2010 Facilities Master Plan

- Facilities Master Plans for each State-Operated Campus
- Began in 2009, completed in 2012
- Integrated academic and facilities condition needs
- Identified priority, cost and sequence of a development plan
FACILITIES
MASTER PLAN

- Campus Strategic Plan
- Academic Program Needs and Initiatives
- Enrollment Projections
- Physical Conditions
- Space Needs
- Concepts for Development
ENROLLMENT GROWTH PROJECTIONS

E. STATISTICAL DATA

Student Enrollment Projections and Year Enrollments

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTI</td>
<td>7,329</td>
<td>7,201</td>
<td>7,206</td>
<td>7,106</td>
<td>7,166</td>
<td>7,146</td>
<td>7,185</td>
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<tr>
<td>Headcount</td>
<td>8,140</td>
<td>8,107</td>
<td>8,161</td>
<td>8,186</td>
<td>8,183</td>
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12-Year % Change: -2.0% 18%

Graduate & Graduate

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<tr>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
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<th>Fall 2016</th>
<th>Fall 2017</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>8,131</td>
<td>1,044</td>
<td>1,042</td>
<td>1,237</td>
<td>1,251</td>
<td>1,280</td>
<td>1,234</td>
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<tr>
<td>Graduate</td>
<td>6,803</td>
<td>1,150</td>
<td>1,150</td>
<td>1,206</td>
<td>1,230</td>
<td>1,244</td>
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</table>

12-Year % Change: -17% 17%

Undergraduates

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<thead>
<tr>
<th>Degree-seeking</th>
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<th>Fall 2011</th>
<th>Fall 2012</th>
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<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
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</thead>
<tbody>
<tr>
<td>Men</td>
<td>659</td>
<td>809</td>
<td>176</td>
<td>211</td>
<td>179</td>
<td>233</td>
<td>314</td>
<td>448</td>
<td>513</td>
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<tr>
<td>Women</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>36</td>
<td>91</td>
<td>216</td>
<td>89</td>
<td>121</td>
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Graduates

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</thead>
<tbody>
<tr>
<td>Men</td>
<td>56</td>
<td>78</td>
<td>11</td>
<td>36</td>
<td>91</td>
<td>216</td>
<td>89</td>
<td>121</td>
<td>373</td>
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<tr>
<td>Women</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
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Undergraduate Graduates

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<tbody>
<tr>
<td>Undergraduate</td>
<td>1,000</td>
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<tr>
<td>Graduate</td>
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Total Graduate & Professional Students

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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>9,280</td>
<td>9,280</td>
<td>9,280</td>
<td>9,280</td>
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<tr>
<td>Graduate</td>
<td>1,100</td>
<td>1,100</td>
<td>1,100</td>
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Total Graduate & Professional Students

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</thead>
<tbody>
<tr>
<td>Graduate &amp; Professional</td>
<td>9,380</td>
<td>9,380</td>
<td>9,380</td>
<td>9,380</td>
<td>9,380</td>
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First-Year Admission (2008 - 2009)

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<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
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<td>First-year</td>
<td>9,965</td>
<td>4,662</td>
<td>1,460</td>
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Transfer Admission (2008 - 2009)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Applicants</th>
<th>Admitted Applicants</th>
<th>Enrolled Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1,121</td>
<td>618</td>
<td>375</td>
</tr>
<tr>
<td>Women</td>
<td>1,040</td>
<td>596</td>
<td>315</td>
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<tr>
<td>TOTAL</td>
<td>2,161</td>
<td>1,214</td>
<td>690</td>
</tr>
</tbody>
</table>

Existing Enrollment by College/School (Fall 2008 FTU)

<table>
<thead>
<tr>
<th>College/School</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Science</td>
<td>4,215</td>
<td>30</td>
<td>4,245</td>
</tr>
<tr>
<td>School of Business</td>
<td>552</td>
<td>53</td>
<td>605</td>
</tr>
<tr>
<td>School of Communication, Media &amp; the Arts</td>
<td>855</td>
<td>17</td>
<td>872</td>
</tr>
<tr>
<td>School of Education</td>
<td>586</td>
<td>413</td>
<td>1,000</td>
</tr>
<tr>
<td>OTHER*</td>
<td>170</td>
<td>7</td>
<td>177</td>
</tr>
<tr>
<td>UNIVERSITY TOTAL</td>
<td>6,812</td>
<td>520</td>
<td>7,322</td>
</tr>
</tbody>
</table>

Enrollment by Racial/Ethnic Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Degree-seeking First-Time</th>
<th>Degree-seeking Undergraduates (Including First-Year)</th>
<th>Degree-seeking Graduates (Both Degree &amp; Non-Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>23</td>
<td>86</td>
<td>52</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>80</td>
<td>303</td>
<td>344</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>10</td>
<td>41</td>
<td>41</td>
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<tr>
<td>Asian, or Pacific Islander</td>
<td>95</td>
<td>120</td>
<td>129</td>
</tr>
<tr>
<td>Hispanic</td>
<td>83</td>
<td>294</td>
<td>295</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,243</td>
<td>6,241</td>
<td>7,110</td>
</tr>
<tr>
<td>Racial/Ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,473</td>
<td>7,054</td>
<td>7,527</td>
</tr>
</tbody>
</table>
FACILITIES AND INFRASTRUCTURE CONDITIONS

Binns-Merrill Hall (Building No. 3)

Building No.: 3
GPS: 87,451
Const. Type: Reinforced Concrete Frame, Masonry Veneer
Const. Year: 1953
Floors Above: 2
Below: 2
Building Type: Instruction

Binns-Merrill Hall is the oldest building on the SUNY Oswego campus, with a portion of the building dating back to 1953. An addition to the southwest in 1953 altered the size of the original building and created an interior courtyard. The building serves as a mixed-use facility, housing administrative offices, teaching and research spaces for the School of Art and Design, which were expanded in 2018. One of the third floor wings was also renovated in 2019 to house the Institute of Ceramic Engineering and Science.

Summary of Issues:
- The Heat Recovery Project currently underway will capture exhaust heat from the hot glass area.
- Security and safety in studio areas is an issue; emergency doors do not have automatic shut-off capabilities.
- Power backup is needed for both art and engineering spaces in Binns-Merrill.
- Clay Storage areas have major ventilation issues; there is currently no respirator-only area.

Building Exterior:
Binns-Merrill is generally in good condition. Total life renovation and abatement of the building occurred between 1999 and 2001, 2010 was completed. New coronary ceilings were placed in selected areas and additional abatement were carried out.

MEP Systems:
The existing MEP systems are generally in good condition and continue to be upgraded. The HVAC systems are incorporating heat recovery from the kiln exhaust, and the college is continuing to look at other ways to improve energy efficiency in the building. The building is, like the rest, scheduled for an energy efficiency update. This building is currently upgraded.

Building Environmental:
There is a slight pressure difference between the flue breeching in the crawlspace. Other than that, there are no known asbestos-containing materials, lead-based paint or PCBs. Similar to the building.

Suitability:
Binns-Merrill is suitable for its current educational and administrative use. Though the limitations of the building footprint and the floor plan configuration constraint the size and type of the laboratory classrooms, it can support the current small-scale, and the floor plan configuration is flexible. The building can be remodeled to accommodate larger and open spaces. The building is currently suitable for the functions it is used for.

Future plans to improve the building include a new entrance lobby and the introduction of a new HVAC system.
SPACE NEEDS ASSESSMENTS

Enrollment Projections
Summary Analysis

The College is projecting relatively constant enrollment during the time frame of the Facilities Master Plan. Current headcount for the base year, Fall 2008, is 6,806.30 student FTEs and 6,205 headcount. The projections included a modest decrease in both 2018 and 2023 to 6,756.00 FTEs and 7,950 headcount (the enrollment goal is constant for the last five years of the FMP).

Undergraduate & Graduate Projections

The projections include a bias towards graduate FTEs though this bias is very modest with graduate enrollment expanding off a small base by 7% while undergraduate enrollment will contract by 2%. The projected growth is illustrated in a chart on this page.

Projections by School

Projections also vary based on the five schools of the College. Emphasis is being placed on the School of Sciences & Engineering. Within Science & Engineering, the undergraduate enrollment will expand by 28% with an accompanying graduate expansion of 15%. This expected growth will take advantage of the new science facilties coming on-line by 2015 with both the new Science Building and the renewal and adaptation of Wooster Hall. Outside of these two projects, the College will further emphasize the biological sciences majors, an expansion accommodated by an eventual renovation of Goyrendall. The chart on this page represents the total College FTE distribution between undergraduate and graduate FTEs.

Individual Departments

As part of the analysis individual department projections were developed. The chart on this page represents those projections. Overall the College has proposed a steady state with a modest contraction in the undergraduate population and a modest offsetting expansion at the graduate level. For most of the departments this results in only modest differences between the 2008 and 2023. The projected additional full-time faculty lines proposed by the College is the primary driver of additional space.

As far as individual departments of note, there is renewed emphasis on Biology, key majors for growth include Biochemistry, Environmental Geochemical Science, Geology, Anthropology, Communication & Media, Communication Disorders, Geography, and Psychology. Toward the end of the FMP’s planning horizon is a proposed Mechanical Engineering major, adding a third “floor” to the College’s engineering offerings. The College also is currently phasing out its baccalaureate Nursing Program.

Support Space ASF - Existing, 2008 Needs & 2023 Projected

Projected ASF - Academic & Support

Departmental Projections

College of Liberal Arts & Sciences
School of Education
School of Fine & Performing Arts
School of Science & Engineering
Adult & Continuing Education

Adaptable Square Foot

Existing Fall 2008
Need Fall 2008
Projected Fall 2023

Support Space
Academic Space
CONCEPTS FOR DEVELOPMENT
# Phasing Plan

## Phase V: Recommendations

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<tbody>
<tr>
<td>Professional Studies Building Renovation and Addition</td>
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<td>Distance Learning Center</td>
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<td>Student Life Center</td>
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<tr>
<td>Recruit Wirtz Center for Instructional Space phased to open summer 2021.</td>
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FINDINGS & TRENDS OF THE 2010 FMP
2010 System-Wide Trends

Enrollment/Academic programs:

- Non Favorable Demographics Predicted (H.S Grads)
- Strong growth projected –downstate recruitment planned
- Strong Internal/external Competition for students expected
- Loss of State Ops market share to Comm. Colleges
- Modest growth in teacher education and liberal arts projected
- Modest growth in science & technology (undifferentiated)
2010 System-Wide Trends

Space Needs:

• Generally sufficient capacity on campuses for some growth

• Fractured departments

• Classroom and lab station sizes don’t support team-based learning

• Research space allocation/modeling is obsolete

• PSI Accuracy, obsolete space guidelines
Facilities:

- Classroom inventories don’t support evolving pedagogy
- Changes happening in libraries, food, info commons
- One stop student services centers – administrative
- Demand for athletic/recreational space
- Changing teaching modalities (hybrid/online etc)
- Expectations of millennials
FACILITIES
MASTER PLAN:
2015 UPDATE
GENERAL APPROACH

Take stock - Changes since 2010 that warrant adjustments to the plan.

• Leadership changes
• New Strategic Plans and initiatives
• Enrollment Trends
• Assess institutional space need
• Assess changes in physical conditions
• Revise project phasing plans and update budgets
• Recommendations for further studies
ENROLLMENT
STATE OPS – ENROLLMENT TRENDS

2010 FMP Projections
Potential Demographic Decline
State Ops Actual FTE
SUNY-Wide Program Areas of Growth and Decline, 2010-2015

- Computer and Information Sciences and Support Services: 5,093 (56%), 7,933 (2010 headcount)
- Engineering: 8,126 (40%), 11,371
- Health Professions and Related Clinical Sciences: 19,385 (17%), 22,715
- Biological and Biomedical Sciences: 14,966 (13%), 16,908
- Business, Management, Marketing, and Related Support Services: 27,469 (6%), 29,003
- Visual and Performing Arts: 8,791 (-9%), 9,666
- English Language and Literature/Letters: 4,403 (-28%), 6,151
- Liberal Arts and Sciences, General Studies and Humanities: 3,494 (-30%), 4,996
- Education: 13,421 (-39%), 21,987
- History: 2,476 (-42%), 4,293

-60% -40% -20% 0% 20% 40% 60%
AREAS OF GROWTH, COMMON & UNIQUE

National & SUNY-Wide Common Areas of Growth:
1. Biological & Biomedical Sciences
2. Computer & Information Sciences & Support Services
3. Engineering
4. Health Professions & Related Clinical Services

Sector-Specific Areas of Growth:

- Research University Centers
  - Mathematics & Statistics
  - Physical Sciences
- Comprehensive Colleges
  - Parks, Recreation, Leisure & Fitness Studies
  - Psychology
- Colleges of Technology
  - Business, Management, Marketing & Related Support Services
  - Security & Protective Services
Some campuses have experienced sharp declines in enrollment.

At a system level, enrollment has been stable, despite declining high school graduate demographics:
- Increasing numbers of less-prepared students
- More diverse student body
- More students that require various forms of support

Academic program enrollment has shifted from Education and Liberal Arts programs to those requiring specialist spaces.

Students appear to be making ROI decisions based on a clear path to employment.

The role of facilities in recruitment (facilities quality) and retention (elimination of impediments) has become critical.
SYSTEM-WIDE TRENDS
Space

Almost all State-operated campuses have sufficient space at an aggregate level to support enrollment and growth. Space surplus is undifferentiated.

Existing classroom inventories are not designed to support collaborative and team learning environments.

There is an increasing need for specialist laboratory or applied learning spaces.

The campuses have qualitative, rather than quantitative, issues.
Antiquated Laboratories
Student Classrooms and Lecture Halls Do Not Facilitate Collaborative Learning and Team-Building
Evolution of libraries as learning centers
• Learning commons, team rooms
• Maker spaces, Hacker Spaces, Collaboration spaces

Increased emphasis on student success
• Consolidation of student support spaces
• Career development
• Academic advising
• Academic support,

Demand for athletic and recreation support for retention

Greater Emphasis on Specialist Instructional spaces
• Laboratories
• Applied learning spaces
HOW DO WE MOVE FORWARD?
Core Campus Infrastructure and High Priority Critical Maintenance remain our First Priority.

Targeted renovations addressing poor facilities conditions and:

- Retooling of classroom and lab inventories.
- Investment in high-need areas and in-demand programs.
- Elimination of bottle necks that constrain those programs with growth potential.
- Consolidation of student support spaces.
- Improvements that support recruitment and retention.
OUR NEXT SPEAKER