**Relevant Programs**

Preparing students for success is the basis for the purpose and existence of the college.  In order for students to meet their personal and professional goals, it is important for each program to be relevant, meeting societal needs and expectations.  The previous strategic plan, Developing Capacities, addressed the need for academic program excellence.  However, it lacked the identification of specific measureable strategic outcomes and, actions/strategies.  In this strategic plan the goal of relevant programs focuses on developing, measuring and assessing program outcomes that will prepare students for the workforce.

**Definition of terms**

**MOU agreement** – a Memorandum Of Understanding is an agreement that the college has with graduate degree program for admission.

**Articulation agreement** – an agreement for transfer of credit from one undergraduate program to another.

**Program review** – A mandated periodic 5-year self-study based on the SUNY Guide for the Evaluation of Undergraduate Academic Programs and Guidelines for the Implementation of Campus-based Assessment of the Major – revision: September 1, 2006.  This review is designed to assess program quality and student success, as well as, demonstrate accountability to internal and external constituencies.

**Certificate program** – A sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and have specifically defined outcomes (different than a degree granting program).

**Certification program** - An assessment process that recognizes an individual's knowledge, skills and competency in a particular.  The certification is usually awarded by a third party, standard setting organization, typically not for profit.

**Training program** – A program that provides for acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics).

**Current and Long Term Changes**

**Outcome 1:  Academic programs reflect employer/transfer needs**

**Action/Strategy:** Advisory boards will review programs and curriculum content, and will make recommendations. Measurement/Indicators:

* Tools:  Federal and state employment projections, industry trends, enrollment management data
* Timeframe:  Annually
* How to Assess Outcome:  Deans and Chairs review Advisory Boards’ meeting minutes annually and implement changes as appropriate

**Action/Strategy:** Academic program reviews will be conducted according to the scheduled time line.  
Measurement/Indicators:

* Tools: Federal and state employment projections, industry trends, enrollment management data, assessment results, SUNY program guidelines
* Timeframe:  Ongoing
* How to Assess Outcome: Deans and Chairs evaluate program review recommendations and implement changes as appropriate

**Action/Strategy:** Academic program accreditation will be sought where appropriate.  
Measurement/Indicators:

* Tools:  Accreditation research, accrediting bodies’ information, programs are accredited.
* Timeframe:  Annually
* How to Assess Outcome: Deans and Chairs review program accreditation status and implement changes as appropriate

**Action/Strategy:** Industry certifications will be achieved by students and faculty where applicable.  
Measurement/Indicators:

* Tools:  Certificate research, certification agency information, students and faculty achieve industry certifications.
* Timeframe:  Annually
* How to Assess Outcome: Deans and chairs review industry certifications and implement changes as appropriate.

**Action/Strategy:** Develop new programs to meet industry needs.  
Measurement/Indicators:

* Tools:  Federal and state employment projections, industry trends, enrollment management data, new programs developed.
* Timeframe:  Ongoing
* How to Assess Outcome: Deans and chairs review status of new programs.

**Outcome 2:  Support of campus personnel professional development activities.**

**Action/Strategy**:  Annual reports will reflect personnel professional development activities such as sabbaticals, conferences workshops, seminars and research.  
Measurement/Indicators:

* Tools: Number of professional development activities reported.
* Timeframe:  Ongoing
* How to Assess Outcome:  Deans and chairs evaluate internal and external program assessment data and implement changes as appropriate

**Action/Strategy**:  Funds are allocated and distributed for professional development.  
Measurement/Indicators:

* Tools: Level of funding and distribution.
* Timeframe:  Annually
* How to Assess Outcome:  Deans and chairs review professional development allocations and make recommendations

**Action/Strategy**:  Recognition of campus personnel accomplishments.  
Measurement/Indicators:

* Tools:  Communication of accomplishments.
* Timeframe:  Annually
* How to Assess Outcome:  VPAA, deans and chairs review personnel accomplishments.

**Outcome 3.  Establish relationships with other educational institutions.**

**Action/Strategy:**  Formulate articulation and/or MOU agreements.  
Measurement/Indicators:

* Tools:  Research and communication, articulation and/or MOU agreements are increased and updated on a regular basis.
* Timeframe:  Ongoing
* How to Assess Outcome:  director of admissions, director of transfer will review articulation and MOU agreements.

**Outcome 4.  Offer professional education, training, and continuing education programs that meet the needs of industry and the community.**

**Action/Strategy:**  Develop local certificate and professional certification programs  
Measurement/Indicators:

* Tools:  Number of certificate and certification programs developed and offered
* Timeframe:  Ongoing
* How to Assess Outcome:  VPAA, deans, chairs, Office of Extended Learning will review certificate and certifications programs.

**Action/Strategy:**  Partner with business and industry, government, healthcare, education and workforce investment boards to develop training/continuing education programs  
Measurement/Indicators:

* Tools:  Number of training programs developed and offered
* Timeframe:  Ongoing
* How to Assess Outcome:  VPAA, deans, chairs, Office of Extended Learning will review training and continuing education programs.

**Action/Strategy:** Research and identify potential funding sources to support training  
Measurement/Indicators:

* Tools:  Funding for training identified and obtained
* Timeframe:  Ongoing
* How to Assess Outcome:  VPAA, deans, chairs, Office of Extended, and Director of Grants will review funding for training.

**Action/Strategy:** Develop and implement marketing plan to promote professional education and training programs  
Measurement/Indicators:

* Tools:  Marketing plan developed and implemented
* Timeframe:  Ongoing
* How to Assess Outcome:  VPAA, deans, chairs, Office of Extended, and Director of Communications and Marketing will review funding for training.