



## Developing the Long-Term Plan for SUNY Enrollment & Financial Sustainability *Campus Template*

### Background

As part of the 2023-24 enacted state budget, SUNY is required to produce a “long-term plan to address the impact fluctuations in student enrollment have on the academic and financial sustainability of state-operated institutions and community colleges. Such plan shall include, but not be limited to, projected student enrollments, an assessment of degree and credential offerings, initiatives to attract and retain students and faculty from diverse demographics, and any research benchmarks. The plan shall also include how the state university of New York trustees plan to stabilize the finances of all campuses and leverage each campus’s strengths to improve its long-term success.” The requirement comes in the context of Governor Hochul’s goals for SUNY outlined in the 2022 State of the State agenda, including “increasing enrollment by one third to over 500,000 students with enrollment and completion rates reflecting the state’s diversity; preparing hundreds of thousands of people for in-demand jobs and upwardly mobile careers; recruiting and supporting top faculty and staff; providing affordable credentials and degrees to all kinds of learners; and doubling sponsored research, start-ups and patents so that SUNY can catalyze economic innovation and good jobs all across the state.” This plan must be submitted to Governor Hochul and legislative leaders by January 1, 2024, following approval by the SUNY Board of Trustees.

### Continuing to Partner with Campuses

The SUNY plan is being developed in close partnership with campus presidents. The special Presidents Meeting in September and the in-person Presidents Meeting in October have focused on the critical issues that the plan must address. This template is intended to gather both additional input and campus-specific content. To be respectful of campus leadership’s time, the following questions do not address the entirety of topics that will be included in the plan. Rather, these questions will provide information that is not already readily available and will be used to supplement existing data sources such as the enrollment surveys completed during the summer; data regularly submitted to Institutional Research and Finance & Administration; and surveys and data requests that System has already conducted or that are underway. **Please submit the following information no later than November 29, 2023, to [Jamie.Frank@suny.edu](mailto:Jamie.Frank@suny.edu).**

## Campus Template

Campus Name \_\_\_\_\_ **OSWEGO** \_\_\_\_\_

### Part 1: Future Growth and Positioning

1.1. *System Administration is committed to helping all campuses lean into their strengths. Please indicate up to three (3) programs, opportunities, and/or qualities that make your campus unique or that are integral to the campus brand. For each, please provide supporting data (e.g., enrollment in a particular discipline, honors/recognition received) and a description of how you expect that strength to evolve over the next decade.*

*SUNY Oswego has adopted a strategic long-term growth plan to expand our promise of educating tomorrow’s scholars and meeting the needs of the Central New York region. Launched in September 2023, [Vision 40/40](#) is designed to establish a pathway for SUNY Oswego to increase educational attainment, expand upward mobility and enhance regional economic development. The pathway is rooted in our mission to serve our region in alignment with SUNY’s four pillars; (1) student success, (2) research and scholarship, (3) diversity, equity and inclusion, and (4) economic development and upward mobility.*

*The University also launched our strategic planning process in fall 2023. With the assistance of the American Association of State Colleges and University (AASCU), a team of leaders across the institution formed the steering committee to guide the process that will result in a draft plan to the university community by April 2024. The framework for this process is driven by Vision 40/40; supported additionally by the SUNY pillars and the history of our founder, Edward Austin Sheldon over 160 years ago, with the focus on hands-on learning by doing. A diverse complement of constituents will lead the efforts with sub-committees and focus groups to move the university successfully into the future.*

*SUNY Oswego continues to build on our rich success in the online landscape having many attractive fully online degree programs at the bachelors and masters levels. These modalities are significant opportunities for future growth and we are poised to lead in those efforts. Additionally, our branch campus located in downtown Syracuse provides us with a space to further expand regional partnerships with educational institutions and business and economic partners. This footprint in an urban setting is one of our greatest assets, providing accessible high quality education at a public price-point to place bound individuals and adults working in the region.*

Campus Strength	Supporting Data	Evolution in 10 Years
ABET Accredited programs; Technology Education	<ul style="list-style-type: none"> <li>● These programs link directly to the arrival of Micron and other related industries. Engineering and</li> </ul>	<ul style="list-style-type: none"> <li>● With the influx of need in these technology spaces due to Micron and other related businesses, SUNY Oswego sees opportunities for</li> </ul>

Campus Strength	Supporting Data	Evolution in 10 Years
	<p>technology will support growth in these areas.</p> <ul style="list-style-type: none"> <li>● In addition, SUNY Oswego’s Technology Education and Technology Management programs are one of the only ones provided w/in the state and students are often employed before graduation.</li> <li>● The Technology Education program also supports the preparation of teachers who will be teaching in these technical spaces where Micron needs people.</li> <li>● The Electrical and Computer Engineering program has had between 75-100 majors in the past few years and has capacity to grow.</li> <li>● The computer science programs (including Software Engineering) have had between 450-500 majors with opportunities to grow. The Technology Education/Technology Management majors has had about 200 majors with growth potential, particularly as it moves into Advanced Manufacturing.</li> <li>● Hanover Research notes that the following areas are high growth across three dimensions - “Overall Growth”, “Student Demand”, and “Labor Demand”:</li> </ul> <p><u>Bachelor’s</u></p>	<p>consistent growth over the next few years.</p> <ul style="list-style-type: none"> <li>● The Engineering and Computer Science programs have high employability/placement for our graduates and provide a project-based education wanted by companies.</li> <li>● The Technology Education/Management programs are unique to SUNY, and they are seeking to develop an Advanced Manufacturing program as well which will again support the growth of Central NY.</li> </ul>

Campus Strength	Supporting Data	Evolution in 10 Years
	<ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Computer and Information Science</li> <li>• Information Technology</li> <li>• Computer/Information System Security</li> </ul> <p><u>Master's</u></p> <ul style="list-style-type: none"> <li>• Educational /Instructional Technology</li> <li>• Computer/Information Systems Security</li> <li>• Cognitive Science</li> <li>• Informatics</li> <li>• Medical Informatics</li> </ul> <p><u>And "Emerging" or "Established"</u></p> <ul style="list-style-type: none"> <li>• Cognitive Science</li> <li>• Electrical and Electronics Engineering</li> </ul>	
Zoology/Biology	<ul style="list-style-type: none"> <li>• SUNY Oswego's Zoology (and Biology) has seen consistent enrollments in these programs. It is a unique program, particularly within the comprehensive space.</li> <li>• These programs have had between 450-550 (total) enrollments in the past years.</li> <li>• Hanover Research notes that the following areas are high growth across three dimensions - "Overall</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment growth in this space is likely to be growing at an about 5-10% rate over this timeframe, which returns our enrollment to pre-covid levels.</li> </ul>

Campus Strength	Supporting Data	Evolution in 10 Years
	<p>Growth”, “Student Demand”, and “Labor Demand”:</p> <p><u>Bachelor’s</u></p> <ul style="list-style-type: none"> <li>• Public Health</li> <li>• Health/Health Care Admin</li> </ul> <p><u>“Emerging”</u></p> <ul style="list-style-type: none"> <li>• Animal Physiology</li> <li>• Veterinary/Animal Health Tech</li> </ul>	
<p>Online AACSB accredited business programs</p>	<ul style="list-style-type: none"> <li>• SUNY Oswego has been at the forefront of online education for a number of years.</li> <li>• Within the Business program space, the Online MBA program is a top-50 ranked program and one of the top online public programs in New York State. We recently started a four-year undergraduate online Business option to complement the existing completion program.</li> <li>• The online MBA program has increased from 142 students in fall 2019 to 204 in fall 2023; the online MBA Health Services Administration has increased from 39 in fall 2019 to 87 in fall 2023; and the online business administration baccalaureate program has increased from 56 in fall 2020 to 201 in fall 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• SUNY Oswego continues to offer high quality online Business programs that are AACSB accredited and nationally ranked.</li> <li>• With the start of the four-year undergraduate online program, we expect to see continued and consistent growth in this space perhaps at 10-20% per year in the coming years.</li> </ul>

Campus Strength	Supporting Data	Evolution in 10 Years
	<ul style="list-style-type: none"> <li>● SUNY Oswego has also customized their MBA for an individual business leader and has plans to do similar work through an executive MBA at the Syracuse campus.</li> <li>● Hanover research notes that the following areas are high growth across three dimensions – “Overall Growth”, “Student Demand”, and “Labor Demand”:  <u>Bachelor’s</u> <ul style="list-style-type: none"> <li>● Finance</li> <li>● Marketing/Management</li> <li>● Logistics/Supply Chain</li> <li>● Management Science</li> </ul>   <u>Master’s</u> <ul style="list-style-type: none"> <li>● Management Science</li> <li>● Organizational Leadership</li> <li>● Business Statistics</li> <li>● Business/Commerce General</li> </ul>   <u>And “Emerging” or “Established”</u> <ul style="list-style-type: none"> <li>● Business Statistics</li> </ul> </li> </ul>	

1.2. If your campus conducts research, please provide your current baseline sponsored research (consistent with [SUNY Research Foundation dashboard data](#)) and any targets that you have set for increased sponsored research expenditures. Please indicate N/A if you do not have a target.

*At this time, a comprehensive review of all Research and Sponsored program administration is ongoing to address opportunities for growth and challenges to advance the current portfolio of research. The figures in the table below represent a projected growth rate of 3% per year;*

however, results from this review will more accurately define our opportunity for capacity in this space. We have already seen a rebound of research activity post-covid; from FY 2022 to FY 2023 (to date) of 50% and are poised to continue this trend into the future.

Year	Actual and Target Sponsored Research Expenditures
Baseline	\$7,034,541
2025 Target	\$7,250,000
2030 Target	\$8,400,000
2033 Target	\$9,200,000

Part 2: Retention as Enrollment Strategy

2.1. Please describe any specific goals or targets that your campus has adopted to increase retention and/or completion (e.g., “we will increase retention by 5 percentage points by 2030 from our 2022 baseline”), whether the goal is for all students or a particular subgroup (e.g., “this goal is for Pell recipients”), and the specific strategies that are in place to achieve the goal (e.g., “joined ACE program; enhancing advisement practices through increased staffing, training, use of technology; increasing institutional aid to address unmet financial need”). Please express baseline data and goals/targets as percentages.

*SUNY Oswego is analyzing copious amounts of data to assist our retention strategies and understand the relevance to our strategic enrollment management plan. Locally, we have developed retention dashboards to show trends over time, track current student populations and review data over longer than just one year time periods. Furthermore, we view retention as an entire campus responsibility, deploying interventions from Academic Affairs to Student Affairs divisions. We are currently building a risk score that represents attributes with negative correlations to retention. Our goal is to pro-actively deploy resources where needed to increase retention. Additional supports/programs and interventions are highlighted below, but merely scratch the surface on entirety of work done in this space throughout our campus community.*

Retention and/or Completion Goals/Targets	Baseline Data	Student Group (see Q5.1 for examples of student groups)	Strategies to Achieve Goal/Target
Achieve and sustain 80% retention for first-year students and 85% for transfer students	Baseline from Fall 2022 full-time cohorts  <u>First-Year</u> Overall 70.3%	All	Curricular Approach <ul style="list-style-type: none"> <li>● Develop inclusive pedagogy.</li> <li>● Addition of GST 104 (student transition class)</li> </ul>

Retention and/or Completion Goals/Targets	Baseline Data	Student Group <i>(see Q5.1 for examples of student groups)</i>	Strategies to Achieve Goal/Target
	<p>Men 70.1% Women 70.6%</p> <p>Pell 64.0% No Pell 74.4%</p> <p>Black, Non-Hisp. 63.9% Hispanic 64.3% International 44.2% All Other 74.7%</p> <p>First Generation 65.6% All Other 72.0%</p> <p><u>Transfer</u> Overall 82.8%</p> <p>Men 82.1% Women 83.5%</p> <p>Pell 79.0% No Pell 85.7%</p> <p>Black, Non-Hisp. 79.5% Hispanic 73.8% International 88.0% All Other 83.5%</p> <p>Associates Prior 85.7%</p>		<p>to university-wide requirement.</p> <ul style="list-style-type: none"> <li>● Offering first-year signature courses (approx. 20 sections).</li> <li>● Participate in Association of College and University Educators (ACUE) Effective Teaching Practices.</li> <li>● Continued focus on belongingness and culture of care.</li> </ul> <p>Co-Curricular Approach</p> <ul style="list-style-type: none"> <li>● Creating and implementation of living and learning communities, including All In (LGBTQIA+ students); Live Well (focused on well-being); Be First (1<sup>st</sup> generation students); and Global Community (international students).</li> <li>● Strengthening Transitions and Academic Readiness for Tomorrow (START) peer mentoring program.</li> <li>● Expanded support for students from lower socioeconomic backgrounds including</li> </ul>



Retention and/or Completion Goals/Targets	Baseline Data	Student Group <i>(see Q5.1 for examples of student groups)</i>	Strategies to Achieve Goal/Target
	No Associates 81.3%		<p>Assistant Dean of Student for Basic Needs; single fee for academic year housing (no break fees) and availability for 12 month housing, scholarships for break meal plans; expanded food/clothing pantry and Emergency Fund; financial planning and literacy training for students and families.</p> <ul style="list-style-type: none"> <li>● Campus-wide Culture of Care: Case management approach to holistic student support coordinated via Starfish, the Behavior Intervention Team (BIT); tele-therapy option (BetterMynds) available for online and Syracuse campus students; evening and weekend counseling support for campus crisis management; Oz Concerns Navigator and more.</li> <li>● Laker Family Hub to connect and partner with families and other student supporters.</li> </ul>

Retention and/or Completion Goals/Targets	Baseline Data	Student Group <i>(see Q5.1 for examples of student groups)</i>	Strategies to Achieve Goal/Target
			<ul style="list-style-type: none"> <li>● Career and internship opportunities introduced during first-year including fairs, coaching, major explorations, alumni mentoring and networking supported by Handshake.</li> </ul>
		Pell-eligible, below an 85 high school GPA, no prior college credits for first year students.	<ul style="list-style-type: none"> <li>● Replicate the Advancing Completion through Engagement (ACE) program with extensive advising and incentives for participation to increase retention for targeted populations of students.</li> <li>● Launching in fall 2023 for two full years of SUNY funded participation.</li> </ul>
		Pell-eligible, URM, first-generation students	<p>Through a Title III funded grant, as part of our selection in the AASCU's Student Success Equity Intensive (SSEI) program, we will be investing in a variety of efforts to reduce achievement gaps in specialized populations of our student body including:</p> <ul style="list-style-type: none"> <li>● Embedded tutoring in high DFW classes.</li> </ul>

Retention and/or Completion Goals/Targets	Baseline Data	Student Group <i>(see Q5.1 for examples of student groups)</i>	Strategies to Achieve Goal/Target
			<ul style="list-style-type: none"> <li>● Faculty development around inclusive course design.</li> <li>● Financial mentors and financial literacy education.</li> <li>● Designing inclusive pedagogy.</li> </ul>
Increase satisfactory progress towards graduation and/or other credential goals to 65% by the year 2030.	Retention and completion data is often examined differently with these students compared to the traditional 18-22 year old. Current credit completion of new non-traditional age undergraduates using a measure of completing six or more courses in a year while failing none is 45%.	Adult students (primarily); Non-traditional student population	<ul style="list-style-type: none"> <li>● Increase prior learning assessment for this cohort.</li> <li>● Offer a transfer or stop-out student success course</li> <li>● Increase belongingness and culture of care focused on this student group.</li> <li>● Enhance co-curricular opportunities suited for this student population.</li> </ul>
Increase the graduation rate over the next ten years for traditional first-year full time cohorts to 65%.	Current baseline data is at 60%, however, we expect that due to lower retention that this percentage will drop before rebounding in alignment with increased retention.	First-year, full-time students	<ul style="list-style-type: none"> <li>● Strategies for this completion target are akin to the many strategies deployed to address retention.</li> </ul>
Increase the total number of graduates to 40,000 in the next 10 years through the execution of <a href="#">Vision 4040</a> .	The total number of graduates for the previous	All	<ul style="list-style-type: none"> <li>● Expand current transfer student population through the Central New</li> </ul>

Retention and/or Completion Goals/Targets	Baseline Data	Student Group <i>(see Q5.1 for examples of student groups)</i>	Strategies to Achieve Goal/Target
	decade is approximately 20,000.		<p>York Transfer Collaboration (CNYTC).</p> <ul style="list-style-type: none"> <li>● Target stop-out students and alumni that may wish to pursue certificate programs, microcredentials or other degrees.</li> <li>● Target the population growth in the area due to economic development as an opportune market audience to benefit from SUNY Oswego's diverse portfolio of academic programs and microcredential offerings.</li> <li>● Continued focus on retention and completion rates of currently enrolled students.</li> <li>● Focused and increased utilization of our Syracuse campus as an opportunity to reach working adults and those interested in a part-time option to earning a credential or degree.</li> </ul>

### Part 3: Operational Collaboration

3.1. Please identify at least one key collaborative initiative in operational effectiveness, academic excellence, and student success that your campus is currently involved in or would like to pursue. This could be a partnership with another SUNY institution, a private-sector collaboration, or a community engagement that has the potential to significantly benefit your campus's operations:

*SUNY Oswego benefits greatly from the key collaborations we share with our instructional partners and community leaders in Oswego County and the greater Central New York region. Through these collaborations, we are able to advance our mission, build pipelines to drive student success and develop relationships with lead to increased research opportunities and economic development.*

- Name of the collaborative initiative
- Whether the initiative is current or envisioned
- Category (operational effectiveness, academic excellence, student success)
- Brief description
- Partners involved or anticipated
- Current or expected benefits
- Challenges or barriers (if any)
- Measures of success
  
- **Central New York Transfer Collaboration (CNYTC)**
  - Launching after Thanksgiving
  - Operational Effectiveness and Student Success
  - We know that the majority of community college students intend to obtain a bachelor's degree, but only a very few will ever graduate with a four-year degree.
  - The CNYTC will consist of SUNY Oswego, Cayuga Community College, Jefferson Community College, and Onondaga Community College.
  - Consistent meetings between Presidents, Provosts, and Chief Enrollment Officers to work through any issues with seamless transfers and increase the transfer pipeline in Central New York.
  - No barriers at the moment.
  - Increasing the number of students who transfer from a central NY community college to a bachelor's degree program at SUNY Oswego, reducing credit duplication, decreasing credits that do not count towards a degree, supporting reverse transfer and innovating to meet the needs of our workforce.

- **School Districts Partnership (Superintendents)**

- Held first meeting in November, will be meeting quarterly.
- Student Success and Workforce Development
- SUNY Oswego is engaged with the regional superintendents (mostly in Oswego County) to increase the college-going culture of our local community and respond to workforce needs within K-12 Education. SUNY Oswego graduates the majority of the teachers in local schools, and with the current shortages of teachers, we are working to grow the pipeline.
- Oswego City Schools, Citi BOCES, Fulton, Phoenix, Hannibal, Mexico, Sandy Creek, Central Square, Pulaski, Cato-Meridian School Districts, as well as schools in Onondaga County and the greater Central New York region.
- To become more responsive to the needs of our local school districts and the students they serve. Relationships between the School of Education at Oswego and the districts are long established, and this group is working on expanding that to the rest of the college.
- Teacher Shortages
- Increase the number of Oswego County students who enroll and complete their education at SUNY Oswego. Reduce the number of unfilled positions in education across New York State, including growth in SUNY Oswego's Superintendent Development Program.

- **SUNY Oswego Instructor Bootcamp**

- Currently funded through an Empire State Development Office of Strategic Workforce Development grant of \$340,963 for two years (July 2023 - July 2025)
- Academic Excellence
- Following the Micron announcement, the Instructor Bootcamp was designed by a member of SUNY Oswego's President Cabinet (then Chief of Staff, now Assistant Vice President of Workforce Innovation and External Relations) together with faculty in SUNY Oswego's Career and Technical Educator Preparation department and with key external workforce development partners to meet their workforce development needs and expectations. The Bootcamp was created to train instructors who have no professional background in teaching how to teach the future workforce of high-demand trades. The program's delivery is based on SUNY Oswego's 162 year-old tradition of "learning by doing" with a combination of in-person, online, and microteaching embedded into the 40-hour program. This regional initiative helps drive workforce innovation and upward mobility in our region and state. For more information, visit: [www.oswego.edu/instructor-bootcamp](http://www.oswego.edu/instructor-bootcamp)
- Current partners: SUNY EOC, Cayuga Community College, Mohawk Valley Community College, Oneida Herkimer Madison (OHM) BOCES, Syracuse Build, CenterState CEO, UNiCON, TradesFutures. Anticipated partners to be added within the next 1-12 months: Onondaga Community College, Syracuse City School District, CiTi BOCES

- SUNY Oswego’s School of Education faculty are helping professionals from high-demand industry fields develop teaching skills so they are better equipped to effectively serve as instructors and trainers in their field of industry to help train the next generation of workers enrolled in BOCES, community college, and apprenticeship programs across the Central New York region.
  - None at this time
  - The first cohort ran from September 2023 - November 2023 with 11 participants. All 11 participants completed the Instructor Bootcamp and are employed by the workforce development partner who referred them to the Instructor Bootcamp.
- **Oswego County Micron Strategy Steering Committee**
    - In late 2022, SUNY Oswego senior leadership members and leaders from Oswego Health, Oswego County, and City of Oswego, created the Oswego County Micron Strategy Steering Committee with SUNY Oswego as the lead convener and SUNY Oswego's President as the chair. The Steering Committee unites public and private stakeholders and elected officials from across Oswego and Onondaga counties including the cities of Oswego and Fulton, CenterState CEO, and Empire State Development to think strategically and collaboratively about Oswego County's economic and regional growth that is expected as a result of Micron's investment in Central New York over the next two decades.
    - This initiative is active and meets regularly.
    - Operational Effectiveness
    - The Steering Committee has formed nine active work groups (childcare; economic development; PreK-16 education; healthcare; hotel, restaurant & tourism; housing; public & private infrastructure; transportation & logistics; and workforce training) which are chaired by Steering Committee members. The work groups are open to the public with sign-up interest forms available on the website: [www.oswego.edu/micron](http://www.oswego.edu/micron). Since January 2023, the Oswego County Micron Strategy Steering Committee has met six times: February, March, May (when SUNY Oswego hosted Micron's Chief People Officer April Arnzen and other Micron global leaders for meetings and a public town hall), June, September, and October. In between these Steering Committee meetings, the work group chairs have held many work group meetings to conduct a strengths and opportunities analysis of each work group topic area and to examine and discuss resources needed to help Oswego County improve services, offerings, trainings, programs, and/or infrastructure needed for economic and population growth in the region. Work group members also worked together and, when relevant, with other work groups and external partners to identify and/or apply for local, state, and federal grant opportunities that, if awarded, will bring more resources to Oswego County and contribute to the country's economic, social, and/or cultural vitality and preparedness for the growth expected as a result of Micron's investment in Central New York. The information gathered through the many work group meetings that took place March - August 2023 was presented at the September and October Steering Committee meetings by each work group chair. The work group chairs are currently working to draft a summary report of achievements made over the last 6 months and goals for the next 12 months for each work group area. This report will be shared at the next Steering Committee meeting, which is planned for late early December 2023. The plan is to then be added to the [www.oswego.edu/micron](http://www.oswego.edu/micron) website for the public to view.
    - Partners involved are a consortium of industry leaders in not only Oswego County, but Onondaga County as well.

- This steering committee positions Oswego County well to benefit greatly from the investment that Micron is making into Central New York. By having a voice and connection with leaders within Micron, we are positioned to benefit from philanthropic and operational support to develop and educate the workforce needs into the next 20 years.
  - No challenges or barriers have been identified as of yet.
  - Success is defined by our ability to continue to be relevant and important to Micron leadership, advance our posture as leaders in the higher education space as well as with our partners in the region.
- **SUNY Oswego/Oswego Health Nursing Program Discussion**
    - Discussions are underway with key partners in the region to initiate a completion degree program at SUNY Oswego to support the critical shortage of clinical nurses in New York State.
    - Academic Excellence
    - SUNY Oswego recognizes the critical need to supply our region with highly educated clinical care specialists. We currently offer a few programs with ties to the healthcare industry and believe expansion and program development in this area will serve the current and growing needs of our community with Micron on the heels of development just 30 short miles away. SUNY Oswego's plan is to launch a completion degree program that will focus on providing a bachelor's degree to nurses with an already earned an associate degree as phase one of our plan. Phase 2 will involve a full four-year degree program inviting students to receive their entire degree at SUNY Oswego upon initial admission.
    - Oswego Health, a community healthcare provider in Oswego County will be a strong partner and benefactor of this program. We intend to leverage the existing expertise in their facilities, leadership and clinical instructional support to provide a hands-on learning environment for our students.
    - There are significant benefits to producing qualified nurses to serve the region and local communities especially where critical shortages exist or extraordinary need is projected.
    - No challenges or barriers have been identified as of yet.
    - The measures of success will be identified by our ability to stand up a program and produce qualified, employable members of the healthcare community.

#### Part 4: Academic Portfolio Optimization

4.1 For each of the following disciplines, please indicate whether you anticipate your campus is likely to see program contraction, consistent activity, moderate growth (up to 2% per year), significant growth (above 2% per year), and/or new program development over the next 10 years, and if the growth/new programs are anticipated to be primarily in-person, hybrid, or online:

*SUNY Oswego is undergoing an independent Academic Portfolio Optimization review with Hanover Research that will further inform our planning process into the spring 2024 term. The premise of this study is to provide a broad overview for program expansion or development, based upon*



*student degree completions trends and occupational projections. Initial results of their research was shared with campus leadership recently and align well with our current portfolio as well as our vision for growth in many high demand areas. This information will continue to frame decision-making in concert with Vision 40/40 and our Strategic Plan, which is under development at this time.*

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional	
Agriculture, natural resources and conservation	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input checked="" type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input checked="" type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input checked="" type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input checked="" type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Architecture, engineering, and related technologies	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Business, management and public administration	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input checked="" type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input checked="" type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online
Education	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input checked="" type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Health and related fields	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input checked="" type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Humanities	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input checked="" type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Mathematics, computer and information sciences	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Miscellaneous multidisciplinary studies	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input checked="" type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Personal, protective and transportation services	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional	
	<input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	
Physical and life sciences and technologies	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input checked="" type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Social and behavioural sciences and law	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity	



Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input checked="" type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Visual and performing arts, and communications technologies	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input checked="" type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid

Discipline	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Other (specify)	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online

4.2. Please list up to 5 majors (including degree type) that you expect to be your campus’s fastest-growing in the next 5 years (if applicable).

*SUNY Oswego has identified the following five majors that we expect to grow, which is corroborated by the results shared by Hanover Research in the initial phase of the academic portfolio optimization study. Notwithstanding this information, SUNY Oswego has seen opportunities in most of these fields, (sans Nursing, as that is a new program) and has been focused on preparing to resource this growth and expansion.*

Fastest-Growing Majors	Projected Percent Increase in Enrollment	Rationale
1. Technology (Education, Management, Advanced Manufacturing)  Bachelor’s and Certificate and Microcredentials	10-20%  *additional support provided in Table 1.1	<ul style="list-style-type: none"> <li>● Support the technology sector due to the influx of Micron and other industries.</li> <li>● These programs will both produce graduates for these positions, and the teachers necessary to teach w/in the high schools that will provide potential employees.</li> </ul>
2. Nursing  Bachelor’s (completion degree)	20%  Noted as one of Hanover Research’s areas of “overall growth”, “student demand”, and “labor demand”.	<ul style="list-style-type: none"> <li>● This is a new program for SUNY Oswego and we would expect growth once the program is approved and offered.</li> <li>● The need for additional nurses is clear in NYS and the country, and this program will support the increased need in the state generally, and Central NY specifically.</li> <li>● We have strong relationships with the regional health care provider (Oswego Health) and our community college partners.</li> </ul>
3. Integrative Professional Studies (IPS)  Bachelor’s	25-50%	<ul style="list-style-type: none"> <li>● This is a new program offered by SUNY Oswego and is geared specifically toward the adult student (particularly those that have existing credits and/or an associate degree) seeking a bachelor’s degree.</li> </ul>

Fastest-Growing Majors	Projected Percent Increase in Enrollment	Rationale
		<ul style="list-style-type: none"> <li>The program is based around the skills needed for the workforce and is flexible in his curriculum allowing students to focus on those particular skills needed for them.</li> </ul>
4. Online Business Administration Bachelor's and Master's (MBA)	20-25%  *additional support provided in Table 1.1	<ul style="list-style-type: none"> <li>We see increased opportunities for the online MBA, which is in a growth mode now and our newer online undergrad business program.</li> <li>We are also seeking to offer more sub discipline online programs (e.g., Finance, others) providing additional opportunities for students in this modality.</li> </ul>
5. Computer Science/ Computer and Electrical Engineering Bachelor's	10-25%  *additional support provided in Table 1.1	<ul style="list-style-type: none"> <li>See rationale earlier for the "Technology" area.</li> <li>The Computer Science majors have always been popular and we expect that to continue and grow.</li> <li>SUNY Oswego is also exploring an E-Sports program that will have connections to the Computer Science programs.</li> </ul>

4.3 For each of the following industry sectors identified by New York State's Office of Strategic Workforce Development, please indicate whether you anticipate your campus is likely to see program contraction, consistent activity, moderate growth (up to 2% per year), significant growth (above 2% per year), and/or new program development over the next 10 years in degrees/pathways commonly associated with this sector, and if the growth/new programs are anticipated to be primarily in-person, hybrid, or online:

*In fall 2023, a re-envisioned area within the University was developed; The Office of Workforce Innovation and External Relations (OWIER). Reporting directly to the President, this area focuses on the partnership and relationship building between SUNY Oswego and economic drivers in the region. Consistent with initial results of the Hanover Research, our selections below indicate areas of opportunity and growth potential.*

Sector	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional	
Advanced Manufacturing and Materials	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Biotech and Life Sciences	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input checked="" type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online	

Sector	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Cleantech and Renewable Energy	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid

Sector	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online	<input type="checkbox"/> New program – online
Construction	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Electronics and Optics, Photonics, and Imaging (OPI)	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid

Sector	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Film and TV Production and Post-Production	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input checked="" type="checkbox"/> New program – in-person	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input checked="" type="checkbox"/> New program – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person



Sector	Microcredentials	Non-Credit Workforce Development	Undergraduate Certificates	Associate Degrees	Bachelor's Degrees	Graduate / Professional
	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online
Software and Digital Media (incl. emerging areas like AI)	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input checked="" type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online	<input type="checkbox"/> Not applicable <input type="checkbox"/> Contraction <input type="checkbox"/> Consistent activity <input checked="" type="checkbox"/> Moderate growth – in-person <input type="checkbox"/> Moderate growth – hybrid <input checked="" type="checkbox"/> Moderate growth – online <input type="checkbox"/> Significant growth – in-person <input type="checkbox"/> Significant growth – hybrid <input type="checkbox"/> Significant growth – online <input type="checkbox"/> New program – in-person <input type="checkbox"/> New program – hybrid <input type="checkbox"/> New program – online

Part 5: Diversity, Equity, and Inclusion

5.1. Consistent with the SUNY Board of Trustees [September 2023 resolution](#) and other strategic enrollment management efforts, please indicate the top 2-3 strategies that your campus will leverage to build strong pipelines for outreach and recruitment to each of the following groups of potential students in the next 5-10 years (if you have not yet developed a strategy for a particular group or time horizon, please indicate “not yet considered” or “in development”):

*A pillar of SUNY Oswego’s strategic enrollment management plan, recruitment of the below student groups is an opportunity to diversify our student body and provide access to students that may require additional support and/or resources. The strategies below indicate the University’s commitment to fostering an inclusive community and assisting students through the educational pipeline, from recruitment, to retention to completion.*

<b>Student Group</b>	<b>Top Strategies (1-5 Years)</b>	<b>Top Strategies (6-10 Years)</b>
Pell-eligible students	<ul style="list-style-type: none"> <li>● Increased Financial Literacy</li> <li>● External Scholarship Analysis looking at need/merit mix for institutional funds.</li> <li>● Implementation of the ACE Program</li> </ul>	<ul style="list-style-type: none"> <li>● Increase philanthropy towards need-based aid.</li> <li>● Decrease/subsidized transportation costs to and from NYC.</li> </ul>
First-generation college students (i.e., students whose parents did not complete a Bachelor’s degree)	<ul style="list-style-type: none"> <li>● Development of A Pre-College Office</li> <li>● Accepted Student Bus Trips to visit campus</li> <li>● Emphasis on financial literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Increased focus on rural first-generation students</li> <li>● Group Visits to Campus</li> </ul>
Students from high schools or communities/neighborhoods with high levels of adversity (e.g., based on the College Board Landscape tool)	<ul style="list-style-type: none"> <li>● Regional Accepted Student Receptions</li> <li>● Bus Trips from Landscape neighborhoods</li> <li>● In-person NYC Orientation</li> </ul>	<ul style="list-style-type: none"> <li>● Develop EOP adjacent opportunity program for students from Landscape (without financial Verification)</li> <li>● Increase the total enrollment of our EOP program.</li> </ul>
Students from high schools with low rates of matriculation to your campus	<ul style="list-style-type: none"> <li>● Virtual High School Visits</li> <li>● Superintendent Partnership</li> <li>● Recruiting Teachers/Counselors who are Alumni to assist with recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a Peer Recruitment program.</li> <li>● Develop a funding model to incentivize group visits from underserved schools.</li> </ul>
Veterans or military affiliated	<ul style="list-style-type: none"> <li>● Expansion of our Prior Learning Assessments to award more credit and cut down on time to degree.</li> <li>● Enhanced partnership with community colleges (e.g. Jefferson Community College and Ft Drum).</li> <li>● Expansion of Online degree offerings.</li> </ul>	<ul style="list-style-type: none"> <li>● Align Degree offerings with military-friendly careers.</li> <li>● Fundraise for matching scholarships to assist Veterans and military-affiliated students.</li> </ul>

Student Group	Top Strategies (1-5 Years)	Top Strategies (6-10 Years)
	<ul style="list-style-type: none"> <li>● Explore using the Integrative Professional Studies degree with military pathways.</li> </ul>	
AmeriCorps alumni	<ul style="list-style-type: none"> <li>● Waiving Application Fees for AmeriCorps members.</li> <li>● One-year deferral for AmeriCorps members while they engage in service.</li> </ul>	<ul style="list-style-type: none"> <li>● In development.</li> </ul>
Adults in the workforce	<ul style="list-style-type: none"> <li>● Growth of the IPS (Integrated Professional Studies) degree program.</li> <li>● Growth in the Syracuse campus and increasing program offerings.</li> <li>● Partnering with Amazon Career Choice</li> <li>● Increase prior learning assessment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Stackable Micro Credentials that lead to degrees (creating smaller entry credentials for working professionals).</li> </ul>
New Yorkers with some college credit but no degree	<ul style="list-style-type: none"> <li>● Growth of the IPS (Integrated Professional Studies) degree program.</li> <li>● Growth in the Syracuse campus and increasing program offerings.</li> <li>● Increase prior learning assessment application towards this student population.</li> </ul>	<ul style="list-style-type: none"> <li>● Stackable Micro Credentials that lead to degrees (creating smaller entry credentials for working professionals).</li> <li>● Accelerated programs offered at the Syracuse campus.</li> </ul>
International students	<ul style="list-style-type: none"> <li>● External Scholarship Audit</li> <li>● International Student Recruitment and Support Taskforce</li> <li>● Enhanced recruiting at Community College partners</li> </ul>	<ul style="list-style-type: none"> <li>● Enhanced recruitment at domestic boarding schools for international students</li> <li>● Development of more STEM programs that lead to Optional Practical Training</li> </ul>

Student Group	Top Strategies (1-5 Years)	Top Strategies (6-10 Years)
	<ul style="list-style-type: none"> <li>● Microcredentials designed for specific purposes (e.g., healthcare, engineering).</li> </ul>	<ul style="list-style-type: none"> <li>● Continued development of 5-year bachelor and master's degree programs.</li> </ul>
Out-of-state students	<ul style="list-style-type: none"> <li>● External Scholarship Audit</li> <li>● Enhancing marketing for niche programs such as Zoology, Meteorology, Electrical and Computer Engineering, etc.</li> <li>● Avail ourselves to increased recruitment of this population at a specialized tuition rate</li> </ul>	<ul style="list-style-type: none"> <li>● Increased out-of-state recruitment/travel.</li> </ul>
Transfer students	<ul style="list-style-type: none"> <li>● Central NY Transfer Partnership</li> <li>● Enhanced Transfer Credit Evaluation</li> <li>● Enhanced prior learning assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Growing the Transfer Partnership beyond CNY.</li> <li>● Reverse Transfer and 1-1-2 Options for students who are dismissed.</li> </ul>
Student parents	<ul style="list-style-type: none"> <li>● Growth of the IPS (Integrated Professional Studies) degree program.</li> <li>● Growth in the Syracuse campus and increasing program offerings.</li> <li>● Priority access to on-campus daycare</li> </ul>	<ul style="list-style-type: none"> <li>● In Development.</li> </ul>
Formerly incarcerated students	<ul style="list-style-type: none"> <li>● Launching a task force to start to address this population.</li> <li>● Growth of the IPS (Integrated Professional Studies) degree program.</li> </ul>	<ul style="list-style-type: none"> <li>● In Development.</li> </ul>
Dual/concurrent enrollment (e.g., College in High School)	<ul style="list-style-type: none"> <li>● Continue robust enrollments for SUNY Oswego in the High Schools.</li> <li>● Development of a Pre-College Office (Pre-College is designed to be an outreach office for students from fourth through tenth grade to</li> </ul>	<ul style="list-style-type: none"> <li>● Development of Microcredentials that can be delivered in Dual Enrollment.</li> </ul>

Student Group	Top Strategies (1-5 Years)	Top Strategies (6-10 Years)
	enhance the college going culture of the region).	

Part 6: Fiscal Conditions

6.1. Please describe the financial modeling performed by the campus to project not only current academic year activity, but the multi-year impact that items such as enrollment changes, inflation, or salary adjustments will have on the ongoing fiscal health of the campus. For this purpose, please isolate this answer to the “appropriated” or “Net Operating Costs” activity of the campus but do include any revenues that are received from non-appropriated sources (e.g., foundations).

*Currently the University is undergoing efficiency modeling exercises for the fiscal year 2023-24 and have started budget planning for 2024-25. Through the current year actions, we are deploying strategies to find efficiencies in our expenditure plan, enact ways to utilize resources more effectively and reduce costs where appropriate. Each division has a target figure to meet with the overarching goal to balance the current year financial plan, as well as all future years, without the need for reserves. Academic Affairs is leading efforts towards a two-year target of \$3.75m, while Administration and Finance is balancing a target of \$1.25m, while other divisions are managing smaller targets to assist the overall goal. Some strategies include pausing vacant position searches for six months, 12 months or more, examining course caps in disciplines where it makes sense, optimize course sizes, canceling low enrolled courses, maximizing the use of adjunct/contingent faculty and performing zero-based budgeting model for the upcoming fiscal year across all funds. Additionally we are looking at all operations with the goal of retaining savings through energy management, reductions in custodial workflow, shared resources from tools and vehicles and cross-training of staff to build redundancy within our employee base. We continue to focus largely on recruitment and retention as they make up nearly 72% of our overall operational financial plan and while the state tax dollar investment into SUNY for fiscal year 2023-24 was tremendous, we are preparing for a flat state budget in the out years.*

*Our expenditure plan accounts for all settled collective bargaining agreements and a modest inflationary index of 2% or non-discretionary spending in the out years. We are also projecting modest growth in enrollment based on our strategic enrollment plan in concert with the execution of our Vision 40/40 plan. Our expansion into specialized microcredentials, certificate programs and additional baccalaureate degree programs is the cornerstone of our growth plan.*

*Additionally, we are currently undergoing strategic studies relative to campus funded scholarship support to ensure our investments into our students remain strong, but sustainable. We are studying the financial feasibility of the “Oswego Guarantee” as it currently stands to ensure the needs of our students and the University align. Finally, we are embarking on a strategic planning process that will elevate and propel SUNY Oswego as a leader in higher education in Central New York and beyond.*

6.2 In the table below, please provide your estimate of the relative surplus / (deficit)<sup>1</sup> of the appropriated / Net Operating Costs activity of the institution by applicable categories for the indicated years. Please also provide the assumptions used, the rationale for those assumptions, and any other pertinent information you feel would be useful to understand this projection:

Year	Academic Enterprise / Net Operating Costs	Residence Halls	Total
2023/24	(\$5.496m)	(\$6.488m)	(\$11.984m)
2025/26	\$.500m	\$3.580m	\$4.080m
2028/29	\$1.00m	(\$.980m)	\$.020m

*Assumptions and Rationale:*

*Assumptions and Rationale include slight increases in specialized tuition rates (1-2%) annually for the next 5 years and no tuition increase in NYS resident undergraduate rate nor broad based fees. The institution is undergoing an efficiency planning exercise to reconcile the current expenditures to the projected revenues without the need for reserve deployment of funds to balance the financial plan. This exercise will continue in practice while we rebuild our enrollment through a variety of recruitment and retention strategies in support of Vision 40/40 – a multi-year plan to expand the Oswego promise of increasing educational attainment, expand upward mobility and enhance regional economic development. We have built in the current collective bargaining agreement increases against all our personal service needs.*

*We are actively researching opportunities within our residence hall program to implement recommendations from a residence hall facility master plan over the next ten years, as well as continue to invest in the physical infrastructure to provide a rich living and learning experience for our student body. Data in the residence hall section is derived from the 10-yr residence hall capital plan cash flow projection/analysis.*

6.3 *In response to the anticipated growth outlined in section 4.2 – 5 Fastest Growing Majors, the University respectfully requests an additional \$1.88m and 20 total positions to support the needs in each of these majors. Data illustrated in section 4.2 combined with results from our independent academic optimization portfolio study completed by Hanover Research supports the additional need in these programs. This additional support will greatly assist in the expansion and growth of these programs in support of student and industry demands.*

Program	# Instructors	\$\$ - Instructors	# TT Faculty	\$\$ - TT Faculty	Totals
Technology	0	0	2 @ \$80,000/ea.	\$160,000	\$160,000
Nursing	0	0	4 @ \$110,000/ea.	\$440,000	\$440,000

<sup>1</sup> Defined as ongoing revenues less ongoing expenses. Do not include use of cash balances / fund balances.

Integrative Professional Studies (IPS)	2 @ \$60,000/ea.	\$120,000	3 @ \$75,000/ea.	\$225,000	\$345,000
Business Administration	0	0	5 @ \$115,000/ea.	\$575,000	\$575,000
Computer Science/Electrical Engineering	0	0	4 @ \$90,000/ea.	\$360,000	\$360,000
<b>GRAND TOTALS</b>	<b>2</b>	<b>\$120,000</b>	<b>18</b>	<b>\$1,760,000</b>	<b>\$1,880,000</b>

#### Part 7: Additional Data

7.1. Please add any additional data, fiscal strategies, enrollment strategies, or other information that you would like to provide.

[Vision 40/40](#) – website dedicated to the bold initiative outlined by President Nwosu.

#### Facility Master Planning

Currently we are finalizing our facility master planning process to include not only academic facilities, but also residential facilities, all with a focus on energy efficiency. SUNY Oswego was the first University in SUNY to undertake the process of facility planning including energy management planning at one time. The products of these studies will be used to inform our decisions regarding investments into existing facilities and if necessary, new facilities to support the growth of current programming and potential of new curricular programming into the future. Furthermore, these plans will also shape the vision for infrastructure demands to support a strong curricular and co-curricular experience for our current and future students.

#### Retention Efforts through University Advancement (Career Services)

University Advancement engages students, alumni, faculty, and employers in direct alignment with institutional retention priorities. Developing a scaffolding of student support that generates a greater sense of purpose and belonging, meaningful milestones and traditions, financial and

scholarship support, and connections that will last a lifetime, is at the core of what we do. Highlights include programs, resources, and tools designed to:

- help students make informed choices about academic disciplines and career paths
- gain related experience and relevant skills sets
- actively seek and apply for best-fit opportunities (internships, jobs, etc.)
- engage with a broader alumni family for mentorship and more
- connect with and participate in institutional traditions
- secure financial support to increase persistence

#### Hanover Research

Academic Portfolio Optimization (APO) Study and Brand Awareness Study are both well underway to support the advancement of Vision 40/40 and guide the Strategic Planning process. To date, we have received a preliminary report supporting the current and future academic portfolio offerings, indicating areas for growth and/or expansion. Additionally, Hanover Research is currently conducting an internal brand perception survey, starting with our internal stakeholders—students, faculty, and staff, in its initial phase. The survey initiated on November 17 and is set to conclude on December 1. The subsequent phase of the survey will involve our external stakeholders. This initiative plays a pivotal role in shaping strategies to enhance the effectiveness of our marketing initiatives and optimize institutional branding, marketing, and recruitment efforts.

#### Sustainability Performance

SUNY Oswego is a strong performer in the sustainability arena. In spring 2023, we earned the coveted Gold STARS (Sustainability, Tracking, Assessment and Rating System) from AASHE, the Association for the Advancement of Sustainability in Higher Education. Additionally, we are a leader in many sustainability programs including composting, community gardening, bike sharing programming and maple syrup harvesting using trees on campus.