

Memorandum of Understanding

**State University of New York College of Technology
at Canton**

and the

State University of New York

April 2007

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1.0 Campus Role and Distinctiveness

Originally founded in 1906 as the School of Agriculture at St. Lawrence University, the State University of New York College of Technology at Canton (SUNY Canton) offers a wide variety of majors at the certificate, associate, and bachelor degree levels. The College primarily serves a New York State market, with the majority of students coming from the six-county North Country region. The College has a tripartite mission of teaching, applied research, and community service and economic development.

At present, SUNY Canton is making the transition from an associate degree institution to a college with a significant number of baccalaureate programs. As of Fall 2005, the College had 312 baccalaureate students, up from 75 in Fall 2000, and this increase in baccalaureate students has accounted for much of SUNY Canton's growth in the last five years. This programmatic shift has not broadened the College's geographic reach, however, as students from St. Lawrence County continue to make up over 54% of the student body, and almost 67% come from North Country counties. SUNY Canton is also committed to meeting the community college needs of St. Lawrence County, which plays a role in the geographic concentration of its student body.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions can provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. Table 1 shows nine colleges that SUNY Canton has identified as current and aspirational peer institutions. Criteria for selecting peer institutions included: an enrollment of around 3,215 students, having a total of at least 18 baccalaureate programs, having 70% of full-time faculty possessing the appropriate terminal degree, and offering many upper level courses and programs in an online format. It was also of interest to select institutions that might provide insight with respect to SUNY Canton's goals to increase student selectivity in both its associate and baccalaureate degree programs as a means of improving quality and retention, as well as to increase its sponsored research revenue to \$4 million annually.

Table 1

SUNY Canton Peer Analysis Table

	SUNY College of Technology at Canton	Current Peer Institutions					Aspirational Peer Institutions			
		Purdue University - N. Central (IN)	Baker College of Muskegon (MI)	Montana Tech of the University of Montana	SUNY College of Technology at Delhi	W. Virginia University Institute of Technology	Ferris State University (MI)	Oregon Institute of Technology	Pennsylvania College of Technology	Milwaukee School of Engineering (WI)
Total Headcount Enrollment (IPEDS)	2,538	3,469	4,076	1,936	2,281	2,487	11,821	3,235	6,255	2,383
Full-Time Headcount Enrollment (IPEDS)	2,139	2,031	2,609	1,584	2,046	1,719	9,172	2,045	5,198	1,816
Percent of Enrollment which is Full-Time (IPEDS)	84.3%	58.5%	64.0%	81.8%	89.7%	69.1%	77.6%	63.2%	83.1%	76.2%
Student FTE Enrollment (IPEDS)	2,272	2,510	3,098	1,701	2,124	1,975	10,055	2,442	5,550	2,005
Total Degrees/Certificates Awarded (IPEDS)	450	537	496	347	609	403	2,598	448	1,323	446
% Course Sections with < 20 Students (College Board) ^{1,2}	31.7%	41.1%	37.8%	55.1%	NA	64.2%	NA	47.1%	59.4%	56.8%
% Course Sections with > 50 Students (College Board) ^{1,2}	4.1%	3.5%	1.6%	7.2%	NA	1.9%	NA	4.4%	0.0%	0.4%
Total Faculty Headcount (IPEDS) ³	138	259	195	158	157	164	923	159	468	229
% Full-Time Faculty (IPEDS) ³	61.6%	37.5%	8.7%	72.2%	60.5%	62.8%	62.2%	89.3%	59.8%	55.0%
% Full-Time Faculty with Ph.D./Terminal Degrees (College Board) ^{4,5,6}	20.5%	58.3%	15.0%	42.5%	NA	47.1%	99.8%	36.6%	22.6%	62.7%
% Full-Time Faculty with Tenure (IPEDS)	43.5%	51.5%	NA	60.2%	44.2%	66.0%	57.0%	47.2%	81.8%	0.0%
Faculty Rank Distribution										
% Full Professor	22.4%	11.3%	0.0%	29.0%	25.3%	28.4%	38.0%	25.2%	6.1%	34.9%
% Associate Professor	18.8%	43.3%	0.0%	13.0%	25.3%	21.0%	26.5%	33.9%	29.6%	35.7%
% Assistant Professor	28.2%	36.1%	0.0%	16.7%	38.9%	16.7%	31.9%	37.4%	35.0%	22.2%
% Instructor	30.6%	0.0%	0.0%	17.3%	10.5%	11.1%	2.3%	3.5%	29.3%	7.1%
% Lecturer/Other	0.0%	9.3%	0.0%	0.0%	0.0%	21.6%	0.0%	0.0%	0.0%	0.0%
% No Rank (IPEDS)	0.0%	0.0%	100.0%	24.1%	0.0%	1.2%	1.3%	0.0%	0.0%	0.0%
Student/Faculty Ratio and % Adjunct (IPEDS)										
Student FTE/Total Faculty FTE	21.8	16.5	40.0	13.8	18.3	16.0	17.0	20.3	15.8	12.5
Student FTE/Total Faculty Headcount	16.7	9.7	15.9	10.8	14.0	12.0	12.5	18.6	11.9	8.8
Student FTE/FT Faculty Headcount	26.7	25.9	182.2	14.9	22.4	19.2	21.0	21.2	19.8	15.9
Student FTE/Tenure Track Faculty	28.4	29.5	NA	15.9	20.6	22.4	22.8	22.8	20.9	0.0
% Adjunct Faculty	36.0%	61.4%	91.3%	NA	31.6%	37.2%	40.6%	9.9%	40.2%	45.0%
First-Year Retention (2003 Cohort, IPEDS)	64%	55%	48%	60%	75%	53%	66%	72%	70%	75%
% First-Time, Full-Time Students Graduating Within Six Years (IPEDS) ⁷	32.7%	13.7%	25.2%	46.3%	33.2%	44.0%	33.3%	42.5%	46.1%	56.9%
SAT Scores 25 th and 75 th Percentiles (IPEDS IC04) ^{8,9,10}	810/1030	860/1060	NA	970/1220	NA	830/1070	870/1070	940/1170	800/1020	1070/1260
% Freshmen with a High School G.P.A. > 3.0 (College Board) ^{11,12,13}	10.0%	34.0%	NA	67.0%	6.0%	70.0%	NA	75.0%	NA	88.0%
Freshman Acceptance Rate (IPEDS IC04) ^{14,15}	92.3%	85.7%	100.0%	99.3%	82.0%	99.7%	49.4%	92.8%	89.7%	64.7%
Control	Public	Public	Private	Public	Public	Public	Public	Public	Public	Private
Size and Setting (Carnegie Foundation, 2005)	Small four-year, highly residential	Small four-year, primarily nonresidential	Medium four-year, primarily nonresidential	Small four-year, primarily nonresidential	Small four-year, highly residential	Small four-year, primarily nonresidential	Large four-year, primarily residential	Small four-year, primarily nonresidential	Medium four-year, primarily residential	Small four-year, primarily residential
Basic Carnegie Classification (Carnegie Foundation, 2005)	Associate's--Public 4-year Primarily Associate's	Baccalaureate Colleges--Diverse Fields	Baccalaureate/Associate's Colleges	Baccalaureate Colleges--Diverse Fields	Baccalaureate/Associate's Colleges	Baccalaureate Colleges--Diverse Fields	Master's Colleges and Universities	Baccalaureate Colleges--Diverse Fields	Baccalaureate/Associate's Colleges	Baccalaureate Colleges--Diverse Fields

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003), the College Board Annual Survey of Colleges (2004-05) except where indicated, Carnegie Foundation (2005), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

¹ Course Section Size Data for SUNY College of Technology at Canton taken from the 2002-03 College Board Annual Survey of Colleges.

² Course Section Size Data for Montana Tech of the University of Montana taken from the 2003-04 College Board Annual Survey of Colleges.

³ Total Faculty Headcount and Percent of Faculty Who are Full-Time at Montana Tech of the University of Montana are based on the count of employees who are primarily instruction.

⁴ Percent of Faculty with Ph.D./Terminal Degree for Pennsylvania College of Technology taken from the 2000-01 College Board Annual Survey of Colleges.

⁵ Percent of Faculty with Ph.D./Terminal Degree for SUNY College of Technology at Canton taken from the 2002-03 College Board Annual Survey of Colleges.

⁶ Percent of Faculty with Ph.D./Terminal Degree for Purdue University (IN), Baker College (MI) and Oregon and West Virginia Institutes of Technology taken from the 2003-04 College Board Annual Survey of Colleges.

⁷ Six-Year Graduation Rate for West Virginia Institute of Technology taken from the 2004 IPEDS Graduation Rate Survey.

⁸ SAT Score Data for Pennsylvania College of Technology taken from the 2000-01 College Board Annual Survey of Colleges.

⁹ SAT Score Data for SUNY College of Technology at Canton taken from the 2002-03 College Board Annual Survey of Colleges.

¹⁰ SAT Score Data for West Virginia Institute of Technology taken from the 2003-04 College Board Annual Survey of Colleges.

¹¹ Percent of Freshman with a H.S. GPA > 3.0 for SUNY College of Technology at Canton taken from the 2001-02 College Board Annual Survey of Colleges.

¹² Percent of Freshman with a H.S. GPA > 3.0 for West Virginia Institute of Technology taken from the 2002-03 College Board Annual Survey of Colleges.

¹³ Percent of Freshman with a H.S. GPA > 3.0 for Purdue University (IN) and SUNY College of Technology at Delhi taken from the 2003-04 College Board Annual Survey of Colleges.

¹⁴ Freshman Acceptance Rate for West Virginia Institute of Technology taken from the 2002-03 College Board Annual Survey of Colleges.

¹⁵ Freshman Acceptance Rate for Baker College (MI) and Pennsylvania College of Technology taken from the 2003-04 College Board Annual Survey of Colleges.

3.0 Economic Impact

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

SUNY Canton's activities affect the economy in traditional ways, providing training to skilled workers who help drive the economy at the state, regional, and local levels. The College also contributes significantly to the local economy by bringing in students from outside the area. Further, by encouraging local students to matriculate at SUNY Canton, the College helps keep revenue in the area rather than have it leave the region.

The spending impact of SUNY Canton students also plays a significant role in St. Lawrence County. Approximately 20% of the student body comes from outside the region and contributes close to \$1 million annually to the local economy. In addition, this pattern will change dramatically during the next few years as the College increases its baccalaureate offerings, works more closely with community colleges on articulation agreements, expands its recruiting efforts outside the region, offers more online courses, and makes significant inroads in its international collaborations. As a result, the spending impact of students will grow non-linearly with enrollment gains.

The most recent economic impact study shows that the College employs 472 people and that its activities lead to another 265 people being employed. Direct expenditures amount to \$36.1 million, with additional indirect expenditures amounting to \$34.2 million, accounting for a total economic impact of \$70.3 million (based on U.S. Bureau of Economic Analysis methodology).

4.0 Enrollment and Admissions

4.1 Enrollment growth

As shown below in Table 2a, SUNY Canton projects an enrollment increase of over 730 students, about a 30% increase, by 2010. In developing its strategic planning process, the College has been mindful of the need to provide adequate resources to maintain academic standards. Therefore, baccalaureate program growth that complements the College's current offerings is planned, as reflected in Table 2b. All the enrollment projections shown below are linked to the implementation of new baccalaureate programs, as described more completely later in this document.

Table 2a below shows overall enrollment projections by SUNY Canton through 2010, while Table 2b focuses on enrollment in baccalaureate programs and FTE enrollment in online baccalaureate programs.

Table 2a

SUNY Canton Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2005 (Actual) ¹	Fall 2006 (Approved) ²	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Undergraduate							
First-time FT	799	810	825	780	770	765	760
Transfer FT	180	195	200	235	260	275	300
Continuing/Returning	1,102	1,190	1,200	1,347	1,478	1,532	1,605
Total FT Undergraduate	2,081	2,195	2,225	2,362	2,508	2,572	2,665
Total PT Undergraduate	400	490	492	515	525	535	550
Total Undergraduate	2,481	2,685	2,717	2,877	3,033	3,107	3,215
Total Headcount	2,481	2,685	2,717	2,877	3,033	3,107	3,215
AAFTE	2,128	2,268	2,298	2,437	2,580	2,645	2,739

Data maintained by the State University of New York Office of Institutional Research and Analysis

¹2005-06 AAFTE is estimated²Approved funded enrollment, Fiscal Year 2006-07 budget

Table 2b

Planned Enrollment – Baccalaureate Programs and Online Baccalaureate Programs (FTE)

Student Group	Fall 2005 (Actual) ¹	Fall 2006 (Approved) ²	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Baccalaureate Enrollment	312	N/A	585	755	885	1,037	1,139
Baccalaureate Online FTE's	55	N/A	140	240	304	354	384

Enrollment goals are affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2a and Table 2b.

As specific commitments related to enrollment growth by 2010, SUNY Canton will:

- have 35% of its students enrolled in baccalaureate programs, and
- have one-third of those baccalaureate students enrolled in online courses of study.

4.2 Enrollment mix

SUNY's 2004-2008 Master Plan reaffirms the State University's commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. Currently, 46% of SUNY Canton's incoming full-time freshmen come from St. Lawrence County, with the next largest populations coming from the New York City/Long Island area and Central New York. The College plans to

maintain the New York City/Long Island percentage while increasing the proportion from the Hudson Valley, Central New York (especially transfer students), and the Southern Tier (i.e., Binghamton).

SUNY Canton maintains a strong commitment to EOP since students in the program comprise over 10% of the entering freshman class. On average, up to 40% of these students are from diverse ethnic backgrounds. In addition, many EOP students come from non-traditional age groups or are first-generation college students.

SUNY Canton's out-of-state population and international student population is quite small, 1.1% and 0.1% respectively. Due to the recent increase in tuition for non-resident students, the College has found it increasingly difficult to attract these students to matriculate at SUNY Canton. With the emergence of more online opportunities and niche baccalaureate programs, however, the College expects to increase these numbers.

By 2010, SUNY Canton makes the following commitments related to enrollment mix:

- to reduce the percentage of students from its broader region – which includes the North Country, the Mohawk Valley, and the Capital District – to 57% of its total student body;
- to increase the number of out-of-state students to 4.5% of the student body and the number of international students to 2.5% of the student body;
- to at least maintain the current diversity of the student body; and
- to enhance its efforts to recruit and retain students from underserved populations.

4.3 Enrollment management plans

SUNY Canton's enrollment management plans focus primarily on three groups: high school graduates, transfer students, and non-traditional students. For each of these groups, the College employs different recruiting strategies. Most first-time students come from local high schools, and SUNY Canton reaches out to this group through high school visits, college fairs, open houses, faculty visits, telecounseling, direct mailing, and advertising campaigns.

Still, many of the College's first-time students are non-traditional students who are looking for the opportunity to advance in their present position or to change careers. For these students, the College utilizes less traditional recruitment strategies, such as working with local businesses that are anticipating layoffs or closure to provide information and access to affected employees. The increase in baccalaureate degrees will also affect this market. Proposed programs at the baccalaureate level (e.g., Nursing) will draw non-traditional students who work locally as well as students from outside the region. This growth will be enhanced through online courses and programs. Baccalaureate degree programs such as Emergency and Disaster Management and Technology Management will draw those who already have completed either a Criminal Justice or Business associate degree and allow them to complete a baccalaureate degree.

One thing is certain: In order to improve the recruitment of first-time students in a shrinking local market, SUNY Canton needs to be more direct in reaching out to different student groups. Expanding the number of programs available at SUNY Canton will help facilitate this change in demographics. This effort is especially important given the College's desire to strengthen its image as an institution that provides educational opportunities for all. SUNY Canton also intends to enroll more transfer students by increasing awareness of its offerings to students in potential feeder institutions and by adding formal articulation agreements with these institutions.

SUNY Canton makes the following commitments for 2010 related to enrollment management planning:

- to have 75 articulation agreements for 2+2 programs and double the number of 1+1 programs;
- to increase visibility with each of its feeder schools through more frequent visits by admissions counselors and more regular interactions between faculty and instructors at those schools;
- to encourage more students in certificate and associate degree programs to continue in a baccalaureate program;
- to engage in a more expansive scholarship program; and
- to expand its marketing to a much broader pool of potential applicants through a commitment to online learning and its unique curricular programs.

4.4 Selectivity

As SUNY Canton evolves over the next five years to become a campus with a balance of associate and baccalaureate programs, its selectivity goals will evolve as well. Because there are still too few baccalaureate students to judge the College's selectivity performance based on SAT scores, the best selectivity measure is the high school grade point average of incoming students, regardless of academic program or special status. The College has made great strides in improving this measure of selectivity, with the percentage of first-time full-time students with a high school GPA of 80 or better increasing from 32.7% in 1997 to over 50% in 2005.

Table 3 presents the College's selectivity projections through 2010.

Table 3

Distribution of First-Time Full-Time Regular Admit Baccalaureate Students
by Selectivity Group

Selectivity Group	Fall 2005 (Actual)	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Group 1	13.5%	13.1%	13.4%	13.8%	14.2%	14.6%
Group 2	21.6%	28.6%	28.9%	29.1%	29.6%	30.0%
Group 3	51.3%	39.5%	39.7%	39.8%	39.5%	39.3%
Group 4	8.1%	15.6%	15.0%	14.6%	14.3%	14.0%
Group 5	0.0%	2.0%	2.0%	1.8%	1.5%	1.1%
Not Classifiable	5.4%	1.1%	0.9%	0.8%	0.7%	0.9%
Special Admits (EOP or Other Risk)	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%

As shown in Table 3, SUNY Canton currently maintains Group 3 selectivity for its baccalaureate students, and expects to stay at that level even though the absolute number of those students is projected to rise from 39 in Fall 2004 to 250 in Fall 2010. Specifically, the College commits to the following selectivity goals over the next five years:

- to increase the percentage of first-time full-time students with a high school GPA over 80, regardless of academic program or status, to 57.3%;
- to institute the requirement that all baccalaureate degree applicants take the SAT or equivalent by 2010;
- to encourage all associate degree applicants to take the SAT or equivalent by 2010; and
- to maintain selectivity for first-time full-time regularly admitted baccalaureate students at Level 3, accompanied by slight increases in overall levels.

5.0 Faculty

5.1 Faculty profile

Given its change in mission, SUNY Canton has been working diligently to ensure that new faculty will be able to teach not only at the certificate and associate levels, but also at the baccalaureate level when appropriate. As such, the campus' focus in the future will be to hire faculty who have a terminal degree or who expect to receive such a degree within a few years of appointment, and the College will also encourage existing faculty who lack a terminal degree to pursue one.

Currently, 90% of SUNY Canton faculty members have at least a master's degree. In areas in which there is a terminal degree in the field, 40% of the College's faculty have doctoral degrees or their equivalent. Further, over 20% of the faculty are pursuing a terminal degree. Therefore, SUNY Canton expects that during the next five years the number of faculty with terminal degrees will rise dramatically.

Although ethnic minority students comprise 11-12% of SUNY Canton's student body, there is much less ethnic diversity among its faculty. Consistent with recommendations offered by the 2002 Middle States evaluation team, the College is implementing aggressive recruitment strategies in an effort to rectify this problem. For instance, the College has introduced a new initiative that permits increasing the number of faculty in a field should a qualified ethnic minority candidate be available, followed by not filling the next vacancy in the field in order to correct any resulting imbalance.

In recent years, SUNY Canton's faculty-to-student ratio has declined, with about 20% fewer faculty members teaching the same number of students compared to ten years ago. As a result, the College has worked cautiously the past two years to increase the number of faculty in areas of greatest need and will continue to do so until its faculty-to-student is close to the average for SUNY's colleges of technology.

As specific objectives related to faculty profile, SUNY Canton commits to:

- having 70% of its faculty with a terminal degree by 2010;
- having 90% of its Arts and Science faculty with a doctorate by 2010;
- not awarding continuing appointment (except in unusual circumstances) to faculty members who lack a terminal degree in a program relevant to their employment;
- increasing ethnic diversity in its faculty to approximately 5% by 2010; and
- reducing faculty-to-student ratios to achieve parity with the average for the colleges of technology (assuming projected enrollment growth takes place).

5.2. Faculty development

Faculty development is a crucial aspect of the institution's growth, since through such activity SUNY Canton contributes to the well-being of the faculty, the intellectual advancement of the institution, and the quality of instruction. The College provides a wide range of faculty development opportunities, including support to pursue a terminal degree, attend scholarly meetings, present and prepare publications, submit grant applications, prepare online courses, develop new curricula, and pursue research opportunities. Recipients of institutional funds are asked to report on the results of their work. In ongoing support of faculty pursuing a terminal degree, the College is also mindful of progress toward completion.

5.3 Scholarship and research/Sponsored activity

Attention to sponsored research activity is relatively new to SUNY Canton, and historically the College has achieved little in this arena. More recently, the hiring of faculty with terminal degrees and aspirations to continue scholarly work has led to an increase in the number of faculty members actively engaged in scholarly pursuits.

Similarly, a modest but growing number of faculty members are achieving success in securing external support for their scholarly work, and the establishment of a Grants Office has assisted faculty in identifying areas of grant support and preparing proposals. To date, however, most of SUNY Canton's external support has come in the form of block grants for educational advancement rather than research. The College expects this situation to change dramatically over the next few years as the institution grows and comes to resemble more closely the characteristics of a four-year institution.

Table 4 below shows SUNY Canton's commitments for sponsored funding over the next five years.

Table 4

Sponsored Research Expenditures (Direct + Indirect), 2004-05 Through 2009-10 (in Millions)

2004-05 (Actual)	2005-06 (Actual)	2006-07 (Planned)	2007-08 (Planned)	2008-09 (Planned)	2009-10 (Planned)
\$1.33	\$1.66	\$2.20	\$3.30	\$3.50	\$4.00

2004-05 and 2005-06 figures reported by the SUNY Research Foundation

5.4 Faculty review: tenure and promotion

As suggested earlier, SUNY Canton fully anticipates – and will strongly encourage – an increase in scholarly activity by faculty, following on the growth in four-year degree programs and the concomitant increase in faculty with terminal degrees. A faculty-dominated committee, the Academic Planning Group, is discussing this issue and will likely recommend appropriate changes in existing faculty tenure and promotion guidelines. These recommendations will then be reviewed by appropriate governance and labor/management groups.

At present, faculty members are expected to report annually on their performance. This report plays an integral part in the faculty evaluation process, and ultimately has bearing on decisions related to reappointment, promotion, and discretionary salary increases. Although the existing evaluation system does not place great emphasis on scholarly ability, it is expected that in the future faculty who receive support in their pursuit of scholarly work will be judged more critically in this area. This review will incorporate the opinions of other scholars in the field external to SUNY Canton.

In the area of faculty review, tenure, and promotion, SUNY Canton makes the following commitments through 2010:

- to engage in a dialogue with relevant faculty representatives to discuss external-to-the-College peer review of faculty performance for promotion and tenure decisions for faculty hired after the 2006-07 academic year;
- to review the relative weight of evaluative criteria for faculty who perform scholarly work and those who predominately teach; and

- to continue using student evaluations of teaching effectiveness in its review of faculty for promotion and tenure.

5.5 Faculty opinion and satisfaction/Faculty governance

Solicitation of faculty members' opinions and measurement of their satisfaction are essential elements to the success of the institution. In addition to the formal survey process (e.g., HERI), SUNY Canton has local, regular meetings with faculty in both formal and informal settings. The President and Provost meet at least once a semester with the faculty members of each individual school and make themselves available to meet with departments or other faculty groups upon request. The administration's open-door policy and clear vision of shared ownership of the institution's future have been instrumental to date in the success of the College's transition to a four-year institution.

The faculty governance body is the Faculty Assembly, which includes nine standing committees (Faculty Affairs, Curriculum, Academic Standards, Retention and Student Life, Library, Instructional Technology, Recognition and Awards, Continuing Appointment Appeals, Honors Convocation). The functions of the Faculty Assembly are as follows: to study problems and policies of the College and the State University as a whole; provide a mechanism for faculty to fulfill their obligation to participate significantly in the initiation, development, and implementation of the educational program; provide a forum for communication and mechanism for consultation between the President of the College and the faculty; take any action that is deemed necessary for the professional or social interests of the faculty; provide an opportunity for the exchange of ideas of mutual interest and concern among members of the faculty; and provide an opportunity for the exchange of ideas of mutual interest and concern among members of the college community, the community at large, and the College Council.

The officers of the Faculty Assembly are the Chair (President of the College), Presiding Officer, Faculty Senator, and Secretary. The membership comprises all members of the professional staff of the College as defined by the Board of Trustees; those professional members of the College Association, Research Foundation, or other grant-funded positions concerned with the academic or student development activities or programs of the College; and up to six students. There are four scheduled meetings of the Faculty Assembly each semester.

6.0 Academic Program Directions

6.1 Undergraduate programs

Programmatically, SUNY Canton will undertake the development and implementation of at least seven new baccalaureate programs over the next five years. It is important to note that these new programs will be created only after careful consideration of their fiscal and space implications. In addition, the College will continually review the performance and enrollment of existing academic programs to determine their priority within its academic and fiscal plan.

New baccalaureate programs to be developed will be in the broad fields of Management, Public Service, Health, and Technology. In addition to those currently under review at System

Administration and SED, the College will develop other Bachelor of Technology programs in areas that include the following: Automotive Management Technology; Communications Technology; New Media; Health Information Administration; Environmental Engineering Technology; Forensic Science Technology; Management Information Systems; and Health and Fitness Management.

As additional commitments in the area of undergraduate programs, SUNY Canton will:

- establish a set of core computer competencies by 2007 that graduates of every program must demonstrate prior to graduation; and
- encourage all students to take one distance learning course before graduation.

6.2 Majors/Programs with national/regional distinction

In keeping with its mission to prepare students for employment in areas of need in the region, SUNY Canton recognizes that its curricula must address labor demands, meaning that many programmatic offerings are designed specifically to meet certain key needs of the economy. In particular, the College focuses on two distinct types of programs: those for which there is a high need and the supply of existing programs does not meet demand; and programs that satisfy a niche demand and therefore draw students external to the immediate area. For example, the College's baccalaureate program in Criminal Investigation is distinctive to the region, and the programs in Veterinary Science Technology and Air Conditioning Engineering Technology are rare, providing students with an excellent chance of employment upon graduation (i.e., close to 100%). The baccalaureate degree program in Alternative and Renewable Energy Applications, which began in Fall 2006, is the only one of its kind in the Northeast, the Motorsports program is unique in the Northeast, and the Mortuary Science program is one of only fifty nationwide.

6.3 General education

All SUNY Canton students are required to complete General Education courses developed to provide them with opportunities to enrich personal intellectual development and to help them appreciate multiple perspectives on a wide range of topics while mastering the skills of effective thinking, problem solving, and communication. In addition, there is a Writing Across the Curriculum element, with every program required to include a writing intensive course in the discipline, and there are clear criteria that guide the materials that must be included in such courses.

As a specific commitment in this area, the College will:

- include in its General Education curriculum computer core competencies that must be met by every graduate.

6.4 Graduate and professional programs and support for graduate education

In collaboration with SUNYIT, SUNY Canton already offers its graduates and North Country residents the opportunity to earn a master's degree. The institution is also discussing a jointly registered M.P.A. program with Excelsior College, which would serve as the degree-granting institution. In both these initiatives, SUNY Canton faculty members will play an integral role, especially in the latter case in which they will be essential to course and program development.

Beyond these initiatives, SUNY Canton would also look to collaborate with other institutions to broaden the opportunities available to its graduates and North Country professionals and offer professional doctoral degree programs on its campus. These programs would complement current undergraduate offerings and provide a seamless transition into graduate studies in specific key areas where there is demand and student interest.

Both SUNY Canton and System Administration agree to consider the expansion of the College's mission to include graduate programs in selected areas and of appropriate level of selectivity that take into account the educational and economic needs of Northern New York. The master plan amendment necessitated by the proposal for this additional level of instruction would result in a change in SUNY Canton's mission.

A planning process will be initiated in order to address how best to achieve this objective, producing a strategic plan that clarifies a number of important issues. First, the plan must address the proposed programmatic changes in light of the missions and capacities of other SUNY campuses, the impact of graduate programs on related disciplines at the College, the conclusions of the College's assessments of the major, and Middle States re-accreditation reviews. Second, estimates must be provided of student demand and potential enrollments for each proposed graduate program and the extent to which other SUNY institutions meet the educational and employment needs in the field, in particular whether other SUNY institutions can meet the educational needs of the place-bound population and regional demands served by Canton. There must also be a clear delineation of needed resources for implementing each program, in terms of faculty, financial resources, and facilities, as well as plans for reallocating resources as necessary. Finally, the plan must include a timeline that makes clear the order in which new programs will be introduced.

6.5 Teacher education

The Childhood Education Teacher Preparation A.A. program, a transfer program, will be designed to be completed within four semesters. Course offerings in this program were selected carefully to facilitate the transfer process and fulfill requirements in baccalaureate teacher education programs at other SUNY institutions. In addition, all courses in SUNY Canton's program are approved in the SUNY Teacher Education Transfer Template for articulation and transfer to other SUNY institutions.

Further, the program director and faculty members selected primarily from the Social Sciences and Humanities departments will advise matriculated students in this program. The director will also consult with counterparts at private institutions offering teacher certification programs in

order to identify institution-specific template equivalencies and formalize articulation agreements. Students applying for transfer to teacher certification programs will work with the director and the Office of Career Services staff on the transfer process.

SUNY Canton will also explore the possibility of offering a jointly registered Industrial Education program, working with a SUNY school that offers degrees in education. SUNY Canton will offer technical classes based on its expertise and work with the partnering institution to provide education classes necessary to gain certification in occupational teaching.

6.6 International programs

SUNY Canton has an agreement with Moscow State University, which allows students to enroll in a dual-degree program and earn their baccalaureate degree at SUNY Canton in Technology Management: Financial Services. This program has already attracted the interest of many baccalaureate students from Moscow State University, and the first cohort of students began the program in Fall 2006. The campus intends to expand this initiative to other SUNY Canton baccalaureate degree programs such as Technology Management and Information Technology.

Similar to the Moscow State University model, SUNY Canton has signed a Memorandum of Understanding with Kherson State University for a dual-degree program, with students from this university expected to begin their studies in Fall 2007. SUNY Canton also has cooperative programs in China, and the College intends to augment these offerings by providing more options for online courses and the interactive video medium. Further, SUNY Canton plans to finalize discussions in China that will enable students to receive a baccalaureate degree in Technology Management.

6.7 Collaborative academic programming

Currently, SUNY Canton has 13 formal articulation agreements, including a 1+1 agreement with Osaka College of Foreign Languages and Business for students transferring into the Veterinary Sciences Technology associate degree program. In Fall 2005, the College began a collaboration with SUNYIT to offer its M.B.A. program in the North Country. This program is offered in distance learning format and through interactive video, and students may be able to accelerate their M.B.A. studies by taking certain undergraduate courses at SUNY Canton. This collaboration will increase enrollments in both SUNY Canton's baccalaureate degree programs and SUNYIT's M.B.A. programs as well as strengthen the international initiatives described in Section 6.6.

In addition, the College recently registered a joint associate degree program in Dental Hygiene with Mohawk Valley Community College (MVCC). This program is offered in the Utica/Rome area using the Veterans Administration facility on the former Griffiss Air Force Base and the Rome MVCC campus. If successful, the program may be expanded to other areas within the State. Similarly, the College is investigating the possibility of offering other professional health associate degree programs in collaboration with MVCC. For instance, programs such as Physical Therapy Assistant would reach a larger audience and increase the viability of offering

traditionally low enrollment programs in large population areas, thereby providing a model that other institutions running small programs could emulate.

SUNY Canton has articulation agreements with Adirondack Community College, Fulton-Montgomery Community College, Erie Community College, Herkimer County Community College, Jefferson Community College, Niagara County Community College, North Country Community College, Osaka College, and Tompkins Cortland Community College. Additional agreements with these colleges and with Cayuga Community College, Hudson Valley Community College, and Mohawk Valley Community College are in progress. At the beginning of the Fall 2006 semester, SUNY Canton had 35 agreements, as compared to 13 in Fall 2005. The majority of these agreements are for programs in Criminal Investigation, Health Services Management, Financial Services, and Technology Management. During the 2006-07 academic year, the College has focused on developing agreements for Emergency and Disaster Management, Alternative and Renewable Energy, Facilities Operations, and Information Technology.

SUNY Canton is also discussing with three SUNY community colleges a partnership that would establish a SUNY Canton presence on these campuses such that their students could be jointly admitted to the community college and SUNY Canton. By using a blend of distance learning and local and SUNY Canton faculty, SUNY Canton degree programs would be available at the community college. Once these students graduate from the community college, they would continue their education in a SUNY Canton baccalaureate degree program and be able to complete this degree while remaining in their local community. A similar model is being discussed with Massasoit Community College in Massachusetts and Gillette College in Wyoming. Approaches to two other community colleges outside New York State are being made as well during the 2006-07 academic year.

As a specific commitment in this area:

- the College will have, on average, four articulation agreements for each baccalaureate degree program by 2010.

6.8 Technology-enhanced learning environments

SUNY Canton's online course offerings and enrollments continue to grow dramatically. In 2005-06, the College had over 2,700 enrollments in online courses, representing a 93% increase compared to 2004-05. Fall 2006 online enrollments were approximately 40% higher than those for Fall 2005.

Overall, the total number of students who took only online classes rose from 37 in 2004-05 to 504 in 2005-06, with this latter figure including 339 students enrolled in online courses held during Summer 2006 and 159 students enrolled during Winterterm 2005. The Winterterm semester was offered only in an online format and attracted four times as many non-SUNY Canton students as SUNY Canton students.

Beginning in Fall 2005, the campus offered the junior year of several of its baccalaureate programs completely online. During 2005-06, SUNY Canton received approval from SUNY and SED to offer 11 of its baccalaureate degree programs in an online format. This initiative has helped to boost enrollments for programs in which associate degree graduates have entered the workforce yet wish to continue their studies at the baccalaureate level. Furthermore, it facilitates collaborations with community colleges both within New York State and in other states, and with colleges and universities in other countries.

The current SUNY Canton model has online courses taught by adjunct faculty not located in Canton. As an example, one adjunct faculty member in China teaches an online course, *Introduction to Chinese History and Culture*, which was recognized recently in China as a leading online course. The College plans to build on this initiative to offer a second course that, along with the introductory course, may constitute a sequence offered to students interested in a study abroad program in China. If successful, a similar project may be offered in the Ukraine using the SUNY Canton distance learning course *Introduction to the Ukraine*.

Every semester, adjunct faculty who are distant to Canton and teaching Canton classes online are assessed in the same manner as all online and campus faculty and classes. General Education assessment is accomplished using an instrument and rubric approved for each course in the General Education program. As an important quality control measure, SUNY Canton has also instituted a peer review process that potential courses must pass before they can be offered online.

In Fall 2005, the College invested in equipment that allows it to offer distance learning courses using the interactive video format. Such a facility may be used to enhance Internet-based courses to overseas students; to offer fully interactive video courses; to provide a medium by which students studying abroad may access families or SUNY Canton faculty and staff; and to assist the College in concluding business arrangements by conducting online video meetings rather than traveling overseas.

As a specific commitment in this area, SUNY Canton will by 2010:

- modernize video conferencing and streaming equipment and services to support academic articulation agreements and distance learning, and to provide support for emerging new applications that enhance inter-institutional communication.

6.9 Library services and support

Recognizing the evolving nature of the role of a university library, SUNY Canton has made significant advances to accommodate these changes. For example, the College merged the divisions of Information Technology and the Library to form the Division of Information Services, and expects this merger to provide greater support to its students in accessing information and using information technology to further their studies.

As a specific commitment related to library services and support:

- SUNY Canton will continue to utilize the products and services made available by SUNYConnect.

6.10 Assessment of academic programs

Once programs are established, SUNY Canton reviews them on a regular basis. This review includes self-assessment and examination by local and external entities. In addition, any accredited programs are reviewed following the criteria of the relevant agency. Non-accredited programs are reviewed as part of the SUNY program review assessment process, which includes an external assessment team. Any recommendations resulting from the review process are discussed by the provost, dean, and department chair or program director, and changes are made as appropriate.

Currently, SUNY Canton has ten programs that are reviewed by accreditation agencies, all in the School of Science, Health and Professional Studies and the School of Engineering Technology. Recent campus experience with accreditation agencies has been very positive, with no programs losing accreditation. In fact, many programs have received more positive feedback compared to previous evaluations.

With respect to General Education assessment, a faculty committee oversees this process. This group adheres to the SUNY guidelines in evaluating the required areas of assessment and reports to the Provost's Office on its findings. As of the 2005-06 academic year, SUNY Canton was in complete compliance with the SUNY Assessment Initiative in terms of both program assessment and General Education assessment.

For the future, the College commits to:

- working toward the implementation of Strengthened Campus-Based Assessment, following the timeline established by System Administration as well as the GEAR Group's assessment guidelines;
- seeking external accreditation for new programs as appropriate and practical; and
- using assessment results to make changes in curricular programs and course delivery as appropriate.

6.11 Responsiveness to state needs

Historically, SUNY Canton has focused on educating students in areas of need and, as such, has been extremely successful in the placement of its graduates. Looking forward to developing its mission statement, the College has not strayed from this goal and has articulated part of its mission as such: "Building upon a century of commitment to academic excellence, SUNY Canton offers baccalaureate and associate degrees and certificates responsive to the educational needs of an evolving technological society."

In comparing its proposed program growth and current offerings with projected employment needs both nationally and within the State, SUNY Canton will continue to provide the appropriate fields of study to meet these needs in most of the highest growth areas. In contemplating further growth, the College will continue to include considerations of employment beyond graduation as a factor as well.

7.0 Student Outcomes

7.1 Retention and graduation rates

Given the importance of identifying students who may be at risk as early as possible, SUNY Canton has instituted a formal mechanism by which faculty members seek to detect students who are in danger of not completing their first semester successfully. This information is transmitted to campus support services staff who ascertain whether the difficulty is in one particular course or indicative of a more global problem. This early identification process was piloted in Fall 2004 and appears to have improved retention. In the 2005-06 academic year, the College reinforced the process, encouraging greater faculty participation as early as the first week of classes and at significant milestones during the term.

With SUNY Canton in transition and expecting to add several new baccalaureate degree programs over the next five years, student retention and graduation rates are highly dependent on the implementation schedule and success of these new programs. The College's retention and three-year graduation goals for the next five years are provided below in Table 5. However, because the College's recent introduction of baccalaureate programs makes it difficult to project future graduation rates from those programs, the institution will establish appropriate benchmarks as additional data are collected.

Table 5

Projected Changes in Retention and Graduation Rates

Indicator	Current	2008	2010
First-Year Retention Rate	56.3% (2003)	59% (2007)	65% (2009)
Three-Year Graduation Rate (Associate Degrees)	28.6% (2000)	31% (2004)	35% (2006)

Note: Dates in parentheses indicate cohort year.

7.2 Transfer success

SUNY Canton expects significant growth in the number of students transferring from community colleges into its baccalaureate degree programs. Currently, discussions are underway with many colleges within SUNY and external to New York State to establish formal agreements. In addition, with the wide array of associate degree programs, SUNY Canton recognizes that it has

a responsibility to prepare students to transfer from SUNY Canton to other institutions so that they can matriculate in fields not offered at the College (e.g., Education).

All articulation agreements are coordinated and reviewed by a faculty member appointed to oversee their development. Such agreements, however, are but one way students transfer to and from SUNY Canton. The Office of Career Services manages articulation agreements for students wishing to transfer out of SUNY Canton into a degree program not offered at the institution. Students transferring into the College are advised by the Office of Admissions as well as faculty who teach the relevant curriculum.

Transfer students are integrated into the campus community as soon as they enroll. They receive the same support services, both academic and social, as students who enrolled at SUNY Canton as freshmen. Specifically, transfer students are assigned an academic advisor who is a faculty member in their program of study, and transcript evaluations and remaining degree requirements are explained. Any other academic support for transfer students comes individually through the program director or school dean. SUNY Canton recognizes the growth in transfer enrollment accompanying the growth in baccalaureate programs and the need for more structured support for these students. The College expects this support to include orientation sessions for transfer students, a transfer Web page to include such topics as FAQ's, and assistance moving from a two-year program to a four-year program and the change in expectations associated with this transition.

At present, data indicate a first-year retention rate of 54.8% for students who transfer into SUNY Canton. In addition, 63.6% of transfer students graduate in four years. Given the very low number of transfer baccalaureate students to this point, however, it is not possible to make accurate projections regarding how the College might improve those rates over the next five years. SUNY Canton does make the following commitment in this area:

- to offer projections for baccalaureate transfer student retention and graduation rates by 2008 for 2010.

8.0 Student Support and Student Life

Through the Division of Student Affairs, SUNY Canton offers comprehensive and diverse student life programming, providing opportunities for social growth, personal development, cultural experiences, and leadership skill development. The Office of Student Activities offers numerous program opportunities to students and the community. During 2003, over 150 diverse cultural programs were presented, including concerts, speakers, lectures, plays, game nights, dances, and community service events, with more than 12,000 students and community visitors in attendance. In addition, the office facilitates a very active student governance program with over 150 students involved in student government programs.

All the functional Student Affairs areas work collaboratively with one another and with the academic schools to involve students. This process starts with orientation, and continues through housing and student activities. Once students demonstrate interest, it is important to engage them with campus life. The final stage is to get students to feel they are a part of the campus

fabric and to see the campus as their home, and the College offers an array of services and programs to assist in this process.

In addition, the division continually provides opportunities and programs that assist the student to grow developmentally. One such program is Golden Opportunity Nights, consisting of ten specially designated weekends through the school year that offer late night programming and free food for the entire campus, thereby interrupting the drinking cycle and giving students alternatives. Student Activities also sponsors a full range of intramural programs to attract diverse populations to exercise and have fun, and also assesses its services on an ongoing basis and modifies them as needed to better address students' changing needs.

Currently, SUNY Canton's intercollegiate athletic program is a two-year program offering opportunities in ten different sports, five for males and four for females. In support of the College's efforts to make the transition to a baccalaureate institution, SUNY Canton's intercollegiate athletic program, which currently participates in the National Junior College Athletic Association (NJCAA), has submitted an application to the Sunrise Conference of the National Association of Intercollegiate Athletics (NAIA). Further, the Athletic Department is preparing to open the Fall 2007 season as a full member of NAIA. Although hockey, SUNY Canton's signature sport, is not offered in the Sunrise Conference, the College intends to join the American Collegiate Hockey Association (ACHA) effective Fall 2008.

Further, as the College moves to a four-year athletic program, athletic facilities upgrades are planned. To illustrate, a new artificial playing surface will be completed for Fall 2007, and a new ice arena/convention center is scheduled for completion in Fall 2008 as well as a new baseball field.

In the Spring 2006 SUNY-wide Student Opinion Survey, SUNY Canton fared well when compared against the other colleges of technology on availability of computers, tutoring services, faculty use of innovative technology to facilitate learning, and requiring students to think critically in completing assignments. In addition, SUNY Canton students registered a higher level of satisfaction than the average for the eight colleges of technology in the following areas: freedom from harassment, clarity of rules of student conduct, personal safety/security on campus, campus center/student union, college food services, and religious/spiritual activities and programs. Although proud of these outcomes, faculty and staff members will continue to strive to improve their service to students.

For the future, SUNY Canton makes the following commitment:

- to continue to administer surveys of student perceptions of the campus, including the NSSE, which will be a part of the SUNY-wide Strengthened Campus-Based Assessment beginning in Spring 2008.

9.0 Technology

As a college of technology in which all programs feature technology and emphasize its use to graduates, SUNY Canton is extremely mindful of the need to provide faculty, staff, and students

with access to and training on current technologies. As such, the campus is firmly committed to continue to support its technology infrastructure with an appropriate level of financial and human resources.

The primary campus information system, SCT-BANNER, is monitored through the BANNER Advisory Committee, which assists in the planning and infrastructure enhancement process. Personal computing equipment configurations are standardized annually and purchased through a coordinated process between end users and account managers, Information Services, and the Business Office. The major acquisition of specialized equipment, software, and servers for individual department and office use is completed directly between departments and Information Services.

In 2002, a faculty working group defined standards for technology-enhanced computer classrooms, and subsequent renovation projects have applied these standards. The rapid rate of change in this arena, especially for instructional delivery and personal computing equipment, coupled with rapid pricing changes, suggests that faculty and Information Services will need to revise these standards at least once during the next five years.

The technology focus for 2010 is to have 20 (i.e., close to 50%) of all instructional classrooms on campus, including those with computers for students and special purpose laboratories, contain technologically advanced and affordable instructional presentation equipment. While this equipment will be installed permanently in most cases, some special purpose instructional laboratories have environmental constraints precluding such installation; these rooms will therefore rely on portable equipment.

Campus network and Internet access is supplied as a standard service wherever computers are installed. Since installing its first Internet services in 1998, SUNY Canton's Internet usage has closely followed the industry average of doubling capacity needs every 18 months. The College intends to expand the wireless network to cover the entire campus.

As specific goals for classroom technology enhancement for 2010, the College commits to the following:

- having presentation equipment in 20 classrooms and laboratories;
- having student computers in every seat in 25% of classrooms, targeting 30-40 seats per room;
- providing wireless access in all classroom areas; and
- providing wired campus network and Internet connections in all supplied student and instructor computers.

During the next five years, all of System Administration's Institutional Research Systems will be retired and replaced with new systems that will be more effective in supporting the transfer articulation function in the two-year sector and will provide campus presidents access to better

information for benchmarking. The new systems require that campuses prepare new file extracts for submission to System Administration, and in a few cases, provide information that was not requested in the past but has a high value for both campuses and System Administration. In order to implement the new Institutional Research Systems,

- System Administration will provide information and guidance to plan for the transition and assist with training;
- SUNY Canton will put in place an implementation plan and allocate the additional resources included in its budget to meet the implementation schedule;
- SUNY Canton will ensure an uninterrupted flow of information to meet state and federal reporting requirements; and
- SUNY Canton will establish a robust process to review the accuracy and completeness of information submitted to System Administration.

10.0 Facilities

The original SUNY Canton campus was constructed between 1966 and 1972, and in 1991 an addition to the library was completed. Construction of the new Richard W. Miller Campus Center, following a fire that destroyed the old Kingston Theater, was completed in 2002, and the Newell Veterinary Technology Center was completed in 2004. Currently, the campus covers approximately 380 acres, 310 of which are developed.

10.1 Campus facilities plan

The Memorandum of Understanding between SUNY Canton and System Administration as part of Mission Review I noted that the College had significant needs for new and renovated facilities, including the Campus Center, Veterinary Science Technology building, and redesign of the academic corridor. All of these projects have been completed and have helped to enhance morale and recruit students. At present, the overall condition of the College's facilities is considered fair but improving.

The Campus Capital Plan was updated at the end of 2001 and covers the prioritized capital requirements for critical maintenance and renovation of the existing facilities on campus from 2003 to 2008. The plan includes consideration of the renovation of Nevaldine Hall, the Southworth Library, and Wicks Hall. The campus is currently working with the State University Construction Fund and JMZ Architects to complete a Campus Master Plan Update that will build on the previous Master Plan completed in 1994 and the Campus Capital Plan completed in 2001. The Campus Master Plan Update will guide the physical development of the campus as significant changes occur over the next ten to twenty years.

Major renovation of Nevaldine Hall, constructed and furnished in 1967, is necessary to support the Engineering Technology programs. Equipment and space allocation in this building are very outdated and proving detrimental to student recruitment. Further, renovation of this space is

imperative to address current building code and life safety standards. Given the specialized academic space within Nevaldine Hall, it would be impossible to renovate the entire building in a single project. Therefore, SUNY Canton will undertake various projects to renovate Nevaldine while accommodating the specialized needs of the academic programs during the renovation. To date, the program study is complete and the campus has recently finished the consultant selection process for the initial phase of work. This phase includes replacement of the roof and façade; renovation to existing mechanical rooms and replacement of equipment; renovation for new entrances; additional space for student services; and renovation to Motorsports/automotive laboratories with separate heating/ventilation systems. Design documents are expected to be complete in Fall 2007.

The Southworth Library is also in need of renovation and will eventually house Information Services as well as library functions. Since this facility will serve as the “campus information commons,” the building will become a focal point for academic work outside of the classroom. Design documents for the complete renovation of the library will be available by the end of Fall 2007, with construction finished in Fall 2009. The campus is currently working with the State University Construction Fund (SUCF) and Air Architects to relocate Information Services to Southworth Library from Wicks Hall. Design documents of this initial phase should be completed by the end of 2006, and construction should be substantially completed by August 2007.

In concert with the move of Information Services from Wicks Hall to the library, SUNY Canton will undertake various projects to renovate Wicks while accommodating the need for academic space. The campus recently completed the consultant selection process for the initial phase of work to renovate portions of Wicks, and design documents should be completed by Fall 2007.

The Memorandum of Understanding between SUNY Canton and SUNY System Administration as part of Mission Review I noted the need for new athletic facilities to enhance the move to four-year athletics, as described earlier. In Spring 2006, a legislative appropriation in the amount of \$18 million was realized for the construction of a new convocation, athletic, and recreation center. The campus is currently working with the LA Group to renovate the athletic fields on campus, including an all-weather, lighted synthetic turf field for soccer and lacrosse, and construction of a new baseball field. Design documents should be completed by the end of 2006 and construction should be substantially completed by August 2007. The campus is also currently working with the State University Construction Fund and JMZ Architects to complete a Program Study for the construction of the new convocation, athletic, and recreation center. The program study is expected to be completed by the end of 2006, followed by complete design documents in Fall 2007 and construction completion by 2009.

In addition to the plans for renovation to the campus that are currently under discussion with the SUCF, SUNY Canton has identified further priorities as follows:

1. Phase II, Campus Information Technology (\$9.6 million)
2. Phase II, Renovation of Nevaldine (\$9.6 million)
3. Renovation/Addition, Chaney Dining Center (\$16 million)

10.2 Educational facilities (including research)

As stated previously, SUNY Canton has an existing Campus Capital Plan, developed in conjunction with the SUCF, which retained the services of Saratoga Associates. The final report for this plan was completed in December 2001, and it documents the capital requirements for critical maintenance and renovations of the campus for the 2003-08 period.

Planning for new baccalaureate degree programs has focused on the thematic areas of technology, management, public service, and health, and new programs fall into one or more of these areas. With the exception of Automotive Technical Service Representative and Forensic Science Technology, the new programs are not physical resource intensive. In the former, the core elements of the program already have ample physical equipment to satisfy the needs of this expansion. In the latter case, there are expected to be costs in equipping the proposed laboratories, estimated at around \$200,000. Current plans are to seek grants, industrial partnerships, and donations that will facilitate the purchase of needed equipment.

Additional costs are expected in library resources, additional faculty, and space. To this point, the College has been able to allocate ample funding to develop library collections in its new areas of instruction. However, the campus will need to hire new faculty in each of these areas, with the number tied to enrollment and closely monitored as the programs evolve. Although the campus currently has sufficient space to accommodate the new faculty, office space is limited and will need to be addressed in the current Campus Master Plan Update.

Finally, space is required for classrooms and laboratories as the institution grows. Planning for this space is incorporated into the current projects for renovations of Wicks and Nevaldine as well as Southworth Library. However, the current Campus Master Plan Update will need to address the needs of the campus for instructional space beyond the current Memorandum of Understanding so that projected needs are well documented and plans established to meet these needs. Similarly, as faculty are expected to engage in scholarly work, the College must provide appropriate support in terms of physical space; the current Campus Master Plan Update will need to address this issue.

10.3 Residence halls

A critical part of the campus budget and planning process focuses on the College's residence halls. Since these facilities are funded through a self-supporting program that must cover staff fringe benefits as well as debt service, it is especially important that the program be fiscally sound and includes long-range plans for rehabilitation, repair and new construction. SUNY Canton continues to renovate existing residence hall facilities and, consistent with its enrollment goals, is focusing on both short- and long-term housing needs. Overall, the residence hall program on campus maintains a minimum level of \$200,000-\$300,000 in reserve to address emergencies. Projects recently completed at Smith, Mohawk, Rushton and Heritage halls include roof repairs, replacement of emergency exit doors, electrical modifications and updates, and replacement of boilers.

In addition, new entrances, renovated lobbies, and site work were completed at Smith and Mohawk halls. Specific residence hall renovations scheduled for the current year include rehabilitation of the main entrances, lobbies, and site at Heritage and Rushton halls, estimated to cost \$1.2 million; and replacement of Mansard shingles and rehabilitation of exterior sealants and stucco, at a projected cost of \$1.2 million.

For the short term, SUNY Canton anticipates that it will need additional and better quality housing. With an enrollment goal of over 3,200 students in 2010, the College anticipates the need to construct residential facilities containing at least 200 beds. The timing of the construction will be planned to provide surge space, thereby enabling the College to complete extensive renovations on existing residence halls with minimal impact on residents. The College is also working with private developers on future housing needs.

10.4 Energy planning and management

Because energy costs are rapidly increasing and becoming a larger portion of an institution's budget, energy planning and management is also a critical component of campus planning and is of interest to SUNY System Administration. SUNY Canton's efforts to accommodate Executive Order 111 and therefore reduce its reliance on energy derived from traditional energy sources received a significant boost in Summer 2005. Specifically, the College received notice that its proposal to install an anaerobic digester on campus would be funded by NYSERDA at the level of \$1 million. In addition, the campus received a \$1.5 million loan from NYPA to complete this initiative. The facility will be fueled by renewable sources to provide power and thermal energy to the campus. This project is being implemented in collaboration with a local business and is expected in a few years to supplement the campus' utility demands.

Similarly, the campus is exploring the opportunity for wind turbine technology. These efforts will not only supplement the energy needs of the campus but will also accommodate the academic need for alternative energy. The campus also recently completed a NYSERDA Energy Smart Offices Plug-Load Efficiency Project in coordination with NYSERDA and surrounding campuses.

11.0 Administrative Structure and Resource Management

One of the key points of "Rethinking SUNY" was to provide additional fiscal autonomy to the state-operated campuses. While the campus is responsible for developing and implementing an all-funds budget that addresses its unique circumstances, System Administration has a critical oversight role to ensure that the campus is a good steward of its resources, whether those resources are provided through state tax dollar support or generated through tuition or other charges. Such oversight may involve ensuring adherence to appropriate SUNY and New York State policies, procedures, statutes, rules and regulations, or determining that the campus has appropriate and sound budget and planning practices in place.

11.1 Administrative structure and effectiveness

SUNY Canton's administration is led by the President, who directly oversees four vice presidents: the Provost and Vice President for Academic Affairs, the Vice President for Administration, the Vice President for Student Affairs, and the Vice President for Institutional Advancement. The President's Council, which meets several times each year, includes the President's direct reports as well as representation from department managers and deans from the College's key operational areas. This group advises the President on planning and policy issues.

Recently a re-organization took place that modified the institution's reporting structure in some areas. For the most part, these modifications reflected changing academic demands or were intended to meet ongoing enrollment growth and development needs. In addition, as part of the Mission Review II process, SUNY Canton established a comprehensive strategic planning structure that was tied to the Council on University Strategic Planning. This body included representation from various campus constituencies, including students, and was responsible for preparing and approving the campus' response to System Administration used to develop the final Memorandum of Understanding document. This structure will remain in place to continue to review Mission Review II goals and to consider other issues related to campus-wide strategic planning.

11.2 Institutional research capability

The College uses technology effectively to support its administrative functions. The campus network, Internet, and administrative software provide quick access to data. For the future, SUNY Canton will commit to:

- complying with all routine System data requests, with particular attention to distance learning, student goals, remedial instruction, and concurrently enrolled high school students; and
- increasing reliance on data for improving planning and making decisions.

11.3 Alignment of resource planning and academic plans

The uncertainty in direct state support over the last ten years has challenged SUNY Canton to seek additional sources of funding, stabilize and enhance its enrollment, and use its resources efficiently and effectively. Through careful planning and strategic budget decisions, the College has been able to develop some budgetary reserves while maintaining and enhancing programs and service.

As objectives related to aligning resource planning and academic plans, SUNY Canton commits to:

- setting up long-term budget planning predicated on the new Budget Allocation Process,
- ensuring that resources are allocated in accordance with national norms, and

- identifying the resources needed to reduce faculty-to-student ratios.

As indicated above, SUNY Canton has developed budgetary reserves. This balance is used to fund special initiatives, augment existing funds in strategic areas, and support the development of new high-cost programs such as Dental Hygiene and Forensic Science. Funds will be earmarked for one-time expenditures. With the decrease in direct state support over the last ten years, the institution has had to maintain austere fiscal policies that have affected the development of new initiatives and therefore the growth of the institution. Furthermore, with the ever-increasing reliance on technology, the ability to maintain SUNY Canton's position as a college of technology has become increasingly difficult. Since some of its funding comes from student fees and the increase in fees is capped, the College finds itself continually lagging in this domain.

As a specific commitment in this area:

- System Administration will work with SUNY Canton to find ways to adjust faculty pay and teaching loads as the College increases its baccalaureate academic programming.

11.4 Institutional development and fundraising

In recognition that fundraising plays a significant role in the institution's prosperity and stability, SUNY Canton recently created the position of Vice President of Institutional Advancement. The College has also entered into the quiet phase of its first major comprehensive campaign with the support and leadership of the Canton College Foundation board members, College Council members, and Alumni Board Directors. Further, the College has received enthusiastic support from students, faculty, and staff as it moves forward with the comprehensive campaign. The Campaign has been titled "The Centennial Campaign: Cultivating the Minds of Tomorrow" and recognizes the 100-year anniversary of the College and its future goals.

In preparation for the campaign, SUNY Canton has significantly increased staffing, adding a Director of Development and two development associates, with these new positions focused on soliciting major gifts. The Canton College Foundation's goal toward the Centennial Campaign is to raise at least \$10 million by 2010, which would exceed the established target for SUNY Canton of \$9 million in the SUNY \$3 Billion Challenge, to be met by 2011. This increased activity and support will substantially change the financial stability of the institution and assist the College in meeting various goals. The College Foundation has more than doubled the faculty/staff support for conferences, educational opportunities, and campus enhancement initiatives from \$13,000 in 2004 to \$60,000 in 2006.

Campaign activity to date has raised gifts and pledges in excess of \$8 million. The College formally entered into the public campaign phase in Spring 2006, and pledges will be receivable through 2011. A formal volunteer structure of the campaign has been established with many new volunteers offering their support.

Table 6 below provides the College's specific fundraising projections through 2010.

Table 6

Institutional Advancement Revenue Projections, 2004 – 2011

2004	2005	2006	2007	2008	2009	2010	2011
\$340,000	\$374,000	\$411,400	\$452,500	\$502,300	\$562,600	\$630,100	\$705,700

11.5 Collaborative administrative and financial arrangements

Currently, SUNY Canton has several administrative and financial arrangements with other state agencies. Other arrangements in the planning stage include contracts for major purchases of administrative goods and services (e.g., natural gas and other energy resources). Information technology goods and services contracts are also being sought, as are sponsored research grants from state agencies and federal agencies. In addition, there are several collaborations with the Associated Colleges of the St. Lawrence Valley, which include SUNY Potsdam, Clarkson University, St. Lawrence University, and SUNY Canton.

As another example, Sponsored Research and Administration on the campus level is seeking to collaborate and facilitate the sharing of the administration and financing of major sponsored grant purchasing activities whenever possible. Three of SUNY Canton's major sponsored program awards (SBDC, NCEMS, and the Freedom Grant with Ukraine) already involve collaboration with other institutions, government entities, and selected vendors for purchasing arrangements. The campus is also currently working with several preferred vendors (as defined by OGS contract) to increase the efficiency and effectiveness of purchasing activities, utilizing the most current Information Technology resources. SUNY Canton has already saved tens of thousands of dollars over the last fiscal year in product and purchasing administrative costs utilizing these collective resources.

12.0 Community Relations and Service

Throughout any given year, SUNY Canton offers many extra-curricular and cultural contributions to the community. These efforts have increased with the opening of the new Richard W. Miller Campus Center, which includes a state-of-the-art campus theater. Programming such as major concerts, locally produced plays and lectures, along with Family Weekend events, are open to the community and attract over 3,000 visitors a year. Since most of these programs are free and open to the public, the College will continue its efforts to publicize programs through local media resources. In addition, in 2003-2004 SUNY Canton hosted 46 different community organizations or private groups for activities such as professional testing, workshops, seminars, athletic events, graduations, and receptions. This type of openness and collaboration with the community brought over 10,000 visitors to the campus during the year.

Further, the faculty and staff of SUNY Canton share their expertise in numerous ways for the benefit of the local, regional, and international communities. Ongoing initiatives range from providing terrorism-response training to local and regional law enforcement officers to helping area children understand how to approach domestic animals in a safe manner. Nearly every

curriculum and administrative area has developed community networks through which faculty, staff, and students improve the surrounding communities.

To evaluate the effectiveness of such efforts, each year the President hosts a major meeting of the Community Advisory Board. This group, composed of community and business leaders and other friends of the College, provides feedback and suggestions for improvements for these efforts. Additionally, nearly all curricular programs have a professional advisory board, which provides ties to industry and community leaders who assist in creating effective community and professional service strategies. Evaluations of these efforts usually take place through a combination of formal participant surveys and debriefings with representatives of the community groups being served.

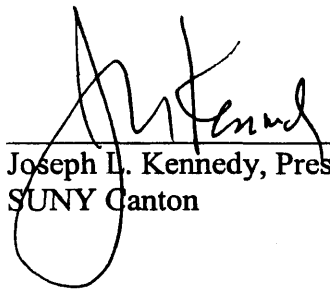
13.0 Overall Institutional Reputation

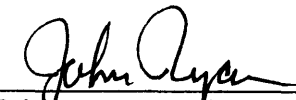
SUNY Canton is competitive with other schools in percentage of full-time faculty and percentage of classes with 50 or more students. It does have a significantly lower percentage of small classes (i.e., with enrollments below 20) than comparable colleges. However, SUNY Canton's first-year retention rate is competitive with the other schools, which is attributable in part to the emphasis placed on student support.

The College anticipates significant advances in all areas used as comparison data in the coming years. In addition, within the next five years SUNY Canton expects to be included in national rankings of comparable baccalaureate institutions.

* * * *

This Memorandum of Understanding was developed jointly by SUNY Canton and the State University of New York System Administration to provide guidance for planning the campus' future and a framework for gauging the achievement of its goals. Recognizing that individual institutions and the State University as a whole must be able to respond to changing circumstances, both SUNY Canton and System Administration will work together to realize the goals and objectives articulated in this document.



Joseph L. Kennedy, President
SUNY Canton

John R. Ryan, Chancellor
State University of New York