ACADEMIC MASTER PLAN (2022-2025)
STATE UNIVERSITY OF NEW YORK
BROOME COMMUNITY COLLEGE

Contents

Building Opportunity and Community with Quality Education

As part of planned strategic growth, SUNY Broome has embarked on developing a new Academic Master Plan. To initiate this process, the Office of Academic Affairs utilized an entrepreneurial approach towards assessing the Academic Strengths, Weaknesses, Opportunities, and Threats (SWOT) of the College. Through this type of assessment, the team was able to provide inputs that start to delineate areas of opportunity with a goal to enhance student success, increase student enrollment, enhance staff and faculty member success, as well as highlight the College's position as a strong academic and local partner in Binghamton. The efforts of the Academic Master Planning Team were initiated in the Summer of 2021, alongside Avo Global Consultants. In the Fall of 2021, The Academic Affairs office presented its goals to the College, and these have provided further guidance to the development of the Academic Master Plan, while also providing a framework to which the Academic Master Plan would more closely match the College's Strategic Plan (when developed), Sustainability Plan, as well as Academic Affairs Goals and Objectives. To ensure continued currency of academic program offerings, regular analysis of labor market data will be conducted to ensure offerings continue to be aligned with workforce needs.

Academic Master Planning Team:

Academic Master Plan Leads:
Dr. Penny Haynes – Vice President for Academic Affairs
Dr. Kimberly McLain - Dean of Institutional Effectiveness

Academic Master Plan Team:
Dr. Jeffrey Anderson -Associate Vice President and Dean of Liberal Arts and Business & Professional Studies
Danielle Britton - Director of Workforce Development
Dani Berchtold – Senior Associate to the Vice President and Chief Academic Officer
Gina Chase -Assistant Dean of Academic Services
Dr. Tracy Curtis – Professor, Biology
Dr. Meghan McGuinness – Professor, Dental Hygiene
Kenneth Marble – Assistant Professor, Chair of Engineering Technologies
Dr. Courtney O'Hagen – Associate Professor, Chair of Psychology and Human Services
Erin O'Hara Leslie – Associate Professor, Chair of Medical Assisting and Health Studies
Gian Roma – Professor, Chair of Business Programs
Dr. Michele Snyder- Associate Vice President and Dean of STEM and Health Sciences
Michael Stamets, Associate Dean, Hospitality and Culinary Event Center
Lisa Strahley – Professor, Chair Teacher Education/Early Childhood Education
Jesse Wells - Executive Enrollment Management Officer
Sandy Wright – Professor, Business Information Technology

The proposed sections in the summary below are in response the AMP teams' SWOT analysis response, a review of institutional data, and Academic Affairs stated goals, and have been compiled to support the initial process of outlining AMP goals, objectives, strategies, and outcome metrics. Further discussion on each of these sections will ensue, and additional information may be required.

The five major themes defined as critical areas for the future gleaned from the information provided were:

- Teaching and Learning Environment
- Curricular Pathways
- Fiscal Program Development, and Infrastructure Sustainability
- Technology
- Institutional Culture and Community Engagement

These themes also align with the context of the changing landscape in higher education and have a clear focus on student success. Each theme begins with the internal and /or external context that helped shape the plan.

I. Teaching and Learning Environment

In its 2020 report, "Reimagining Higher Education in the United States", the McKinsey and Co., challenged colleges and universities to drill deeper into factors that can more fully enable them to compete in the higher education sector. More and more, higher learning institutions need to present an attractive package to prospective students, and the traditional methodology of "build and they will come" is not viable in the ever-changing landscape, where young adults are questioning the value that they get in their academic experiences. They encourage colleges to ask questions such as "What makes our institution distinctive? How can we build a diverse and inclusive institution? What services are necessary to create a high-quality student experience: and What aren't? What delivery channels and model should we use to fulfill our core educational mission? What is our sustainability model? McKinsey also articulated in their white paper that colleges would benefit from the opportunity to "re-imagine their purposes and practices in order to meet the demands of the future, optimizing results for individuals, communities and the nation." They encourage colleges to move "from individual faculty prerogative to collective responsibility for student success, from a focus on teaching to a focus on learning, and from a culture of isolation to a culture of collaboration."

Since learning does not occur in a vacuum, the physical environment must play a key role in meeting these challenges.

Research has shown that the physical environment does impact learning and student retention. Several student developmental models (e.g., Pascarella, E.T. and Terenzini, P.T., 1991; Fleming, 2005) assert that the physical environment can influence student success in college. In addition, the introduction of information technology into every aspect of our lives has led educators and students to think differently about where, when, and how learning takes place. Thus, a true learning environment must take into account the totality of the surroundings and conditions in which learning occurs.

Goal 1 – Enhance and expand facilities to continue support of the learning, discovery, and work environments across the College.

Objective 1: Develop recommendations for learning and space utilization considering current and future strategies and best practices for teaching and learning.

Strategies:

- Identify the current and future facilities and equipment needs based on programmatic requirements and future needs, in concert with the college's strategic goals, sustainability plans, and Facilities Master Plan.
- Create an Academic Facilities Plan for each program and division that documents the use of current space and the need for either new space or redesigned space.
- Recommend learning environments that optimize the student's educational experience.
- Identify areas utilized by Academic Affairs that need attention regarding preventive maintenance and recommend a timeline for the accomplishment of these renovations.
- Provide leadership for the Facilities Master Plan to develop optimal learning environments at both the main campus and auxiliary locations.

Objective 2: – Identify opportunities for expansion of college programs or academic services at current sites.

Strategies:

- In concert with the Facilities Master Plan, document the need for additional academic programs and services and determine the facility needs for such programs.
- Identify programs that do not meet labor market needs within the county and its contiguous counties or student needs, and develop plans for resource allocation to new or growing programs.
- Identify the resources that would be needed to expand programs and services.
- Determine the strengths and weaknesses of any academic expansion and/or reduction.
- Develop an implementation timeline for expansion.

Objective 3: - Enhance high school student recruitment and college success

- Create and market Early College and Fast Forward pathways that align with academic and career pathways.
- Develop new partnerships with BOCES.
- Develop programs with high schools in order to support student recruitment and create pipelines from high school to SUNY Broome.

Outcome Metrics:

- ✓ 100 % of the College's programs will have created an academic facility plan by the end of the second year of the academic master plan.
- ✓ By end of year three, 100% of academic programs will have completed an assessment of facility needs with facility utilization plans in place.
- ✓ 100% of programs will have an academic strategy that articulates a vision and plan for growth.

Goal 2– Optimize the current master schedule and the College Calendar to meet both external requirements and programmatic requirements.

Objective 1: – Identify viable course master scheduling that provides flexible and effective opportunities for learning to occur.

Strategies:

- Identify current scheduling problems and provide recommended solutions based on programmatic student-based needs.
- Maximize scheduling options for the use of current space.
- Review course offerings to ensure that courses are offered to maximize student enrollments on campus, at college affiliated locations and online.
- Optimize course enrollments to minimize under-enrolled courses, thus reducing organizational cost of education.
- Review section development and optimize faculty course assignments to enable course delivery and reduce student time to completion.

Objective 2: - Improve student enrollment and scheduling.

- Align the course schedule with student enrollment and student success data from high impact courses.
- Complete implementation of Course Planning Optimization (CPO), including training for relevant stakeholders.
- Utilizing CPO, complete an analysis of the schedule to offer high demand courses.
- Complete implementation of Postsecondary Data Partnership (PDP) through the National Student Clearinghouse.
- Examine success in high impact courses utilizing the PDP and develop a plan for improvement.
- Complete implementation of Civitas.
- Ensure student schedule optimization and align the schedule with student enrollment and future course plans as identified within Civitas.

Outcome Metrics:

- ✓ High level of student satisfaction with course offerings regarding time and modality to ensure offerings are in line with student needs; offerings adjusted according to student needs.
- ✓ Increased persistence by 1% year on year
- ✓ Increased Fall to Fall retention by 1% year on year
- ✓ Increased student completion by 1% year on year

II. Curricular Pathways

In its 2020 report, "Reimagining Higher Education in the United States", McKinsey and Co, challenged colleges and universities to drill deeper into factors that can more fully enable them to better compete in the higher education sector. More and more, higher learning institutions need to present an attractive package to prospective students, and the traditional methodology of "build and they will come" is not viable in the ever-changing landscape, where young adults are questioning the value that they get in their academic experiences. They encourage colleges to ask questions such as "What makes our institution distinctive? How can we build a diverse and inclusive institution? What services are necessary to create a high-quality student experience: and What aren't? What delivery channels and model should we use to fulfill our core educational mission? What is our sustainability model? McKinsey also articulated in their white paper that colleges would benefit from the opportunity to "re-imagine their purposes and practices in order to meet the demands of the future, optimizing results for individuals, communities and the nation." They encourage colleges to move "from individual faculty prerogative to collective responsibility for student success, from a focus on teaching to a focus on learning, and from a culture of isolation to a culture of collaboration."

Since learning does not occur in a vacuum, the physical environment must play a key role in meeting these challenges. American Association of Community Colleges' report "Reclaiming the American Dream" calls for a "reimagining" of the community college of the future. In this new vision, the students' educational experiences would be redesigned with the following features: students are genuinely welcomed upon entry with seamless onboarding processes in place; students are required to participate in orientation with multiple opportunities for creating connections on campus; a strong advisement model helps students set goals and ensure they create a clear path for attaining those goals; students complete a student success course in their first semester and enter a structured program of study; and credit-bearing courses are offered with embedded support versus stand-alone developmental courses, which delay student completion.. The Report also calls for: clear pathways to stackable credentials, meaningful certificates and degrees are transparent; student support services are aligned with student needs and schedules and are integrated in curricular pathways; teaching strategies promote active learning and extensive interaction; assessment of student learning outcomes is integrated into all educational experiences; and a culture of evidence and accessible data informs decision making. A 2017 Educause report on "Community Colleges and Student Success: Models for Comprehensive Reform," articulated the importance of a comprehensive approach to student success and institutional sustainability through the implementation of the a "guided pathway model" that takes into account the three elements which include: measuring student success, establishing a culture of evidence, and developing an intentional and cohesive package of programmatic components. https://er.educause.edu/articles/2017/5/community-colleges-and-student-success-models-for-comprehensive-reform

Goal 1 – Ensure coherent structured curricular pathways to certificate and degree completion for all programs.

Objective 1: – Ensure current program requirements facilitate retention and persistence for SUNY Broome students

Strategies:

- Establish guidelines to support pathways that focus on coherence, limited choices, and provision of a clear structure.
- Define curricular pathways and update as needed.
- Utilize degree auditing technology to create clear and transparent curricular pathways for students.

Objective 2: – Create cohesion within departmental programs and support student completion

Strategies:

- Create program maps for similar programs and identify similarities in first semester offerings within departments which have similar programs, to develop a common first semester for students.
- Review and update current programs to enable clear pathways that support the reduction of student time to completion.
- Implement a mandatory "first-year experience" course.
- In collaboration with Student Affairs, establish milestones and triggers for promoting timely completion to degree.

- Complete the four-semester template for each degree program for both full-time and part-time students, with a two-semester template for certificate programs, including the review of developmental courses, and their impact on student completion.

Objective 3: – Establish clear pathways for BAP and Health Studies students.

Strategies:

- Develop structured program opportunities for new BAP students to include an additional tier (guaranteed admission to four-year institution) and to allow for expansion of the BAP program and increase of residents in the Student Village.
  - o Provide stackable credentials within the Health Science Degree to increase career options for students.
- Develop career maps for Fast Forward, Science and Health careers to guide students in their choice of a certificate or program.

Outcome Metrics:

- ✓ Increased New First-Time Full-Time student Fall to Fall retention rates by 1% year on year.
- ✓ Increased three- and six-year graduation rates for New First-Time Full time students by 1.5 % year on year.

Goal 2 – Re-assess Developmental Education and the Impact of pre- requisites on student completion.

Objective 1: – Accelerate student progress to college level coursework

Strategies:

- Assess the impact of developmental education on student completion.
- Assess the impact of course pre-requisites on student completion.
- Reduce student time to completion by reimagining developmental education, with the focus on embedded support within credit-bearing courses.
- Reduce student time to completion by reducing pre-requisite requirements.

Outcome Metrics:

- ✓ 100% programs require credit-bearing math and English courses within year 1.
- ✓ Successful student completion of credit-bearing English by 5% greater than current benchmark of 72.5% completion rate; Math courses completion rate increase by 5% greater than the current 64.7% completion rate.

Goal 3 – Align curricular offerings to meet regional needs.

Objective 1: – Develop innovative new curricula aligned to industry priorities.

Strategies:

- Make more effective use of Advisory Committee and Alumni input.
- Outreach to employers to identify curricular gaps.
- Identify appropriate industry credentials for program offerings.
- Utilize environmental scans and emsi data to identify potential programmatic opportunities.
- Utilize emsi, APS, EAB data, and stakeholder input. (See Program Demand Gap Analysis in attached addendum).
- Provide updated emsi (labor market data) every six months and discuss with deans and chairs to ensure relevancy of programs and curriculum.

Outcome Metrics:

- ✓ 100% of AAS and AOS programs have Advisory Committees in place with regular meetings established.
- ✓ As identified on student graduate surveys, 6% increase of students within career track programs report employment and a 10% increase in student satisfaction with workforce preparation within their programs.

Goal 4 – Accelerate degree attainment through non-traditional pathways.

Objective 1: – Create clear pathways from non-credit to credit learning.

Strategies:

- Provide students in SUNY Broome's non-credit programs with clear information on college enrollment and degree options.

- Work with external partners providing non-credit courses to align programmatic expectations.
- Develop guided pathways in which non-credit courses are aligned with credit bearing programs to facilitate student transition into credit bearing degree as well as align with SUNY Prior Learning initiatives.

Objective 2: – Increase opportunities for students to acquire credits based upon prior learning assessment.

Strategies:

- Align external credentials to SUNY Broome credit offerings.
- Engage departments in review of College Level Examination Programs, Advanced College Experiences, and Advanced Placement.
- Create guidelines for portfolio review.
- Engage departments in consideration of credit by exam alternatives.

Objective 3: – Expand alternate delivery pathways.

Strategies:

- Develop additional distance learning offerings across a range of disciplines.
- Create opportunities for students to acquire credits through applied learning experiences.
- Increase the number of fully online programs to support both local and distance students who may not be able to physically attend the college.

Outcome Metrics:

- ✓ A 3% increase in the number of programs offered in distance learning modality.
- ✓ Prior learning assessment procedures are reviewed with revisions to provide for enhanced opportunities for students to earn credits through prior learning.

Goal 5 – Expand Learning beyond the Classroom.

Objective 1: – Utilize the Binghamton community as a laboratory /classroom.

Strategies:

- Collaborate with the local community and Binghamton University.
- Revise existing programs to include an applied learning component and consider applied learning in new course and program development where opportunity exists to provide students with the experiences to be successful within the workforce and future studies.
- Develop research opportunities and expand incubator utilization with SUNY Binghamton, to take advantage of current grant support.
- Increase engagement with city leadership and BU to strengthen partner relationships and utilize existing infrastructure to support programs and initiative where needed. Increase transportation to and from downtown to enable ease of student access to city activities.

Outcome Metrics:

- ✓ 100% of programs will review requirements to determine appropriate applied learning experiences aligned with program learning outcomes.

Goal 6 – Ensure that a quality general education experience is offered to all students.

Objective 1: – Complete the cycle of assessment of General Education/Core Competencies and evaluate the appropriateness of the current general education/core competencies as well as the effectiveness of the measures.

Strategies:

- Re-examine general education while taking into consideration the new SUNY guidelines.
- In consideration of program goals, review general education options to ensure alignment with program outcomes.
- To support standardization for assessment of the college's ILOs, which represent the college's general education program, establish common rubrics for each ILO.
- Based on assessment results, propose revisions as warranted.

Objective 2: – Strengthen ties between Gen Ed/Core Competencies and Extra- and Co-curricular activities.

Strategies:

- In collaboration with Student Affairs, as applicable, map extra- and co- curricular activity outcomes to Gen Ed/Core Competencies.
- Assess activities outcomes.

Outcome Metrics:

- ✓ 100% of programs will align with revised SUNY general education guidelines.
- ✓ Current general education courses will be reviewed and revised as needed to ensure alignment with Program Learning Outcomes (PLO) .

III. **Fiscal, Program Development, and Infrastructure Sustainability**

Community Colleges are at the forefront of offering educational opportunities to low income, underserved populations by working with high schools to better prepare students for college readiness, by offering quality academic and support services for currently enrolled students, and by ensuring a seamless transfer of credits to four-year colleges and universities. The American Association of Community Colleges' report "Reclaiming the American Dream" sets forth imperatives for community colleges to redesign students' educational experiences; reinvent institutional roles; and reset the system to create incentives for students and institutional success.

SUNY Broome promotes pathways for entering students to achieve their educational goals, provides academic programs and supports to currently enrolled students, and builds bridges for SUNY Broome

students to continue their education at the baccalaureate level. The following goals will ensure that these pathways are built upon academic excellence and are surrounded with quality academic support services.

Goal 1 – Create a seamless bridge for entry into SUNY Broome

Objective 1: – Align expectations for high school completion with college ready skills to increase the number of students who persist from first to second year of enrollment.

Strategies:

- Implement Bridge Programs for entering students in need of developmental work in English and Math.
- Active engagement with High School Guidance Counselors for the purpose of creating awareness of programs and opportunities at SUNY Broome.

Strategies:

Objective 2: – Create multiple pathways for entering students.

Strategies:

- Develop multiple pathways for entering students from Literacy Programs, Non-Credit Programs, Non-Credit to Credit Programs, Micro-credentials, and Developmental Education remediation without expending financial aid.
- Increase partnerships with secondary institutions to make it possible for more high school students to experience success in college.   (Look at Coconino community college strategy of having in-house advisor from four-year institutional partner or CUNY's ASAP program https://www.ed.gov/college-completion/promising-strategies/tags/Retention)
- Bring successful developmental education strategies to scale to have a positive impact on students' abilities to enter and succeed in college-level studies.
- Build educational plans for students, based upon placement levels and recommendations that align to credit and/or non-credit options.

Objective 3: – Increase student success through compressed course and program offerings.

Strategies:

- Implement seven-week schedules to support student completion and success (see success of compressed courses at sample college - https://library.scottsdalecc.edu/c.php?g=1004558&p=7276958)
- Develop more short-term certificate programs or credentials to meet the workforce needs as exhibited in the attached addendum and further qualified in the EMSI Program Demand Gap Analysis (2021).

Outcome Metrics:
- ✓ Students completing credits in their program of study in the first and second semesters will increase by 1% year on year
- ✓ An increase in programs offered in the 7-1-7 schedule.

Goal 2 – Enhance academic support services for students enrolled at Broome.

Objective 1: – Implement best practices strategies of guided pathways to get students on the path to success.

Strategies:

- Implement and utilize career readiness tool to support the admissions process.
- Develop and maintain written processes for the intake of a variety of types of students.
- Analyze and remove barriers to the enrollment process by creating a consistent and streamlined onboarding process.
- Streamline housing information and application process.
- Identify students who are enrolling in a 100% online program by revising the college application; within Banner, create a defined designator for 100% online students/programs.
- Leverage resources (human and technology) to support success of fully online programs.
- Refine and centralize the transfer credit review process to ensure seamless transfer of credits to SUNY Broome and student degree completion.
- Implement and utilize Transfer Finder within Degree Works across systems for interfacing with students.

Objective 2: – Enhance academic advising services for students.

Strategies:

- Provide training for SUNY Broome students on advising tools to assist them in their educational planning and assess effectiveness of training.
- Continue to provide training for SUNY Broome faculty, mentors, and coaches on advising tools to assist them when advising students with their educational planning and assess the effectiveness of training.
- Implement the current holistic advising model process, and encourage more student ownership of the scheduling process by availing programs such as DegreeWorks or College Scheduler that support individual course guidance.

Objective 3: – Increase students' persistence beyond their first year of enrollment.

Strategies:

- Utilize the mandatory "First Year Experience" to augment student persistence.
- Increase and assess academic support services so that students will reduce the time they are required to spend in developmental education and strengthen students' skills for subsequent achievements in college-level coursework.
- In collaboration with Student Affairs, establish an intervention strategy for students requiring academic and student support services.
- Review all student support services and utilize institutional data and assessments to improve processes and increase student success.

Objective 4: – Enhance accessibility and usability for all SUNY Broome students across all academic services and curricular instruction.

Strategies:

- Educate the campus community about the importance of compliance on accessibility.
- Conduct training for faculty and staff to support the inclusion of students with disabilities, while ensuring accessibility of all courses.

Outcome Metrics:

- ✓ A Career readiness tool is implemented for use during the admission process to guide students to the program which will best meet their academic and career goals.
- ✓ An Enrollment and Retention Strategic Plan is implemented with revisions made based upon gaps identified during annual assessments.
- ✓ Increased Fall to Fall retention rates by 1% year on year.
- ✓ Increased student satisfaction scores regarding support services provided, as indicated on student surveys.
- ✓ Reduced accumulation of credits earned at graduation.
- ✓ Increased student graduation rates by 1% year on year.
- ✓ Increased digital content accessibility within courses.

Goal 3 – Build an academic bridge for SUNY Broome students to workforce opportunities and transfer to baccalaureate institutions.

Objective 1: – Create an enrollment pipeline and expand the nursing program.

Strategies:

- Develop articulations and/or joint programs with four-year institutions (e.g., Delhi, Hartwick, BU).
- Develop collaborative partnership with Lourdes to enhance program expansion and partner with local nursing homes and providers of service to individuals with intellectual, developmental, and other disabilities, to develop direct support professionals and/or home health aides with potential pipeline into Nursing program.
- Expand the partnership with UHS to provide additional faculty members and increase enrollment.

Objective 2: - Create an enrollment pipeline and grow Mechanical Engineering Technology, Electrical Engineering Technology, and manufacturing programs.

Strategies

- Develop and maintain mechatronics certificate which will include renewable energy and advanced manufacturing course options to meet the growing workforce demand in these areas.
- Develop and maintain non-credit micro credentials for nursing, advanced manufacturing, and clean energy industries with pathways into the mechatronics certificate, and into MET, EET, and manufacturing programs.
- Reduce redundancy in similar programs and create metamajors among common programs.

Objective 3: - To promote enrollment growth of programs, develop a process for marketing and promoting new programs upon SUNY and NYSED approval and redesign program web pages utilizing emsi labor market data to aid in marketing and growth of programs.

Strategies
- Develop and maintain an annual timeline for marketing, content, webpage updates.
- Utilize EMSI labor market data and best practices in marketing, redesign program pages to promote awareness of labor market needs, job growth, and alignment with local workforce needs. Identify specific programs to expand/ revise/close utilizing EMSI labor market data.

Objective 4: – Outreach to employers to assess the needs of the workforce community and integrate these needs into academic support services planning and curriculum design.

Strategies:
- Enhance connections with local and regional employers by having regular Advisory Committee meetings, as per Academic Affairs goals.
- Utilize Advisory Committee members and other Broome employer partners to identify the skills Broome students need to be workforce ready.
- Workforce ready skills will be incorporated into curriculums and academic support services.

Objective 5: – Establish seamless transfer articulation agreements with baccalaureate institutions to increase graduation and transfer rates.

Strategies:
- Implement a clarified Transfer and Articulation process to review and align the articulation agreements on an annual basis.
- Review effectiveness of dual admissions programs and update agreements.
- Partner with the BOCES to enhance student pipeline.
- Increase the number of dual admissions agreements

Outcome Metrics:
- ✓ Increased transfer and graduation rates.
- ✓ 100% of transfer articulation agreements will be updated with all AS programs having at least 2 clear articulation agreements to four-year institution.
- ✓ Advisory Committee meetings are held regularly, minutes maintained, and Advisory Committee input is incorporated into program planning and assessment, with the goal of continuous program improvement.

There is no question that technology has continued to transform teaching and learning since the last Academic Affairs Master Plan. The acceleration of new technologies continues to impact strategic planning, resource allocations and infrastructure in profound and far-reaching ways. This plan aims to provide a framework for students, faculty, and staff to succeed in a globally connected, technology enabled world.

Goal 1 – Ensure all Academic Affairs faculty and staff have access to the training and information they need to be able to use technology effectively and creatively.

Objective 1: – Implement technology training that encourages experimentation to achieve quality instruction and engaged learning.

Strategies:

- Pilot issuing micro-credentials/open badges to demonstrate learning mastery.
- Support the use of online delivery for professional development.
- Support new technologies to provide high-impact experiences, such as simulations, gaming, and augmented reality.
- Provide instructional design assistance to aid faculty's ability to leverage the effective use of technology in the classroom and for the assessment of student learning.
- Identify and develop training to encourage innovative techniques for academic units that work outside the classroom, including advising, learning labs, and the library.

Objective 2: - Enhance and expand technological infrastructure to ensure sustainability, meet student and campus needs, and grow programs.

Strategies

- Develop a new Technology Master Plan, incorporating assessment results of current Technology Master Plan, campus needs, and feedback and plans outlined in the capital improvement technology plan.

Objective 3: – Use emerging technology to increase coordination and collaboration between students, faculty, staff, and administration.

Strategies:

- Use new communication tools, including social media, to encourage broad participation.
- In collaboration with departments and in concert with the college's strategic goals and the Technology Master Plan, develop up to date technology plans for all academic departments.
- Work with faculty and staff to envision new technology tools and redefine what is possible.

Outcome Metrics:

- ✓ 85% of faculty and staff surveyed indicate satisfaction with professional development offerings related to emerging technologies.
- ✓ 50% of faculty incorporate new technology-based strategies in instruction and communication with students as appropriate, with training and implementation support Provided.
- ✓ 100% of courses will have a LMS shell utilizing the built in LMS template to post at minimum, syllabi and document student grades.
- ✓ 100% of departments will have up-to-date technology plans that align with institutional goals and meet program learning outcomes and student success initiatives.

Goal 2 – Grow a quality online learning program that supports engaged, accessible learning.

Objective 1: – Expand quality online learning opportunities across the curricula.

Strategies:

- Hire and/or select faculty with an interest and experience in online pedagogy and instruction.
- Cultivate faculty awareness and use of SUNY open educational resources (OERs).
- Ensure that all federal, state, accreditation and accessibility policies and guidelines are implemented in a timely manner.
- Provide online student support services to ensure student success and retention.
- Schedule regular reviews of online course design using the SUNY OSCQR rubric, or its equivalent as identified by SUNY, following a regular course review schedule.

Objective 2: – Increase the number of online and hybrid programs.

Strategies:

- Based on assessment data, determine which program(s) to offer as distance education programs, and work with the appropriate department chairs and deans to implement.
- Design technology rich classrooms to facilitate course delivery in a variety of distance learning modalities that are current with student demand and technological advances.
- Recruit faculty with an interest in teaching a variety of online courses such as Hyflex, fully online and/or hybrid using synchronous/asynchronous modalities.

Outcome Metrics:

- ✓ Success rate for online courses parallel or exceed those of on-campus courses.
- ✓ Student overall satisfaction with online courses increases each year by 3%.
- ✓ Increase in students completing fully online programs.

- ✓ Number of faculty trained to teach Hyflex, fully online and/or hybrid courses increases each year, per program need. Annual goals will be developed at departmental level based on courses and prior faculty training.
- ✓ Increased utilization of emerging technologies in instruction each year based on program and course needs.
- ✓ Additional degrees or certificates offered online each year based on Program Demand Gap Analysis and student course needs

V. **Institutional Culture and Community Engagement**

Having a solid knowledge of an institution's culture is essential to understanding organizational management and performance. Connections between departments and divisions play a vital role in creating the culture of the institution. A collaborative and student-centered environment is central to improving delivery of service to students, external stakeholders, and colleagues in and across the College community.

Goal 1 – Improve college culture, diversity and inclusion and community engagement

Objective 1: Strengthen SUNY Broome brand

   Strategies:

- Review College mission and vision.
- Establish strong brand presence.
- Establish local, regional, and global recognition for strong academic programs and good institutional culture.

Objective 2: – Provide exemplary service to students throughout Academic Affairs.

   Strategies:

- In collaboration with the College's Professional Development Office, provide training and informational workshops on the delivery of high-quality student-centered service.
- Recognize faculty and staff in Academic Affairs who exhibit exemplary service to students through Academic Affairs newsletters, email blasts, and other communications.
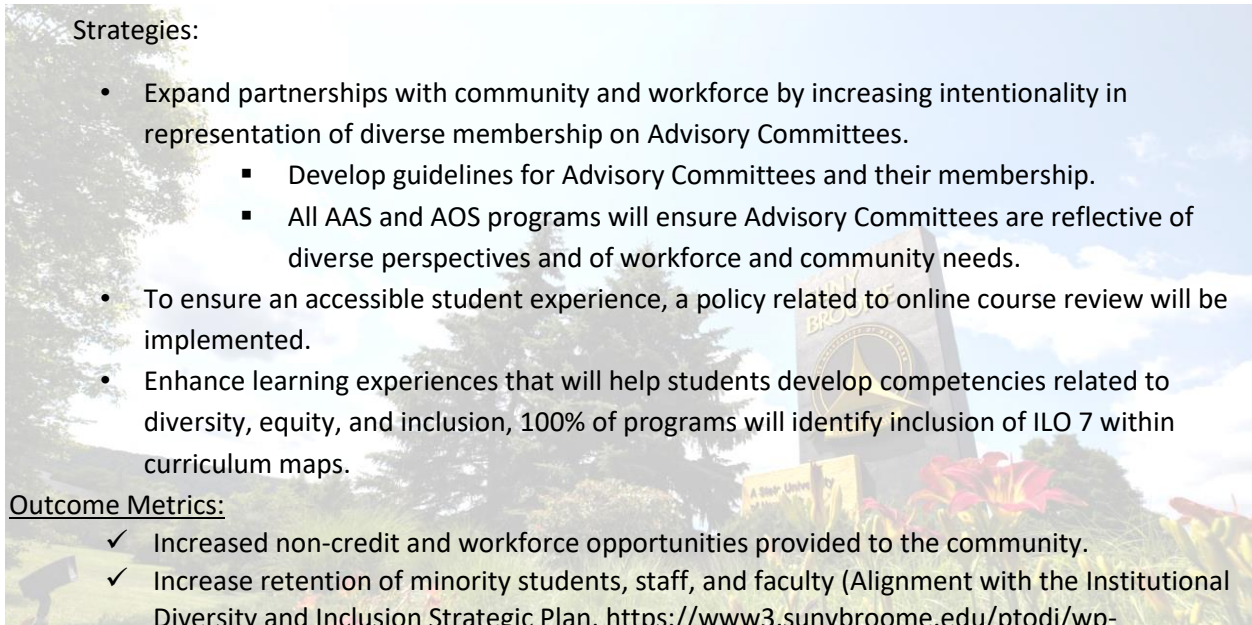
Objective 3: - Serve the community through proactive leadership related to economic development and expand student retention and persistence, develop, and sustain strategic partnerships with local workforce.

   Strategies:

- Expand non-credit opportunities at the CEC to include professional and community offerings, partner with local restaurants and community partners.
- Develop a plan to build CEC activities and culinary enrollment to create enrollment pipeline and expand strategic workforce partnerships.

- Based on labor market trends, implement programs to incorporate expanded environmental science, food science and controlled environment; agriculture (CEA).
- Develop partnerships with area organizations (Cornell Cooperative Extension, Tioga, Cornell University) to increase fermentation and hemp manufacturing courses and programs identified as in demand based on labor market data.
- Expand workforce offerings through implementation of new workforce development courses inclusive of establishing new business partners and expansion of quality work-based learning programs in partnership with area businesses.
- Develop non-credit offerings for the clean energy industry and advanced manufacturing sectors, including incentive programs that provide an industry to school talent pipeline program.
- Increase engagement with communities within Broome and contiguous counties.

Objective 4: - Increase Diversity, Equity, and Inclusion (DEI) within Academic Affairs

Strategies:

- Expand partnerships with community and workforce by increasing intentionality in representation of diverse membership on Advisory Committees.
  - Develop guidelines for Advisory Committees and their membership.
  - All AAS and AOS programs will ensure Advisory Committees are reflective of diverse perspectives and of workforce and community needs.
- To ensure an accessible student experience, a policy related to online course review will be implemented.
- Enhance learning experiences that will help students develop competencies related to diversity, equity, and inclusion, 100% of programs will identify inclusion of ILO 7 within curriculum maps.

Outcome Metrics:
- ✓ Increased non-credit and workforce opportunities provided to the community.
- ✓ Increase retention of minority students, staff, and faculty (Alignment with the Institutional Diversity and Inclusion Strategic Plan, https://www3.sunybroome.edu/ptodi/wp-content/uploads/sites/13/2017/03/Strategic-Plan-for-Diversity-and-Inclusion.pdf).
- ✓ Close equity gaps in credit hours earned for Black/African American and Hispanic students from 22% to 12%, and 12% to 6%, respectively.
- ✓ Increase online course accessibility, utilizing the LMS accessibility tool.

Goal 2 – Increase collaboration and information sharing across academic units, between Academic Affairs and other units at the College, and stakeholders of the College.

Objective 1: – Foster and ensure a better system of intra and inter-departmental/divisional communication and collaboration for improved program operation and service to students.

Strategies:

- Spotlight the mission, program goal(s), services offered, and personnel of specific departments/divisions in Academic Affairs to the College community through Academic Affairs-produced newsletters, email blasts, and other communications.
- Create increased avenues for departmental/divisional collaboration and information sharing on topics aligned to the mission and work of Academic Affairs, through the facilitation of intra/inter-departmental/divisional exchanges.

Objective 2: – Engage an increased number of students as stakeholders in Academic Affairs providing opportunities for their voices to be valued.

Strategies:

- In collaboration with Student Affairs, identify and engage new and emerging student leaders representative of the diverse population of the College to become actively involved in relevant committees and task forces in Academic Affairs.

Outcome Metrics:

- ✓ Increase in the number of opportunities for student leaders to actively participate in Academic Affairs initiatives.

Goal 3 – Enhance professional/leadership development opportunities for faculty and staff.

Objective 1: – Expand innovative programs and resources to enhance professional, career and leadership development to faculty and staff.

Strategies:

- Identify and promote new and/or currently existing professional/leadership development opportunities for faculty and staff in Academic Affairs inclusive of adjunct faculty members such as orientations, and mentoring opportunities.
- Implement a department chair leadership program to support professional and leadership development and professional development resources.
- Create an electronic department head handbook to be housed in website.

Outcome Metrics:

- ✓ 5% Increase in the number of professional/leadership development opportunities presented to faculty and staff in Academic Affairs.
- ✓ 10% Increase in the number of faculty and staff attending and participating in professional/leadership development opportunities.

Addendum: Extracts from EMSI 2021 Report

This section is to be reviewing in concert with full EMSI report shared with AMP committee in December 2021

ECONOMIC OVERVIEW
Top New York Counties where Broome & Contiguous Counties Residents Work
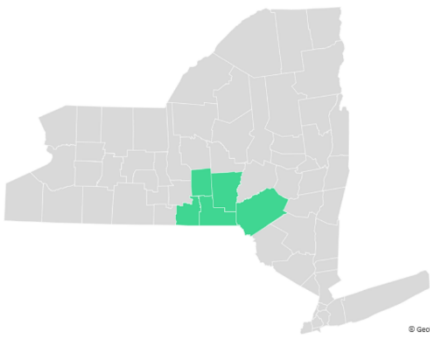
COUNTY OF EMPLOYMENT	JOBS	%JOBS
Broome County, NY	60,508	40.2%
Chenango County, NY	11,065	7.3%
Cortland County, NY	9,744	6.5%
Tioga County, NY	8,701	5.8%
Delaware County, NY	8,608	5.7%
Tompkins County, NY	6,880	4.6%
Onondaga County, NY	6,225	4.1%
Otsego County, NY	3,727	2.5%
Monroe County, NY	2,731	1.8%
Albany County, NY	2,624	1.7%
All Other Regions	29,732	19.7%
Total Primary Jobs, Twin Counties Residents	**150,545**	**100%**

Source: Census Bureau, Center for Economic Studies

ECONOMIC OVERVIEW
Top industry subsectors, by jobs
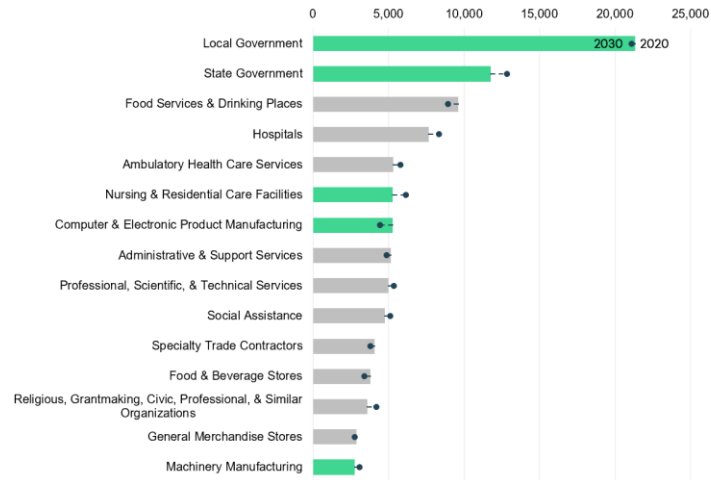
Industries in the main NAICS hierarchy (non-government) are private sector only. For example, jobs in Ambulatory Health Care Services are not associated with the local, state, or federal governments. Jobs for public school teachers and city firefighters are in Local Government, the largest employer, whereas college professors and state attorneys are employed by State Government, also a top employer.

Top industry subsectors, by location quotient

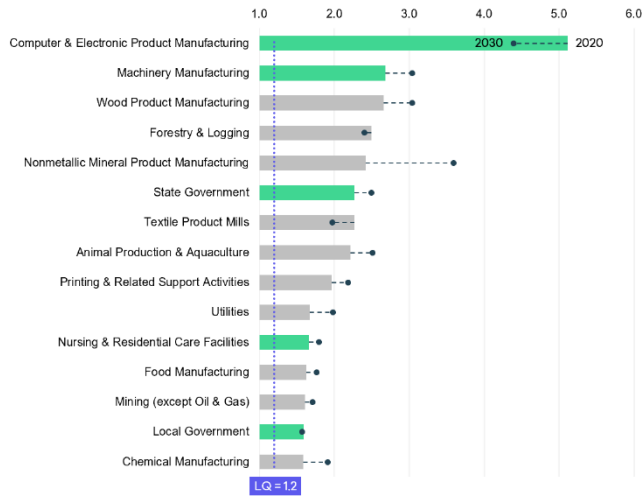|	1.0	2.0	3.0	4.0	5.0	6.0

Computer & Electronic Product Manufacturing — 2030 ●------- 2020
Machinery Manufacturing
Wood Product Manufacturing
Forestry & Logging
Nonmetallic Mineral Product Manufacturing
State Government
Textile Product Mills
Animal Production & Aquaculture
Printing & Related Support Activities
Utilities
Nursing & Residential Care Facilities
Food Manufacturing
Mining (except Oil & Gas)
Local Government
Chemical Manufacturing

LQ = 1.2

RECOMMENDATIONS

HIGH DEMAND, LOW SUPPLY

How can we expand these program opportunities?

Administrative Assistant (CERT)

EMT Paramedic (CERT)

Child Care & Support Services Management (CERT & ASSOC)

HIGH DEMAND, HIGH SUPPLY

How can we maintain focus on program quality & student success?

Registered Nursing (ASSOC)

Business Administration & Management (ASSOC & T–T)

Health Services (ASSOC & T–T)

LOW DEMAND, LOW SUPPLY

Should we discontinue these programs?

Marketing (CERT)

Web/Multimedia Management & Webmaster (ASSOC)

Histologic Technology/Histotechnologist (ASSOC)

LOW DEMAND, HIGH SUPPLY

Can we consolidate or reduce enrollment in these programs?

Medical/Clinical Assistant (ASSOC)

Speech Communication & Rhetoric (T–T)

Sport & Fitness Administration/Management (T–T)

Mathematics (T–T)

PROGRAM DEMAND GAP ANALYSIS

Transfer-track program gaps

Annual Job Openings   Annual Regional Completions

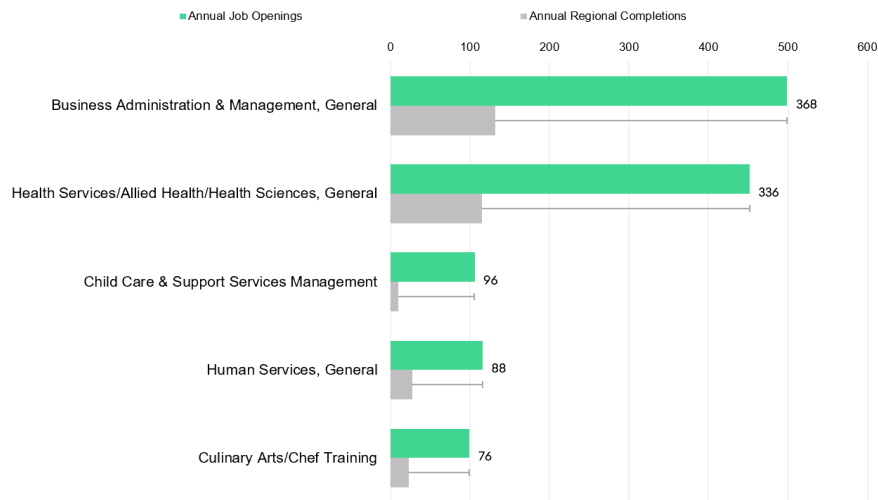| Program	Value
Business Administration & Management, General	256
Sales, Distribution, & Marketing Operations, General	73
Sports Studies	31
Health Services/Allied Health/Health Sciences, General	30
Human Services, General	5
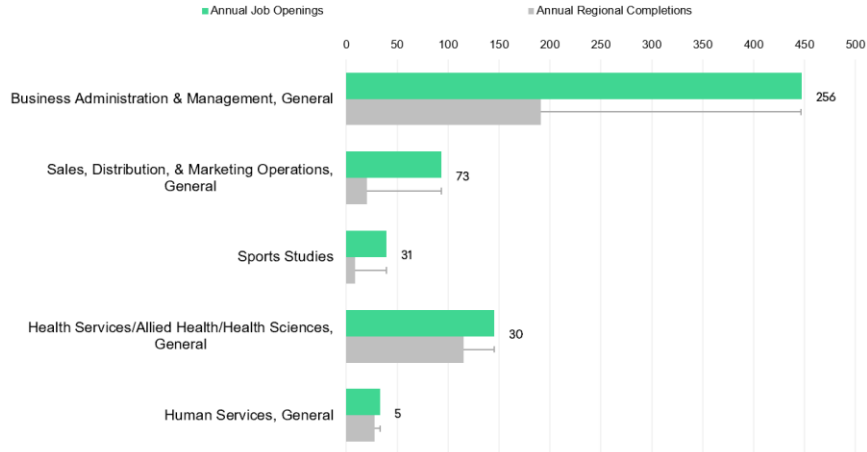
Some of SUNY Broome's associate degree programs that are intended to transfer on and be completed at a bachelor's degree level. As such, the demand for jobs considers a bachelor's degree level of education.

Source: Emsi program demand gap model.

PROGRAM DEMAND GAP ANALYSIS
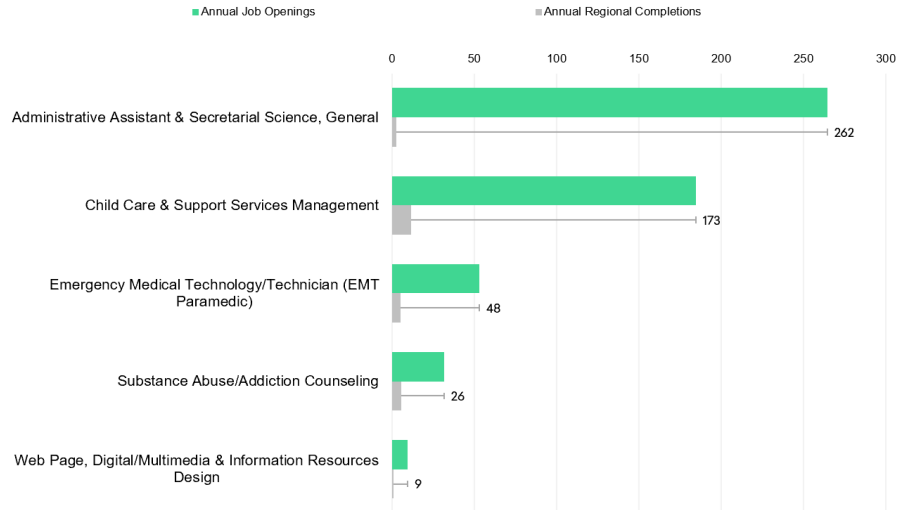
Associate degree program gaps

Annual Job Openings   Annual Regional Completions

Program	Value
Business Administration & Management, General	368
Health Services/Allied Health/Health Sciences, General	336
Child Care & Support Services Management	96
Human Services, General	88
Culinary Arts/Chef Training	76

Source: Emsi program demand gap model.

Certificate level program gaps

■ Annual Job Openings   ■ Annual Regional Completions

Source: Emsi program demand gap model.

Non-credit program gaps

■ Annual Job Openings   ■ Annual SUNY Broome Completions
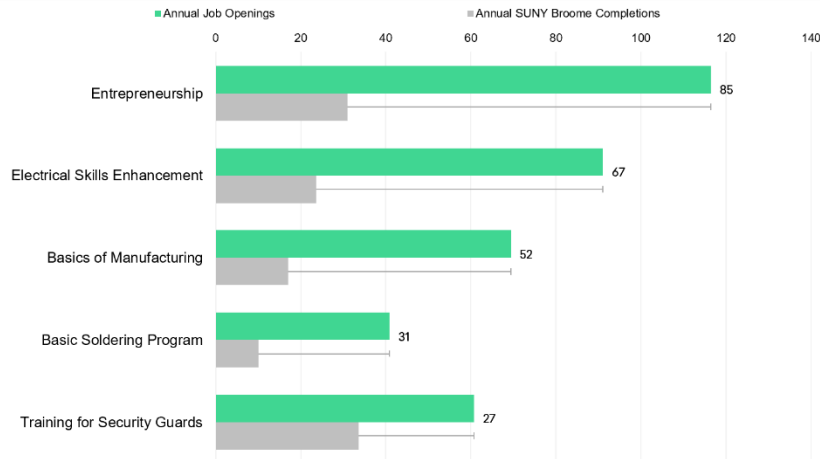
These "programs" are comprised of clustered non-credit courses. Because of this, program-to-occupation mapping tends to be more linear.

Source: Emsi program demand gap model.