civic engagement is monitored by Alfred University’s Division of Student Affairs, but the data cannot be disaggregated to distinguish the College’s activities.
17. Economic Impact

The College of Ceramics does not currently have a mechanism to capture College-wide economic impact data. The Center for Advanced Ceramic Technology collects and reports data for its program through its annual reporting to Empire State Development.

Section 3: Conclusion and Expected Impact on your Campus

The College of Ceramics is a statutory college within Alfred University. The broad strategy statements in Alfred University’s strategic plan, which is currently under development (2015-2016), are well aligned with the themes in the SUNY Excel framework. When possible, we have provided targets for the SUNY Excel metrics. We anticipate that we will be updating some of these targets, and defining new ones, as the University’s plan takes shape over the upcoming year.

We recognize that the overarching goal of SUNY Excels is continuous improvement. We have identified priority areas with goals and outcomes as follows:

- The College will build on-campus enrollment to capacity by 2020. This involves reversing declining trends in art enrollment and growing engineering enrollment. The projected outcome is an educated workforce for the State’s engineering and creative-arts industries.

- The College will expand on-line, off-site, hybrid, and summer programs to address need and demand. Enrollment targets for on-line degree programs are high speculative at this time but will be refined in the upcoming year based on market studies aimed at the needs of the ceramics and glass industry. The projected outcome is increased access and completion.

- The College will expand programming at the intersection of art and engineering for improved student success and increased innovation. The expected outcome will be graduates who are better prepared to work on multi-disciplinary problems and an increase in entrepreneurial endeavors.

- The College will expand and improve the quality of applied learning experiences for improved student success as measured by increases in the employment rate and average starting salaries of our graduates.

- The College will grow externally sponsored research to $5M annually. The increase in externally sponsored research will support increases in graduate-level degree completion, increase publications, and generally raise the profile of the College.

- The College will increase engagement with its local community and NYS industry to promote economic development.

Collectively, progress in these areas will strengthen the impact of the College of Ceramics on its community, state and beyond.

Prepared by: Doreen Edwards, Acting VP for Statutory Affairs
Submitted: 10/21/2015