



SUNY Erie Strategic Realignment Study

April 29, 2022

Table of Contents

1. Executive Summary (p. 3-10)
2. Headcount Enrollment Trends (p. 11-23)
3. Student Success Trends (p. 24-28)
4. Program Monitoring and Elimination Recommendations (p. 29-32)
5. Section and Student Credit Hour Trends (p. 33-43)
6. Faculty Teaching Activity Trends (p. 44-53)
7. Academic Department Restructuring Recommendations (p. 54-57)
8. Staffing Realignment Recommendations (p.58-70)
9. Appendices (p. 72-97)

Executive Summary

Project Background

rpk GROUP (rpk) engaged with SUNY Erie beginning in December 2021 to complete a comprehensive review of academic offerings and administrative services, with the goal of identifying opportunities for SUNY Erie to strategically and sustainably realign the institution in a way that better reflects current student and community needs. Like many institutions of higher education, SUNY Erie has experienced significant enrollment declines over the past decade, but the operations, infrastructure, staff, and faculty has not adjusted proportionally to reflect the institution's new reality of serving a smaller student population.

The project was led by a SUNY Erie team that included David Balkin, Bill Reuter, Adiam Tsegai, Katherine Callesto, Erikson Neilans, and Christopher Musialowski.

Analysis Details

- Over the course of this project, rpk utilized data from SUNY BI, SUNY Erie Office of Institutional Research, SUNY Erie Human Resources, and other sources to assess enrollment trends, credit hours, faculty teaching efforts, and organizational structure.
- The years of analysis for the study were academic years 2018-2021. In the cases of enrollment trends – both for headcount and student credit hours – the trends were assessed as a three-year change from 2018-2020 and the 2020 data was not impacted by CV-19 due to the timing of the data extract as well as the pandemic (happening so late in the spring 2020 semester as not to significantly impact 2020 data). Data for 2021 is provided for information, but not utilized in developing academic recommendations.

Key Findings

- The analysis conducted by rpk GROUP revealed the following about SUNY Erie:
 - Enrollment is declining – both headcount and total student credit hours – but the institution has not sufficiently right-sized faculty, staff, course offerings or facilities to reflect the smaller population
 - SUNY Erie, in most cases, operates as three separate campuses which results in duplication of effort and unnecessary administrative and academic structures that perpetuate overstaffing
 - The College has significant opportunity to adjust operations to align with student needs, which should support institutional priorities of improved student outcomes

High-Level Recommendations

- Detailed analysis and recommendations are provided throughout this report, but at a high-level, SUNY Erie should act upon the following:
 - **Unify and Right-Size the Institution:** Move away from the multi-campus model and unify under a 'one college' model with staffing and faculty distributed based on student needs, which includes eliminating programs that fail to attract students
 - **Reduce the Physical Footprint:** Discontinue using South Campus as a 'home' for any academic or administrative department or offering and utilize industry and community resources to continue a presence in the South Towns
 - **Focus on Student Success:** Enrollment is unlikely to rebound to earlier peaks, but SUNY Erie has significant opportunity to focus on student outcomes (retention, completion) as ways to improve the overall institutional financial picture

Specific Recommendations – Academic

- Eliminate programs with fewer than 30 students enrolled (3-yr average), declining or single digit growth (3-yr average) and degree production below 10 (3-yr average)
- Monitor programs that are new (since 2018), have fewer than 60 student enrolled, have declining or single digit growth (3-yr average), and have degree production below 20 (3-yr average)
- Restructure the academic offerings of SUNY Erie under a ‘One College’ model that assigns every department to one ‘home’ location, consolidates departments and departmental leadership to reduce the number of departments, and removes all instances of duplicative departmental leadership structures. Do not use South campus as a ‘home’ for any academic department.

Specific Recommendations – Administration & Staff

- Move all central office ‘homes’ to City or North
- Reduce or reallocate staffing at South campus in specific functions to reflect the reduction of student and operational activity at that campus
- Redesign Dean of Students role
- Adopt shared service models for academic and student support functions as well as non-academic administrative support roles
- Distribute staff across physical campuses based on student need and activity:
 - Create one stop shops on City and North campus for direct student services, such as Admissions, Bursar, Financial Aid, Registration and Advising
 - Included in this recommendation is a need to move as many student services online (self-service) or on-demand via virtual engagement as possible to best meet student needs
- All position vacancies should be evaluated to determine opportunity for potential reallocations or position closure

*Shared services models are the consolidation of administrative activity performed by unit-based staff into single delivery point

Steps to Support Action on Recommendations:

1. Implementing the recommendations will result in significant personnel changes. As roles are shifted and redefined, develop new job descriptions and fill those roles based upon demonstrated experience and expertise that meets the job requirements.
2. Assign or hire a small team to support change management and implementation for the recommendations SUNY Erie ultimately accepts. This team should also develop reporting metrics to track the outcomes of decisions and actions, including a dashboard to more closely assess the health of academic programs.
3. Establish more specific workload policies for faculty in order to reduce the level of workload disparities currently seen across disciplines.

Student Headcount Enrollment Patterns

Student Headcount Enrollment & Student Success Methodology

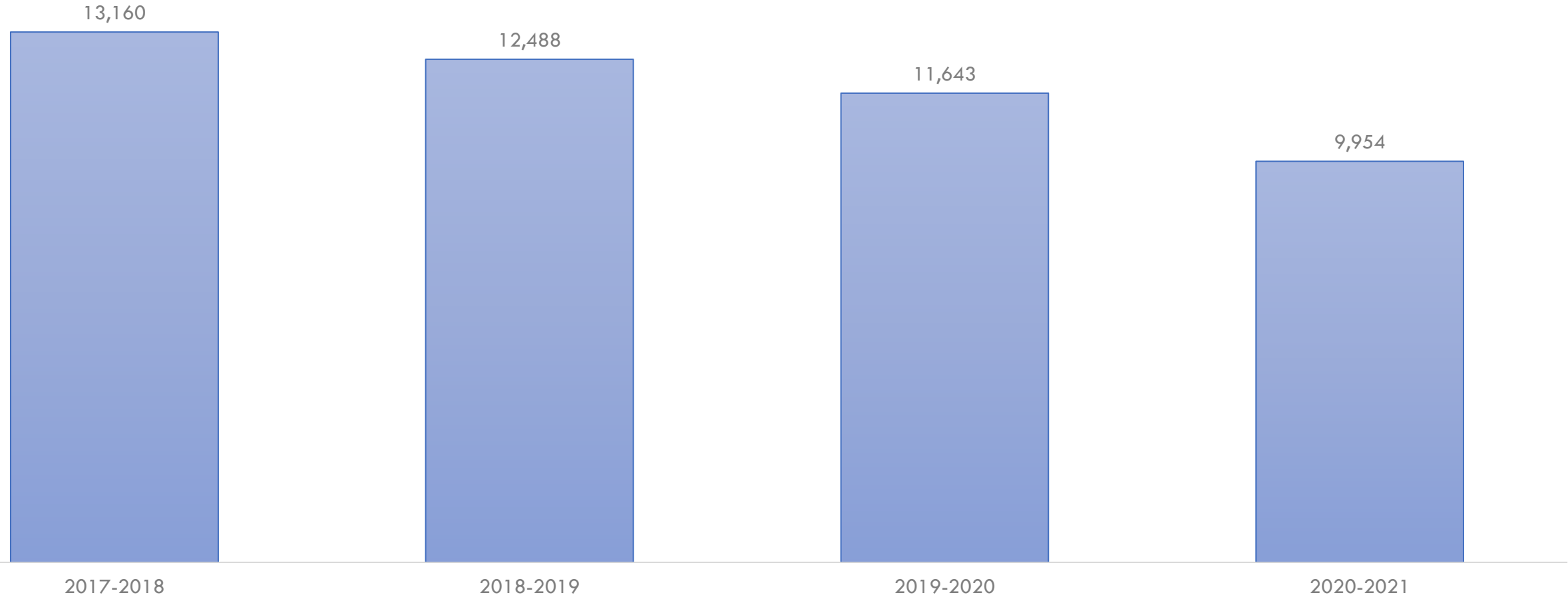
- **Academic Years:** 2017-2018, 2018-2019, 2019-2020, 2019-2021
- **Data source:** SUNY BI
- Retention and graduation metrics are disaggregated by first-time and transfer in students
- Degree production is duplicated (includes multiple majors per student); all other metrics are unduplicated (one major per student)
- Data include full-time and part-time credit students (non-credit was excluded)

Trends in Headcount Enrollment

- Headcount enrollment is declining at SUNY Erie and began declining before the CV-19 pandemic
- SUNY Erie offers 76 programs, but 65% of students pursuing Associates degrees are concentrated in just five degree programs
- Most of SUNY Erie's largest programs are experiencing enrollment decline

Headcount Declined 11% from 2018 to 2020, and an Additional 14% from 2020 to 2021

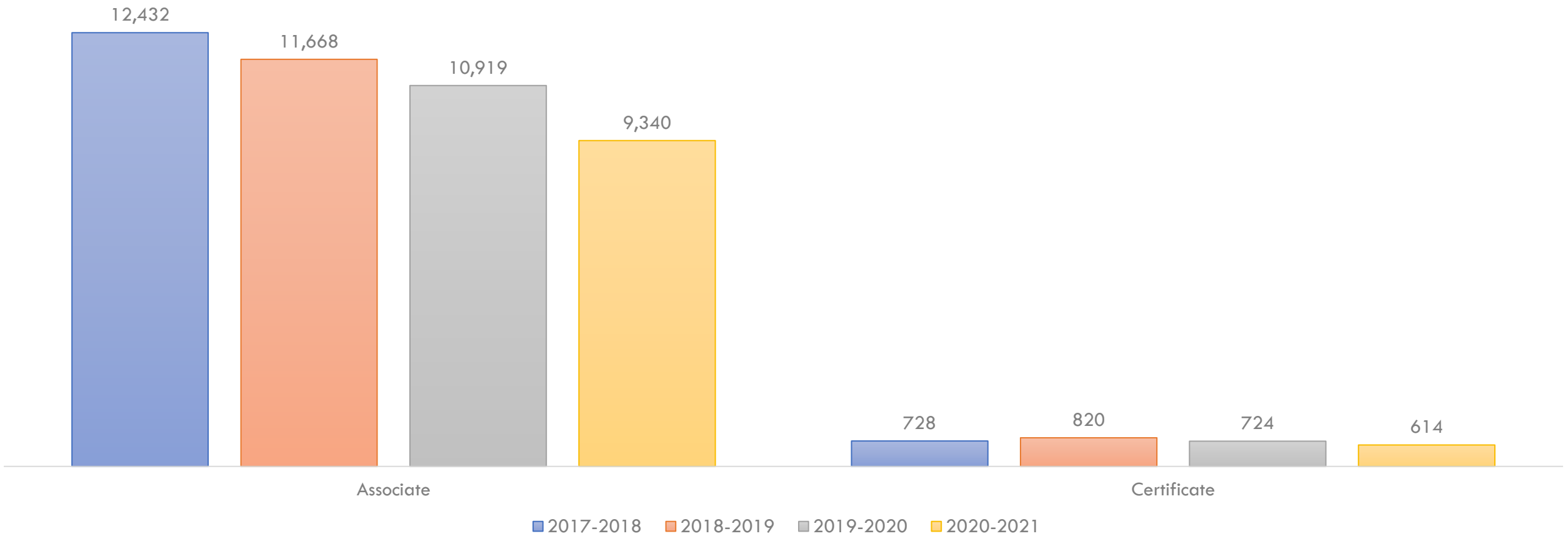
Headcount Enrollment Unduplicated



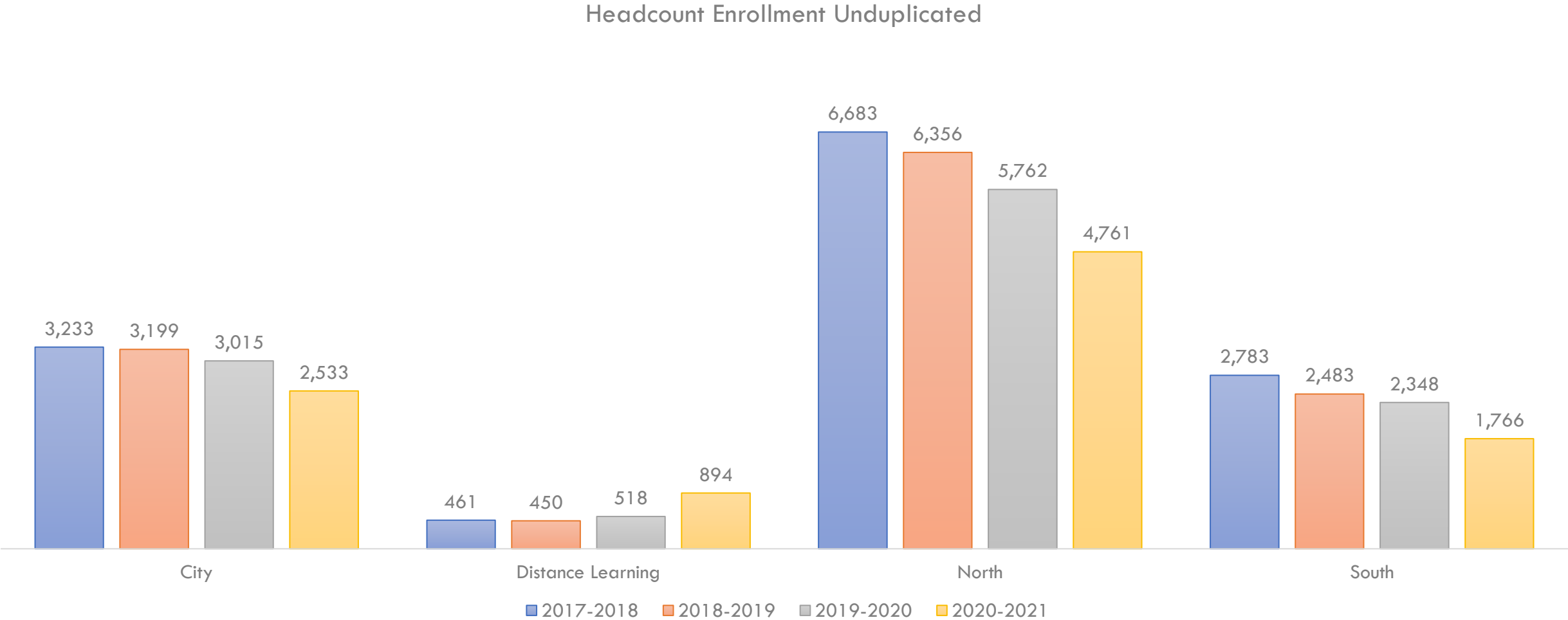
Headcount includes Associates and Certificates

Both Associate Degrees (-24%) and Certificates (-16%) Declined

Headcount Enrollment by Degree Type



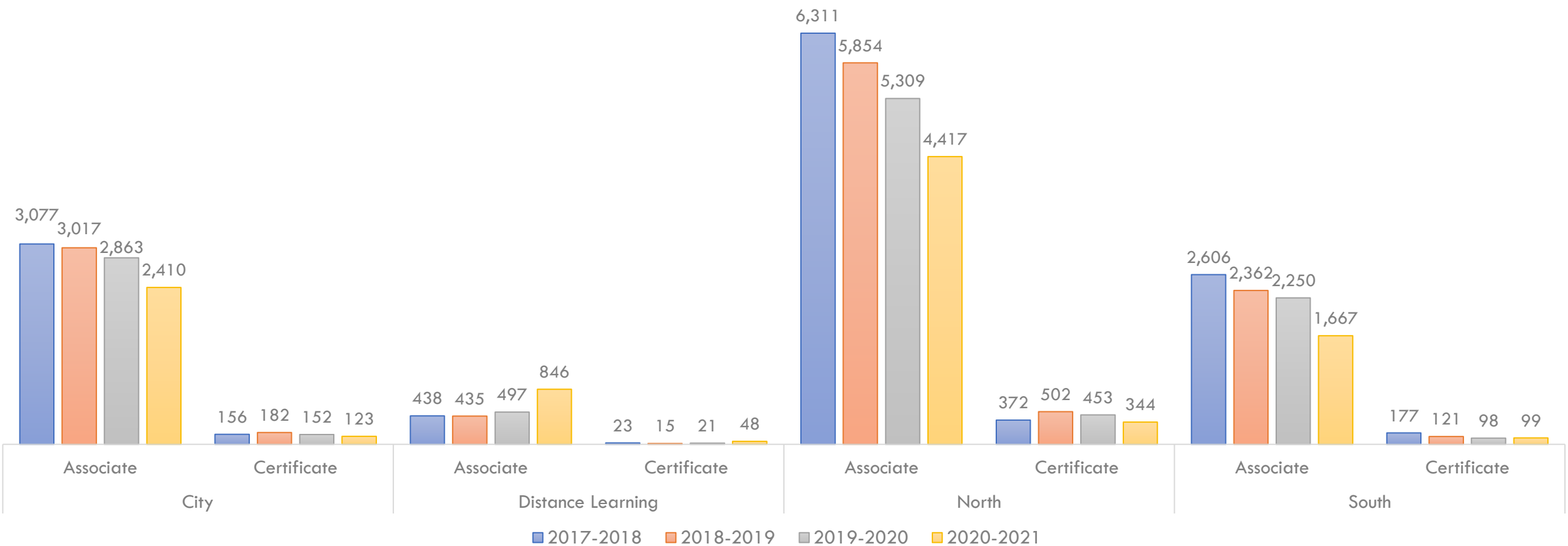
Enrollment Dropped Steeply for all Physical Campuses from 2020 to 2021 while Distance Learning Headcount Increased from 2020-2021



Headcount includes Associates and Certificates

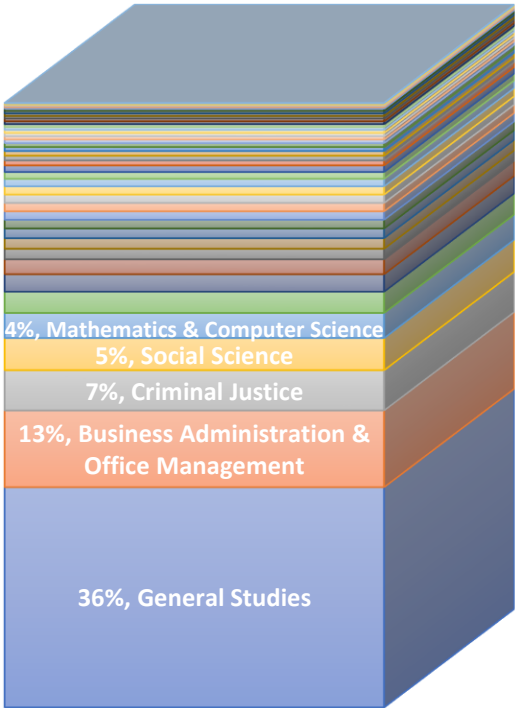
Largest 2018-2021 Associate and Certificate Decline at South

Headcount Enrollment by Degree Type

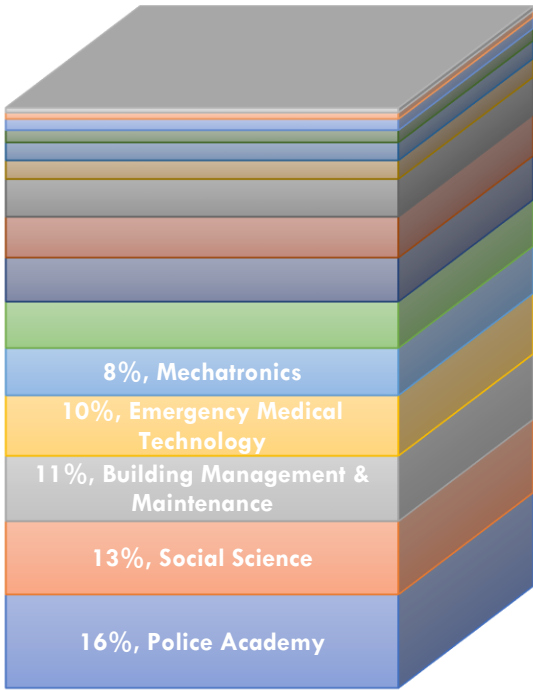


Headcount Concentration Across Departments

Average Departmental Headcount Enrollment by Degree Type; 2018-2020

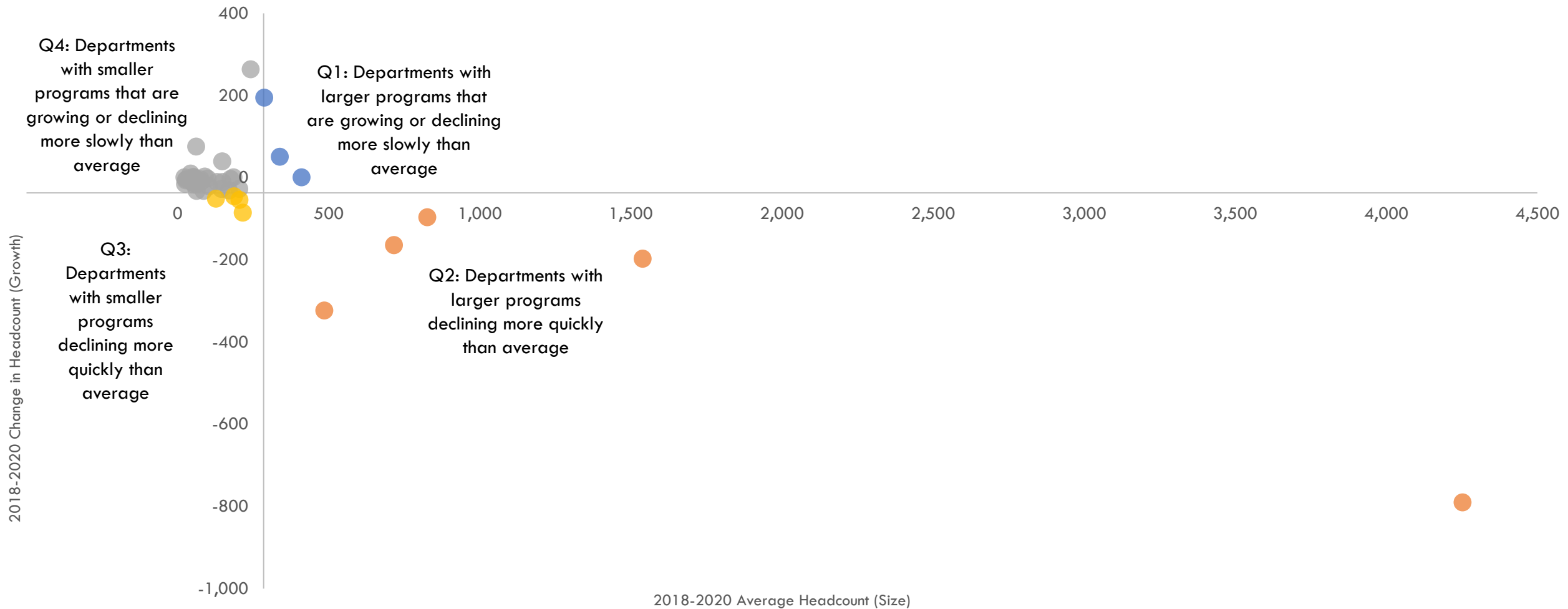


ASSOCIATE PROGRAMS



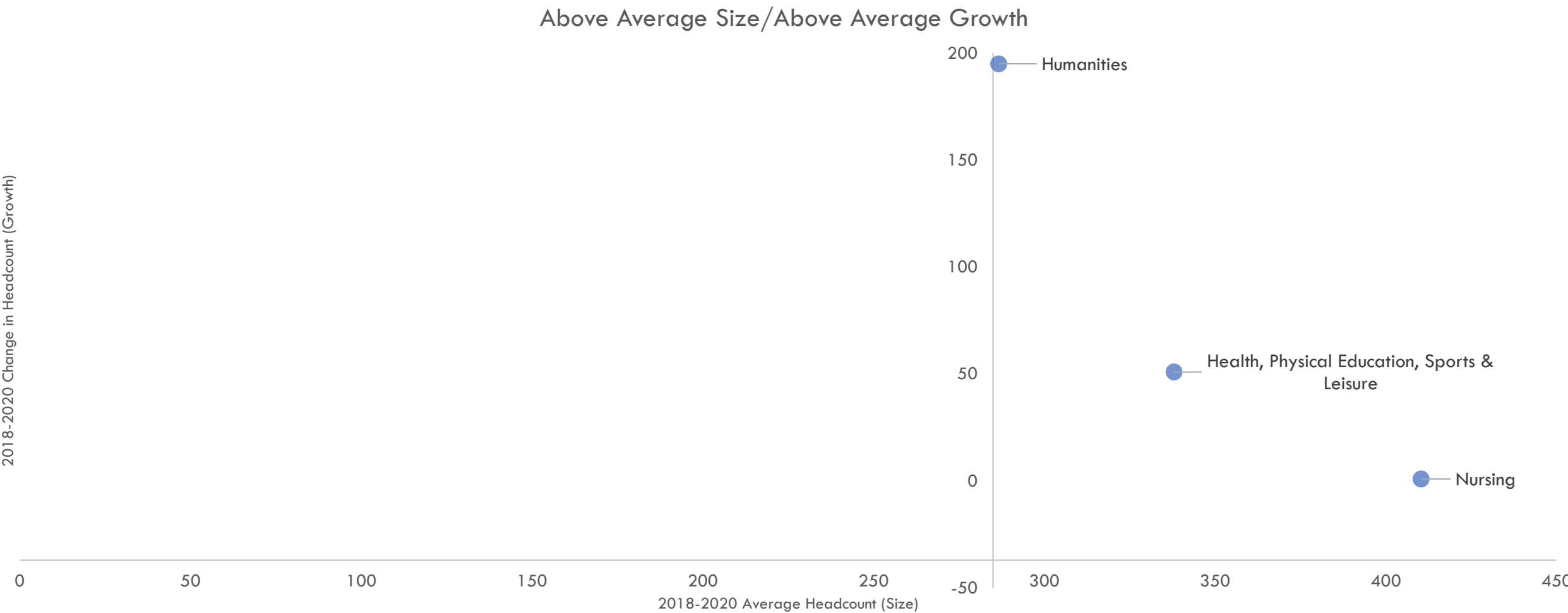
CERTIFICATE PROGRAMS

Student Headcount Enrollment Size and Growth Mapping by Department, 2018-2020



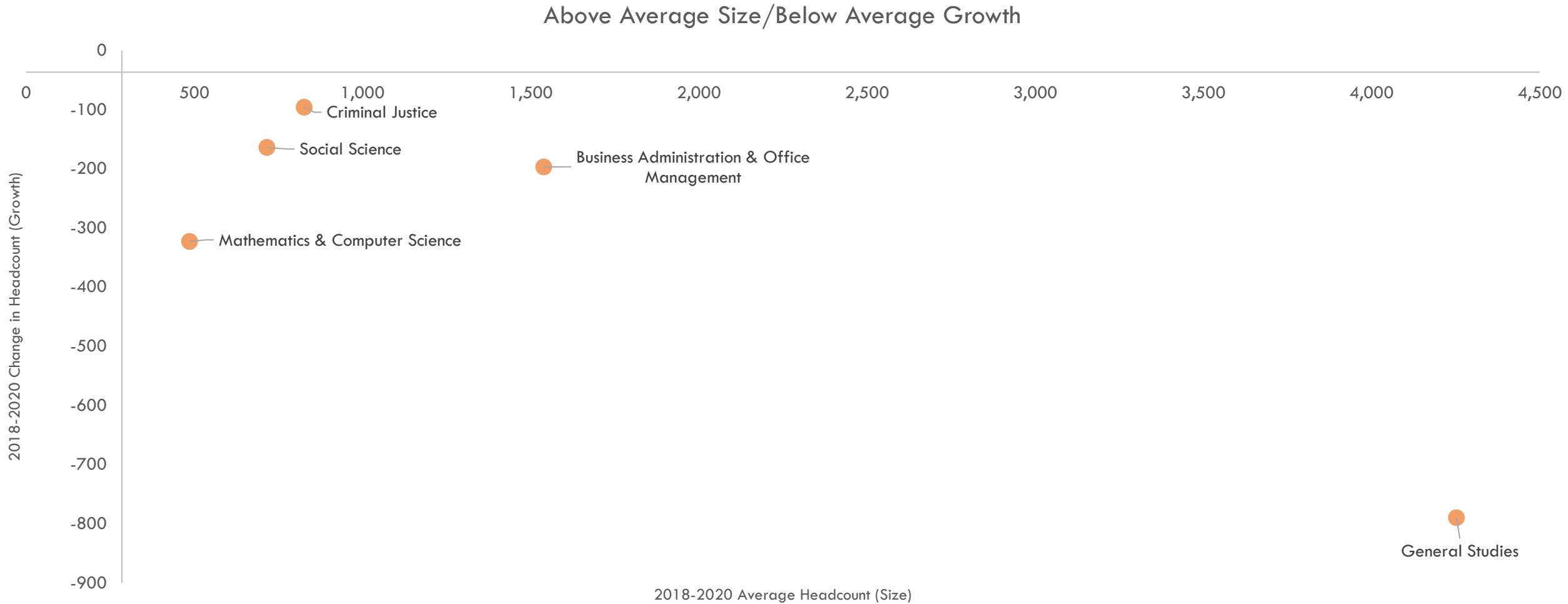
Axes are set at averages
 Average Headcount (Size): 285
 Average Change in Headcount (Growth): -37

Q1: Only 3 Departments have Programs that are Above Average Size and Growth



Axes are set at averages
Average Headcount (Size): 285
Average Change in Headcount (Growth): -37

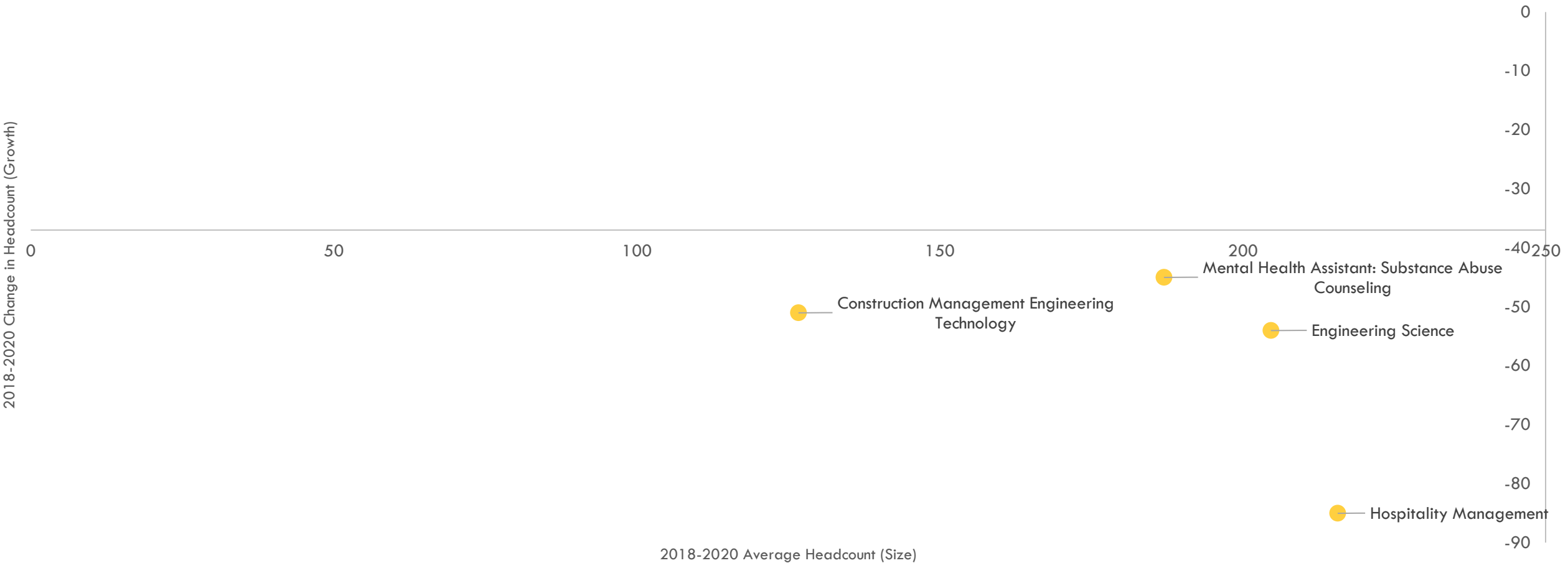
Q2: 4 out of 5 of the Departments with the Largest Program Enrollments are Experiencing Significant Decline



Axes are set at averages
Average Headcount (Size): 285
Average Change in Headcount (Growth): -37

Q3: These Departments Serve Small Programs that are Falling in Enrollment

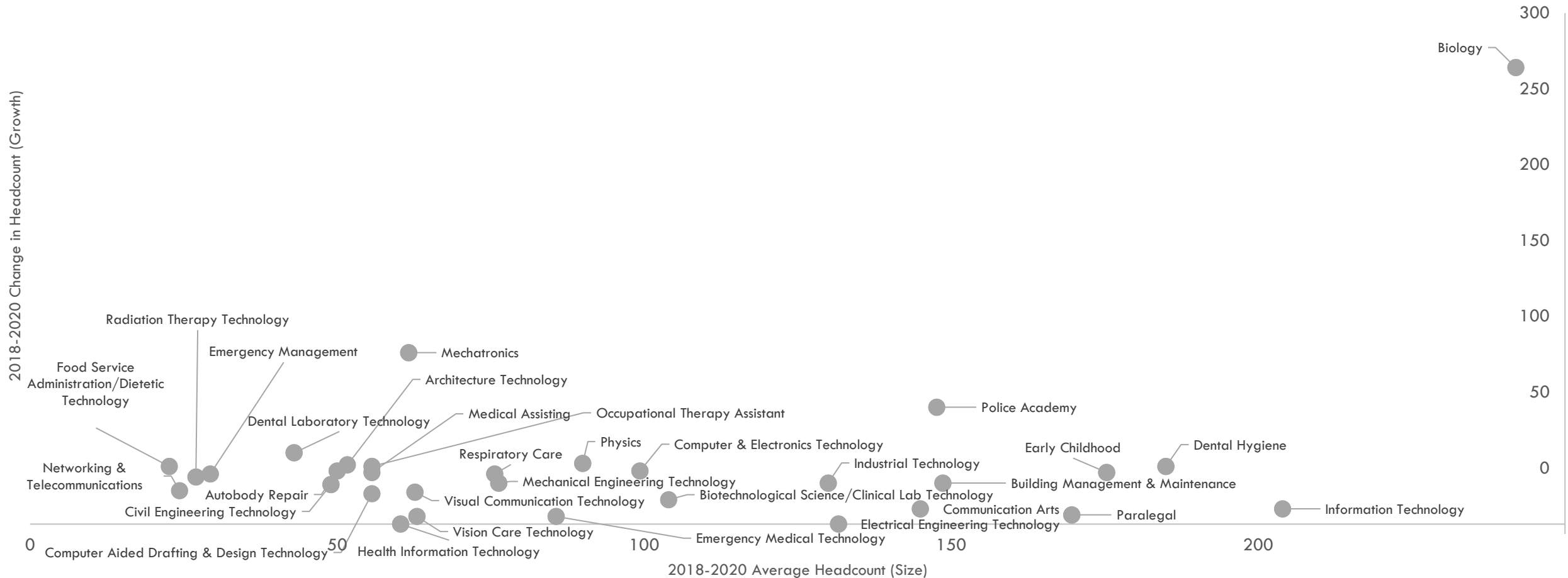
Below Average Size/Below Average Growth



Axes are set at averages
Average Headcount (Size): 285
Average Change in Headcount (Growth): -37

Q4: 8 of the 31 Departments in the Quadrant are Growing in Headcount Enrollment

Below Average Size/Above Average Growth

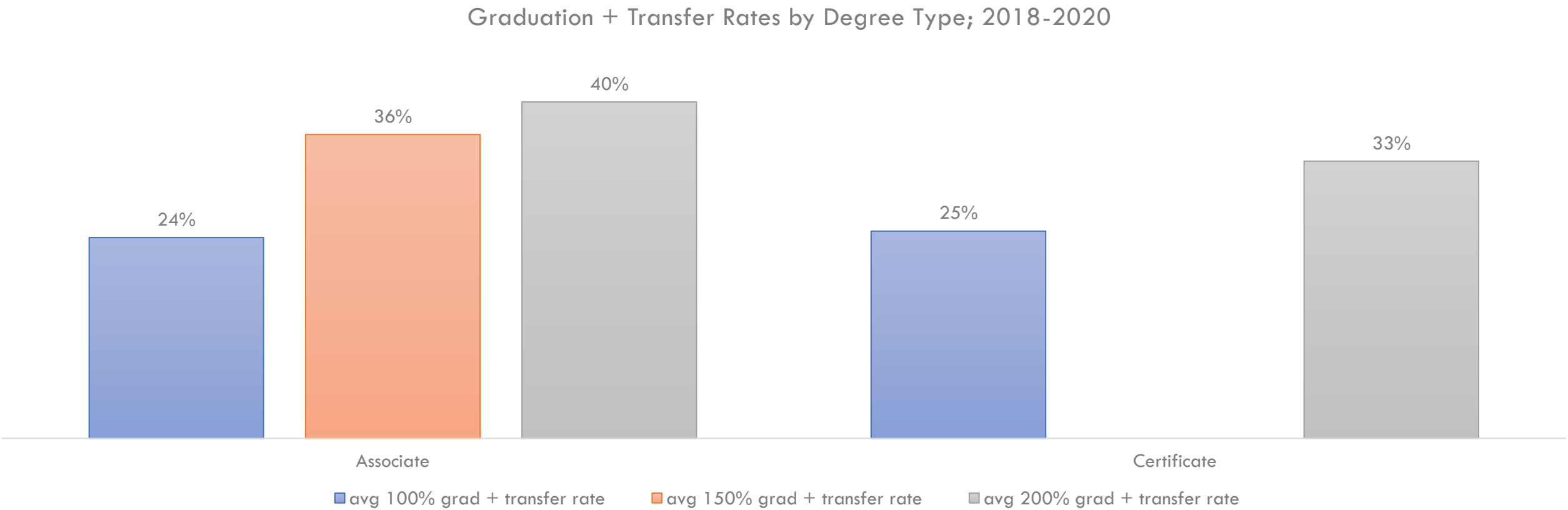


Axes are set at averages
 Average Headcount (Size): 285
 Average Change in Headcount (Growth): -37

Student Success

Student Success

The graph below shows the percentage of students who either graduated or transferred within 100%, 150% and 200% of their expected time to degree. For example, 24% of students in Associate programs on average between 2018-2020 completed their degree program within the expected time (100%), an additional 12% took 50% more time than expected, and an additional 4% completed in twice the amount of time. 60% of Associate degree seekers did not complete the degree within the 200% timeframe.

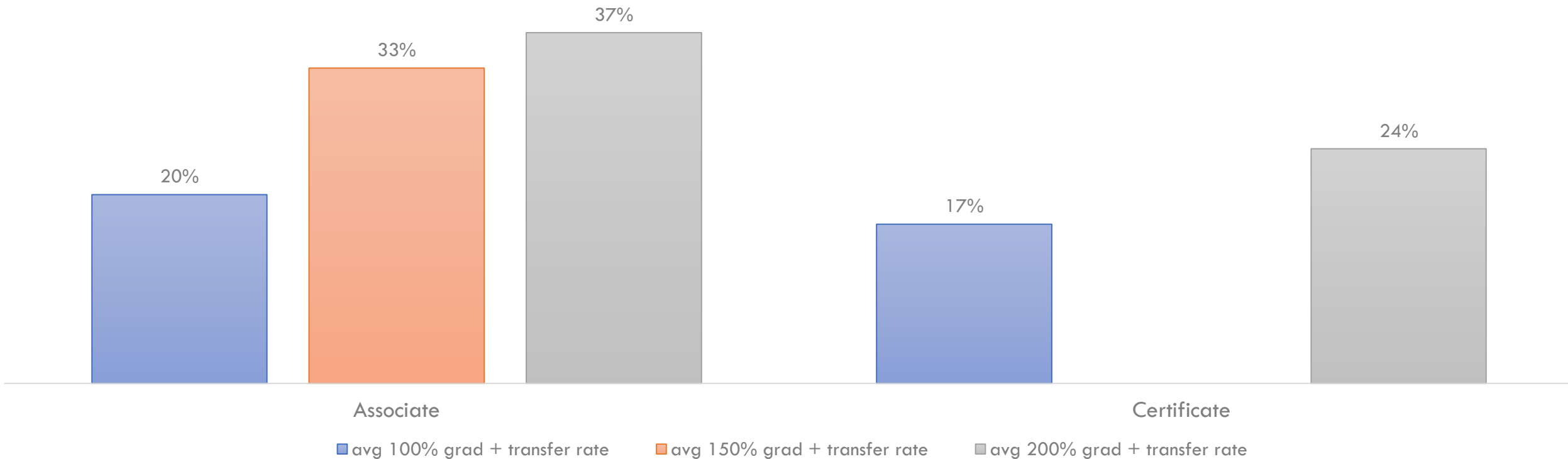


Associate progress cohort (n-size): 9,417
Certificate progress cohort (n-size): 646

First-Time Student Success

The graph below shows the percentage of **first-time** students who either graduated or transferred within 100%, 150% and 200% of their expected time to degree. For example, 20% of first-time students in Associate programs on average between 2018-2020 completed their degree program within the expected time (100%), an additional 13% took 50% more time than expected, and an additional 4% completed in twice the amount of time. 63% of first-time Associate degree seekers did not complete the degree within the 200% timeframe.

First-Time Graduation + Transfer Rates by Degree Type; 2018-2020



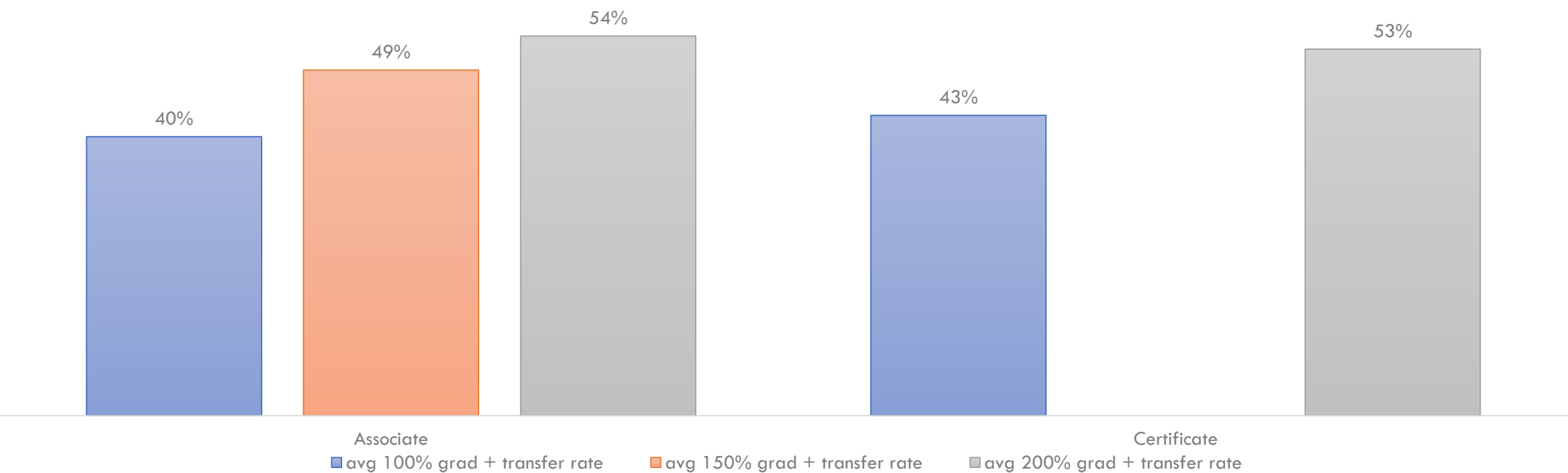
Associate progress cohort (n-size): 7,445

Certificate progress cohort (n-size): 446

Transfer Student Success

The graph below shows the percentage of **transfer** students who either graduated or transferred within 100%, 150% and 200% of their expected time to degree. For example, 40% of transfer students in Associate programs on average between 2018-2020 completed their degree program within the expected time (100%), an additional 9% took 50% more time than expected, and an additional 5% completed in twice the amount of time. 63% of first-time Associate degree seekers did not complete the degree within the 200% timeframe.

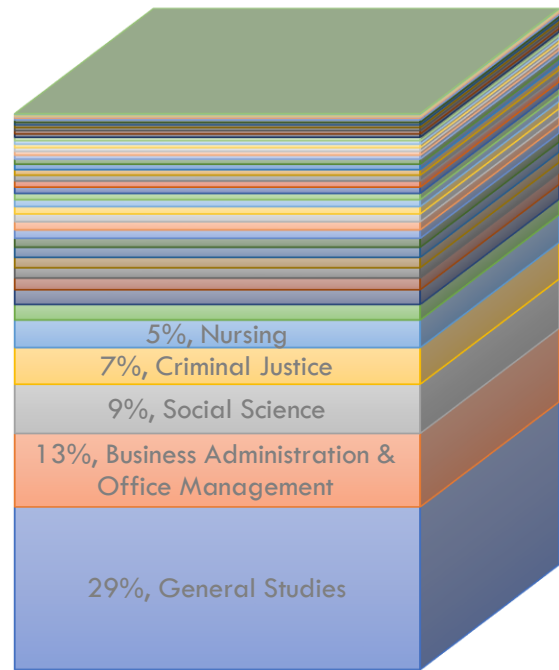
Transfer Graduation + Transfer Rates by Degree Type; 2018-2020



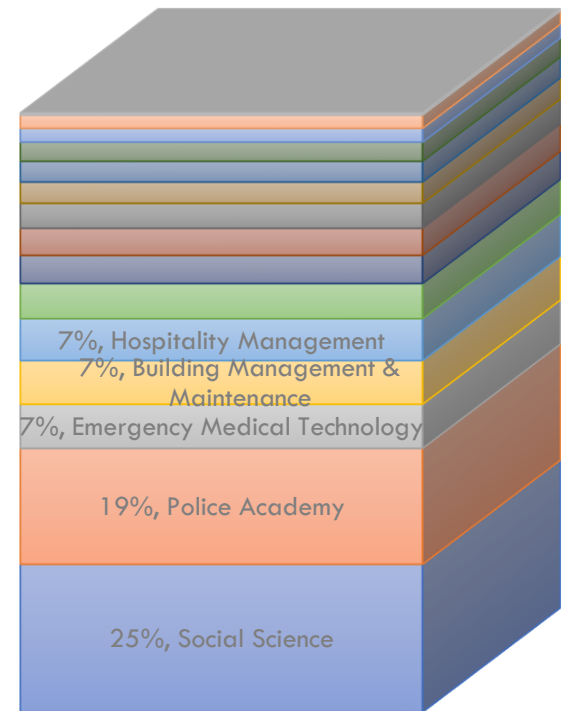
Associate progress cohort (n-size): 1,972
Certificate progress cohort (n-size): 200

Degree Production Concentration Across Departments

Average Departmental Degree Production by Degree Type; 2018-2020



ASSOCIATE PROGRAMS



CERTIFICATE PROGRAMS



Recommendations: Programs for Monitoring and Elimination

Methodology for Identifying Programs for Elimination or Monitoring

Eliminate*:

- Fewer than 30 students enrolled (3-yr average)
- Declining or single digit growth (3-yr average)
- Degree production below 10 (3-yr average)

Monitor:

- New Program
- Fewer than 60 student enrolled
- Declining or single digit growth (3-yr average)
- Degree production below 20 (3-yr average)

*The only exception to this rule are stacked programs – certificates or associates that are affiliated with a certificate or associate program not identified for elimination

Programs to Eliminate

Department	Program	Headcount		Degree Production
		3 Yr Average	3 Yr # Change	3 Yr Average
Biotechnological Science/Clinical Lab Technology	Biotechnological Science_Associate**	43	-20	8
Biotechnological Science/Clinical Lab Technology	Biotechnological Science_Certificate**	5	1	1
Business Administration & Office Management	Accounting Technician_Certificate	30	9	10
Business Administration & Office Management	Entrepreneurship_Certificate	27	-5	6
Computer & Electronics Technology	Casino Gaming Machine Repair Technician_Certificate	6	-8	13
Criminal Justice	Corrections Officer_Certificate	18	-14	0
Criminal Justice	Crime Scene Technology_Certificate	19	-11	6
Criminal Justice	Homeland Security_Certificate	12	-3	2
Electrical Engineering Technology	Nanotechnology_Associate	27	-23	5
Emergency Medical Technology	Emergency Medical Technology - Paramedic_Associate	7	-1	3
Emergency Medical Technology	Emergency Medical Technology - Paramedic_Certificate	35	-8	26
Food Service Administration/Dietetic Technology	Food Service Admin - Dietetic Tech - Nutrition Care_Associate	23	1	2
Hospitality Management	Brewing Science and Service_Certificate	21	0	12
Hospitality Management	Food Preparation and Safety_Certificate	4	-2	1
Networking & Telecommunications	Network Support Technology_Certificate	24	-15	18
Police Academy	Police Science_Associate	26	7	4
Radiation Therapy Technology	Radiation Therapy Technology_Associate	27	-6	9
Visual Communication Technology	Web Page Design_Certificate	15	-9	8

Years of Analysis: 2018, 2019, and 2020

**Biotechnological Science (both Associate program and Certificate program) are included for elimination given that the Certificate was flagged for elimination and the Associates was flagged for monitoring); Same trend for Emergency Medical Technology - Paramedic

Programs to Monitor for Potential Elimination

32

Department	Program	Headcount		Degree Production
		3 Yr Average	3 Yr # Change	3 Yr Average
Architecture Technology	Architecture Technology_Associate	52	2	6
Autobody Repair	Automotive Trades - Autobody Repair_Associate	50	-2	11
Biotechnological Science/Clinical Lab Technology	Clinical Laboratory Technician_Associate	53	-10	13
Biotechnological Science/Clinical Lab Technology	Community Public Health Worker_Certificate*	6	5	1
Civil Engineering Technology	Civil Engineering Technology_Associate	49	-11	8
Computer Aided Drafting & Design Technology	Computer Aided Drafting/Design Tech_Associate	56	-17	13
Dental Hygiene	Dental Assisting_Certificate	23	-8	13
Dental Laboratory Technology	Dental Laboratory Technology_Associate	43	10	11
Emergency Management	Emergency Management_Associate	29	-4	4
Emergency Medical Technology	Emergency Medical Services Provider_Certificate	44	-23	1
Health Information Technology	Health Information Technology_Associate	60	-37	16
Hospitality Management	Baking and Pastry Arts_Certificate	28	-12	12
Hospitality Management	Catering and Event Planning_Certificate*	2	2	1
Hospitality Management	Hotel Restaurant Management_Associate	35	-30	9
Mathematics & Computer Science	Mathematics_Associate**	216	-317	18
Medical Assisting	Medical Assisting_Associate	56	-3	8
Occupational Therapy Assistant	Occupational Therapy Assistant_Associate	56	1	12
Social Science	Teaching Assistant_Certificate	24	-16	19
Vision Care Technology	Vision Care Technology_Associate	63	-32	24
Visual Communication Technology	Graphic Comms Tech_Associate	48	-7	10

Years of Analysis: 2018, 2019, and 2020

* Indicates new programs – monitor these to ensure they meet appropriate growth expectations

** Mathematics included on this list due to significant enrollment decline

Student Credit Hour and Section Analysis

Student Credit Hour and Section Analysis Methodology

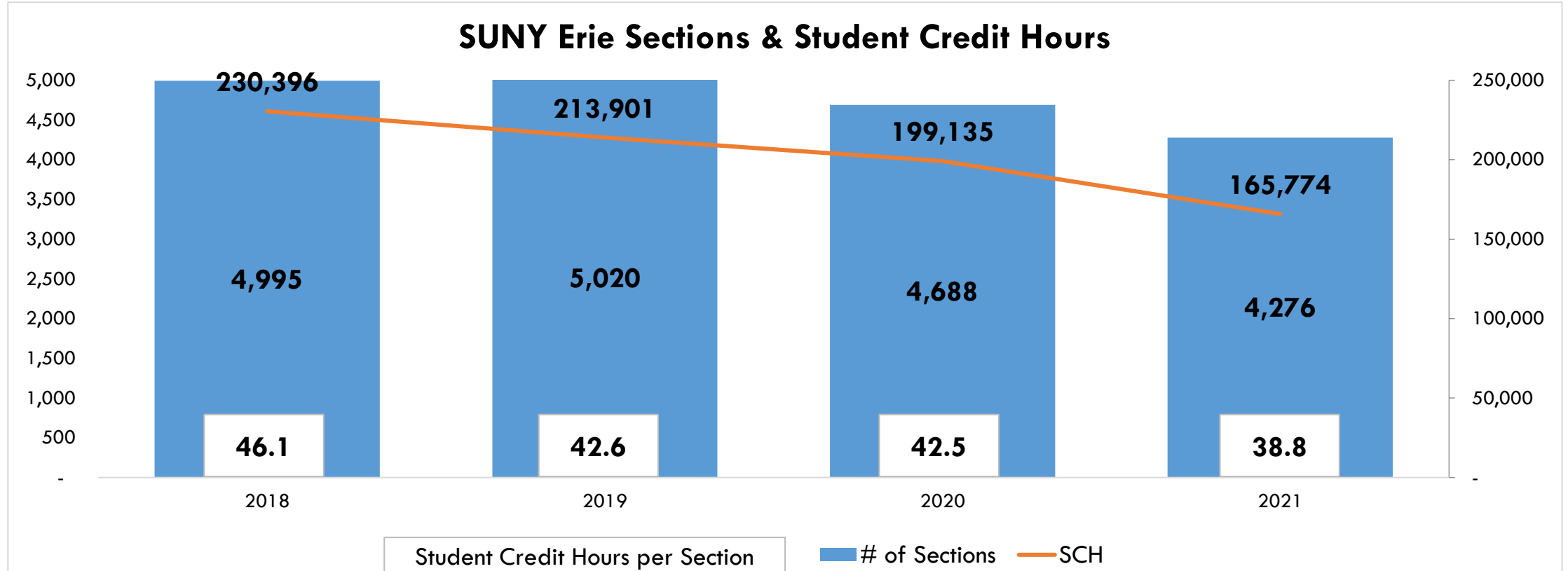
- **Academic Years:** 2018, 2019, 2020, 2021
- **Data Source:** SUNY Erie IR Department
- **Exclusions from analyses:**
 - Advanced Studies, Cross-Registered, Honors Program, Independent Study, Internship, Practicum, and all courses taught at off-site locations (including VTTC).
 - These exclusions account for a total of 73,521 student credit hours (8.5%) and 2,622 sections (12.8%) throughout the years of analysis.
 - Advanced Studies is the most significant exclusion, making up 5.1% of total sections and 4.6% of student credit hours over the analysis period.

Trends in Student Credit Hours and Sections

- Student credit hours declined more significantly than course sections at SUNY Erie over the time period, indicating a failure to appropriately 'right size' sections to reflect student demand
- Each campus experienced similar declines in student credit hours, but internet (online) credit hours increased
- The number of small sections (fewer than 10 students enrolled) increased as a percentage of sections over this time period

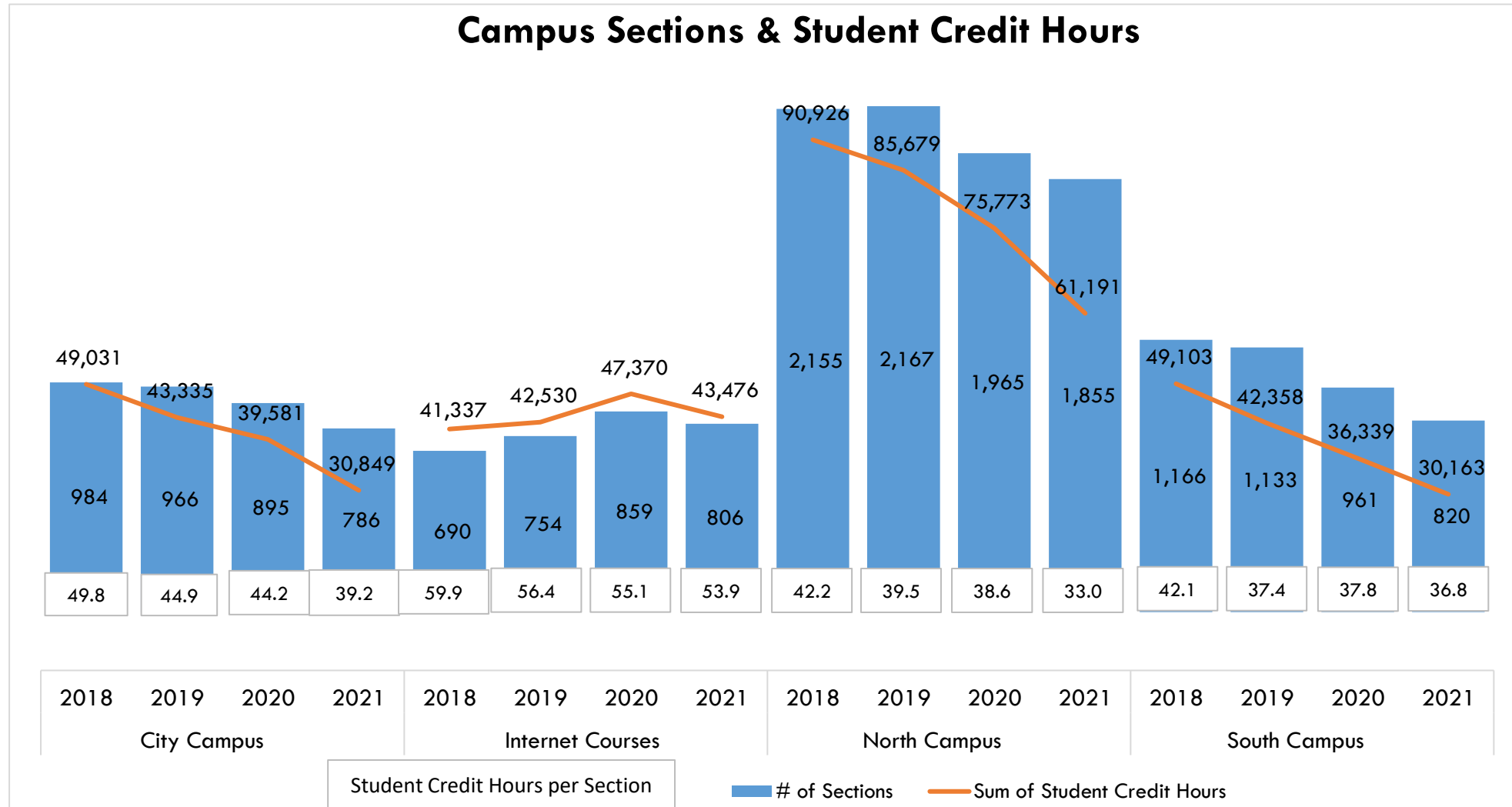
Course Analysis – Sections and SCH, Institutional Level

SUNY Erie experienced a more significant decline in student credit hours (-14%) than sections (-6%) from 2018-2020. From 2018-2021 those decreases were -14% for sections and -28% for student credit hours.



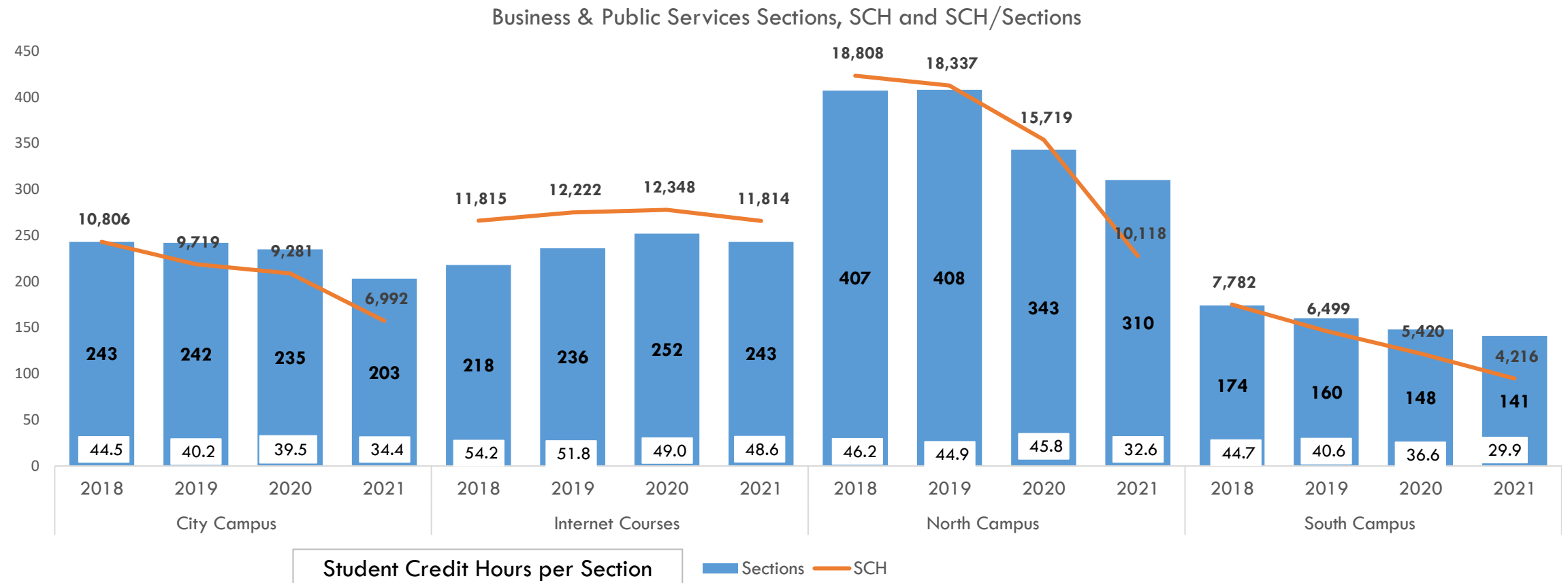
Course Analysis – Sections and SCH, Campus Level

- City, North, and South all had significant student credit hour declines (City: 37%, North: 33%, and South: 39%)
- None of the three physical campuses adjusted sections proportional to enrollment decline
- Internet courses increased credit hours by 5% but increased sections by 17%



Course Analysis – Business & Public Services Divisions and Campuses

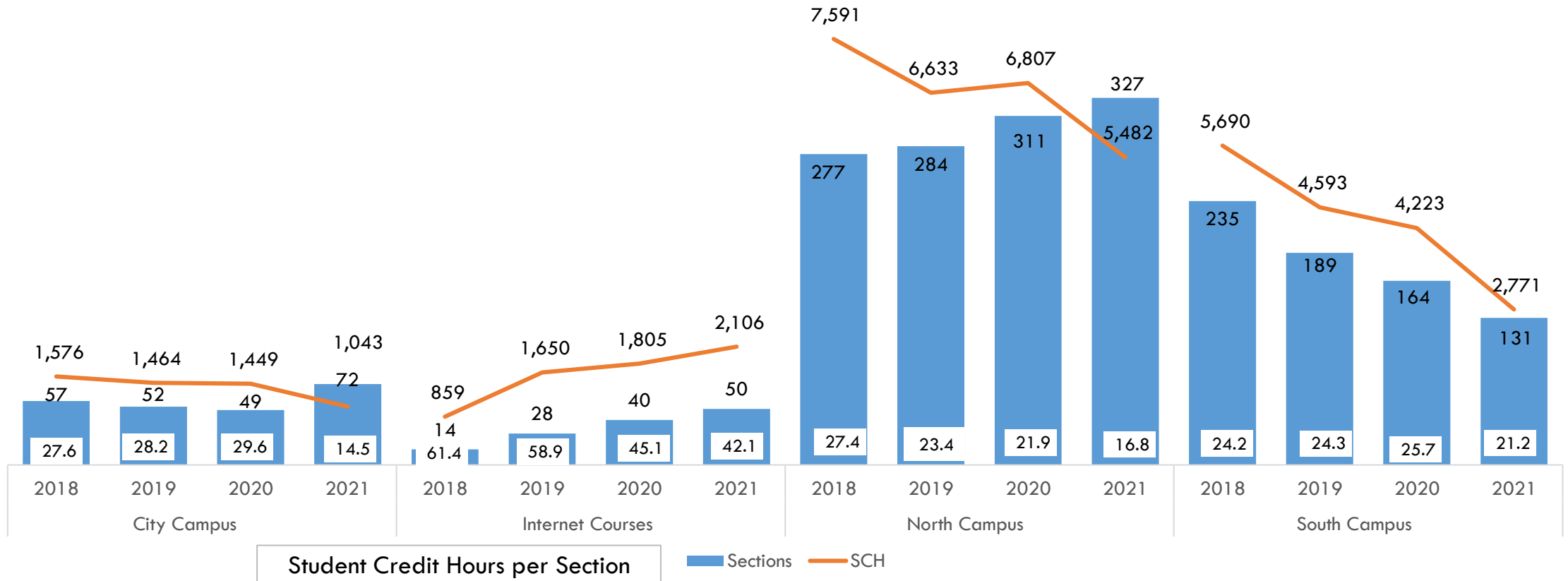
City, North, and South saw double-digit declines in credit hours per section in Business & Public Service (City: -10, North: -14, South: -15).



Course Analysis – Engineering & Technologies and Campuses

The trend of increasing sections while credit hours decline at both City and North in Engineering & Technologies is concerning.

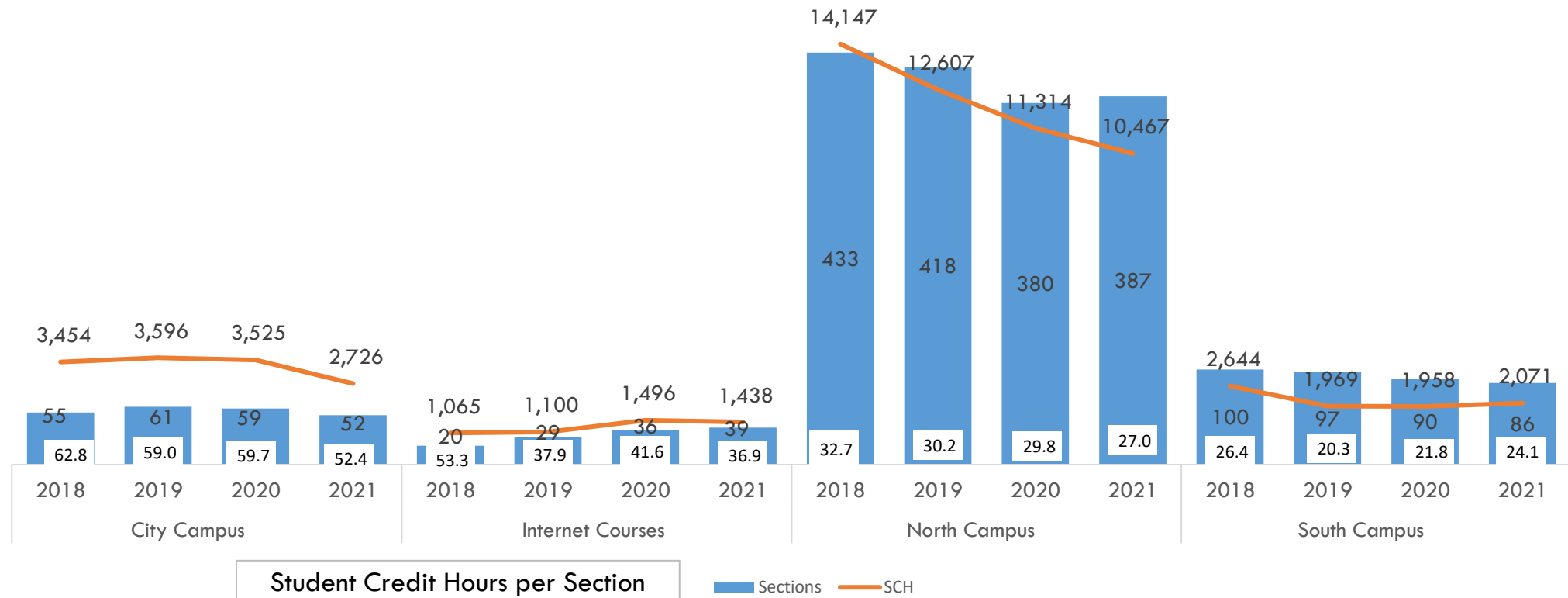
Engineering & Technologies Sections, SCH, and SCH/Section



Course Analysis – Health Sciences Division and Campuses

Health Sciences is the smallest division at SUNY Erie and had the least volatility in student credit hours and sections.

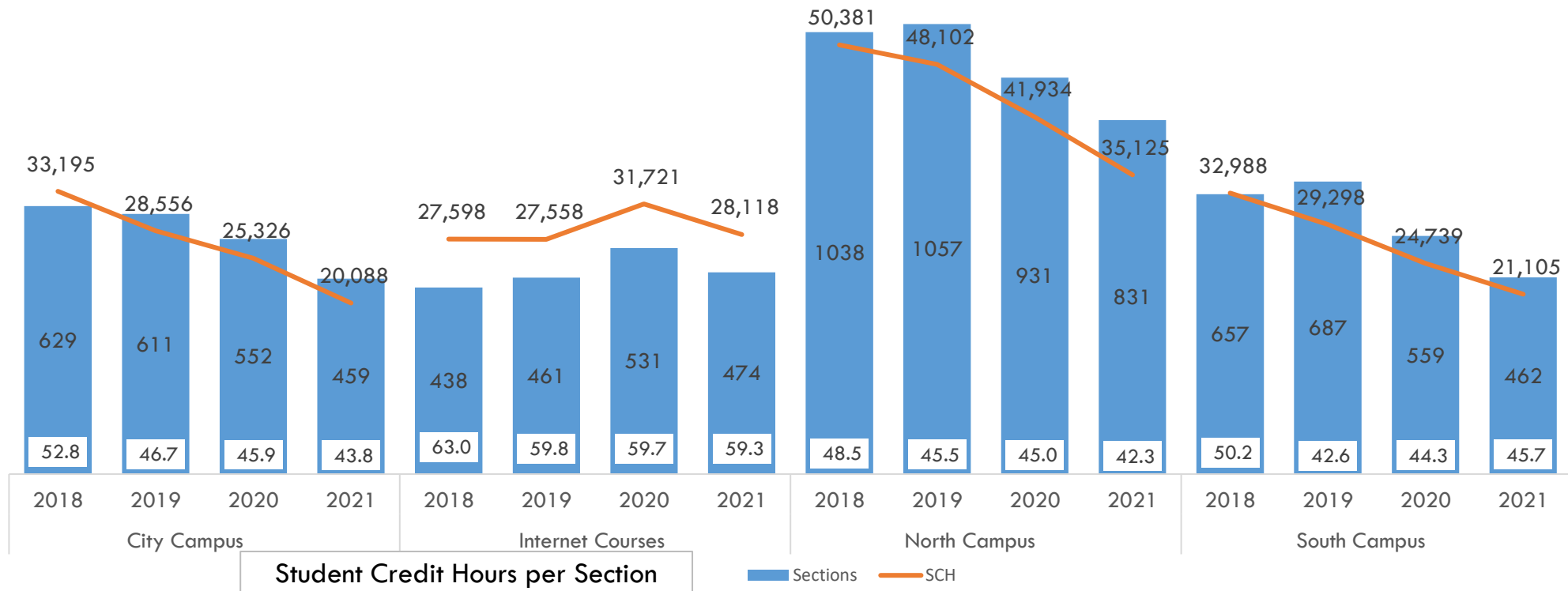
Health Sciences Sections, SCH, and SCH/Section



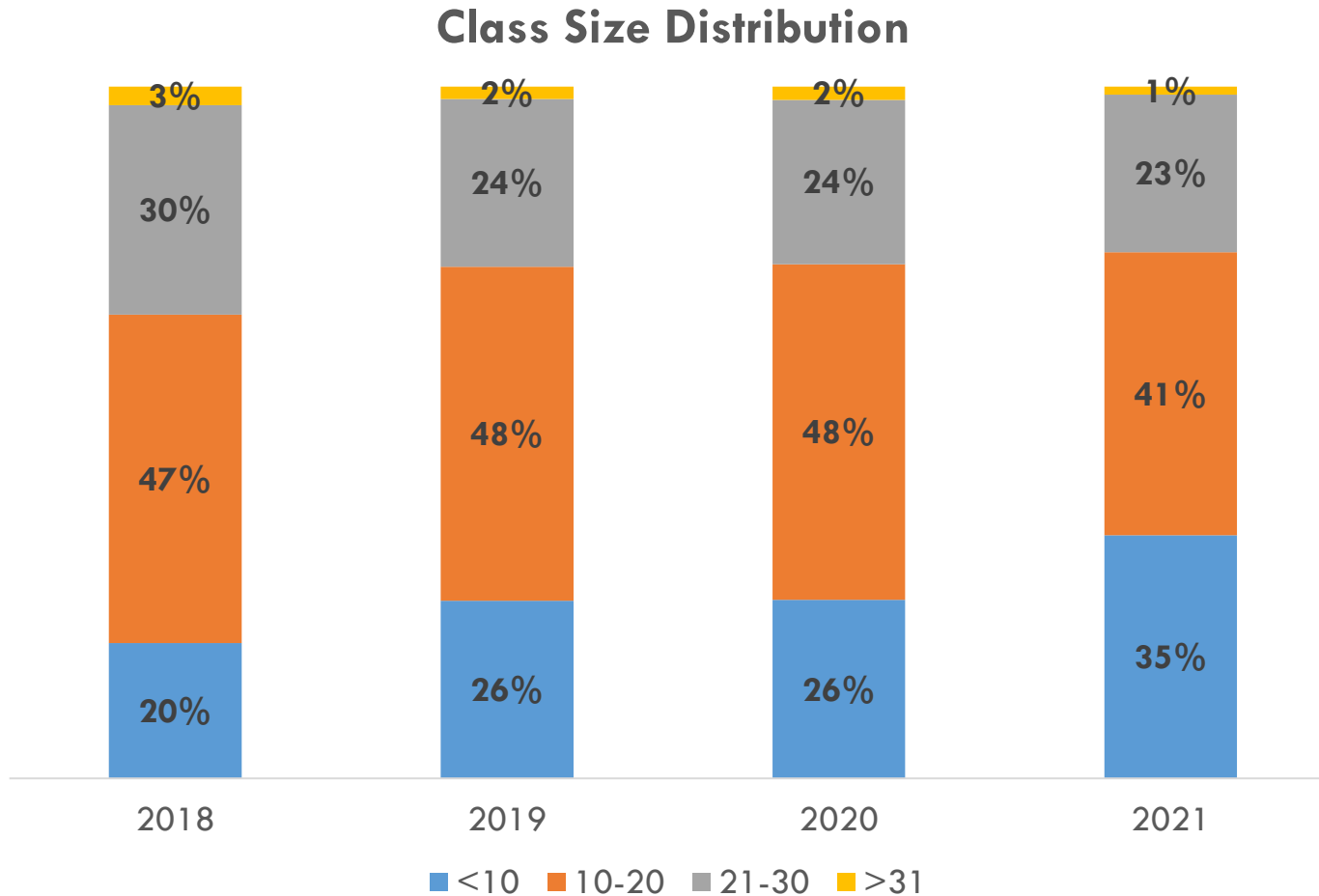
Course Analysis – Liberal Arts & Science Division and Campuses

Liberal Arts & Science is the largest division at SUNY Erie and had decreases in SCH/Section at every location from 2018 to 2021.

Liberal Arts & Science Sections, SCH, and SCH/Section



Class Size Distribution

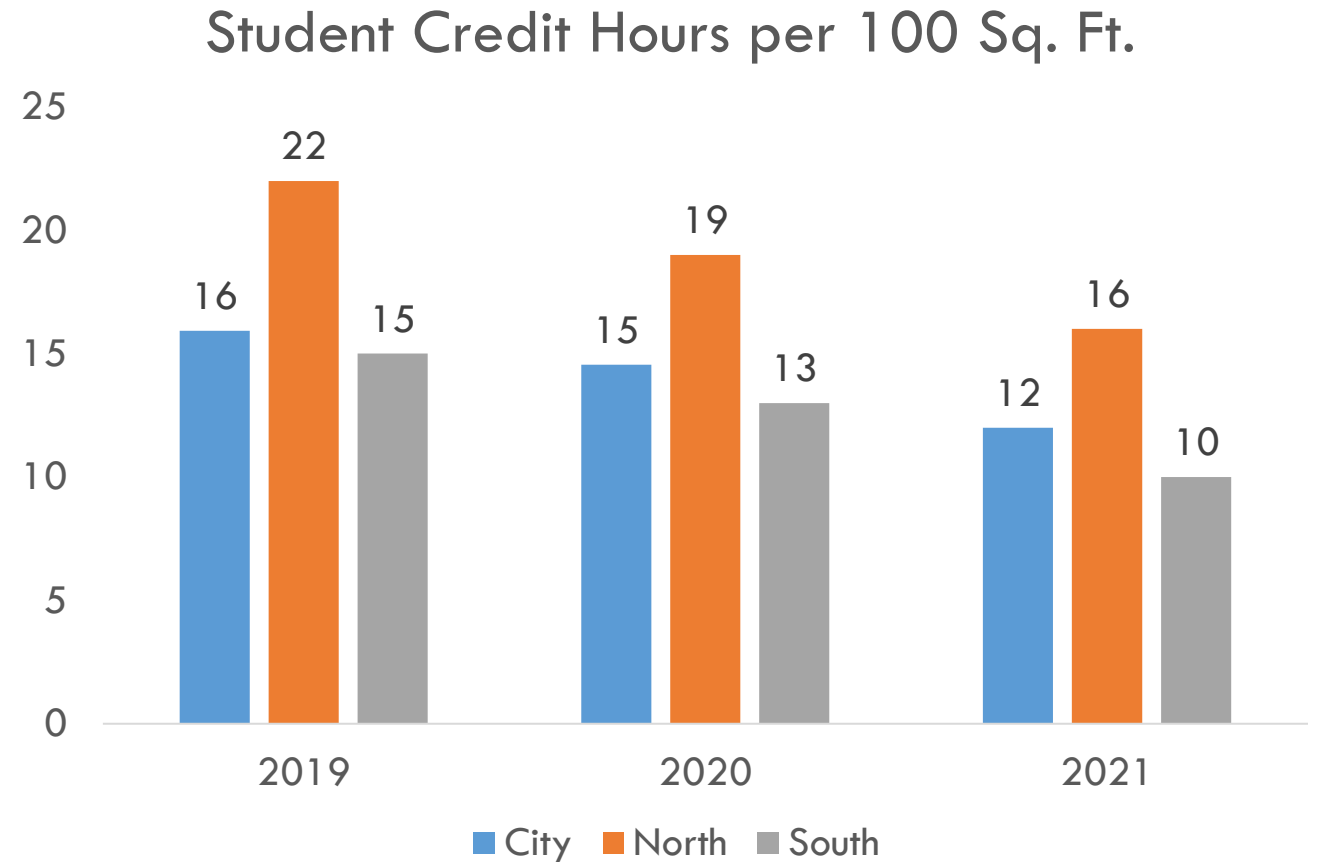


- In addition to SUNY Erie failing to proportionally eliminate sections as student demand for courses declined, the remaining sections were increasingly smaller.
- 35% of sections (1,419 total sections) in 2021 enrolled 10 or fewer students, compared to 20% (928 sections) in 2018.

Clinicals are excluded from section size analysis, in addition to previously listed exclusions.

Student Credit Hours per 100 Square Feet of Physical Space

- A space inventory of SUNY Erie was completed in October of 2019.
- Since 2019, no physical spaces have been taken offline despite student enrollment for courses across all sites declining, resulting in a declining student credit hours per 100 sq. ft.
- South Campus has the most excess capacity in terms of physical space, and student credit hours at the South Campus fell 29% from 2019-2021.



Source of space inventory is the 2021 SUNY Erie JMZ Architects report.

Faculty Location and Productivity

Faculty Location and Productivity Methodology

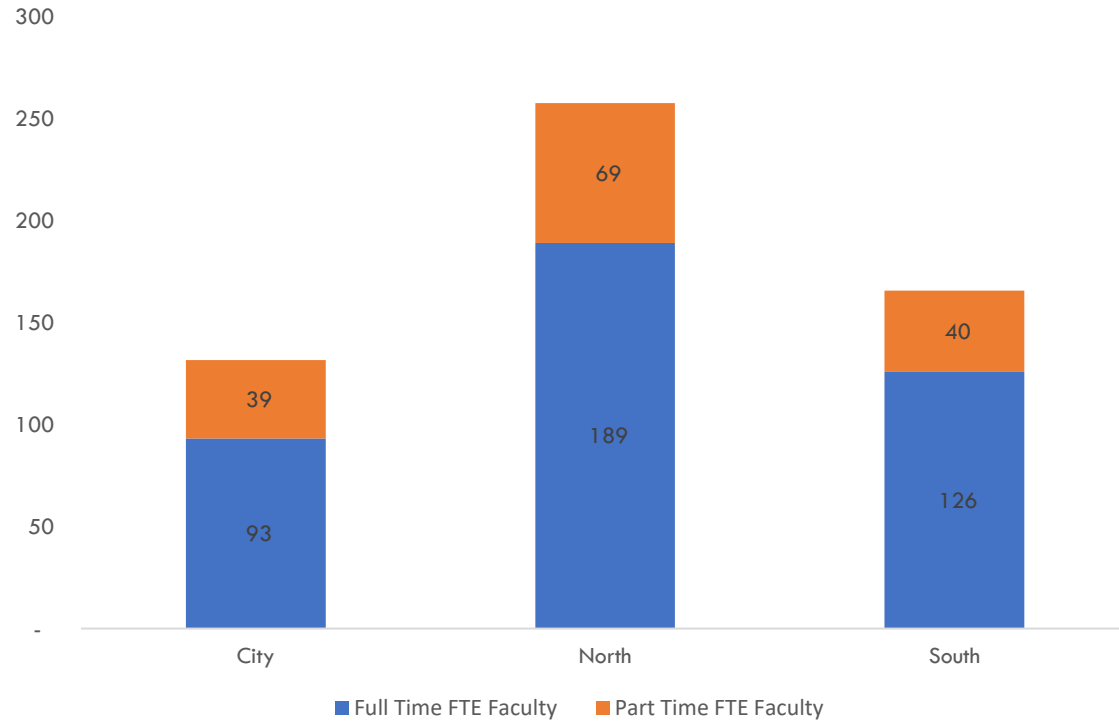
- **Academic Year:** 2021
- **Data Sources:**
 - SUNY Erie Human Resource Personnel file (2020-2021)
 - SUNY Erie IR Office course activity file (2020-2021)
- **Data Description**
 - Historical data inconsistencies required that the faculty analysis focus only on 2020-2021
 - Personnel file was used to generate employment status (full-time, part-time), department, and campus location
 - Personnel file was cross-walked to course activity file for 2020-2021 to generate full-time equivalent faculty (FTE) and student credit hour activity for divisions and departments
 - 1 FTE = 30 contact hours
 - Administrators and staff teaching were counted in part-time FTE calculations
 - This analysis focuses only on teaching activity. Non-teaching activity was excluded from creating the faculty FTE counts.

Trends in Faculty Location and Productivity

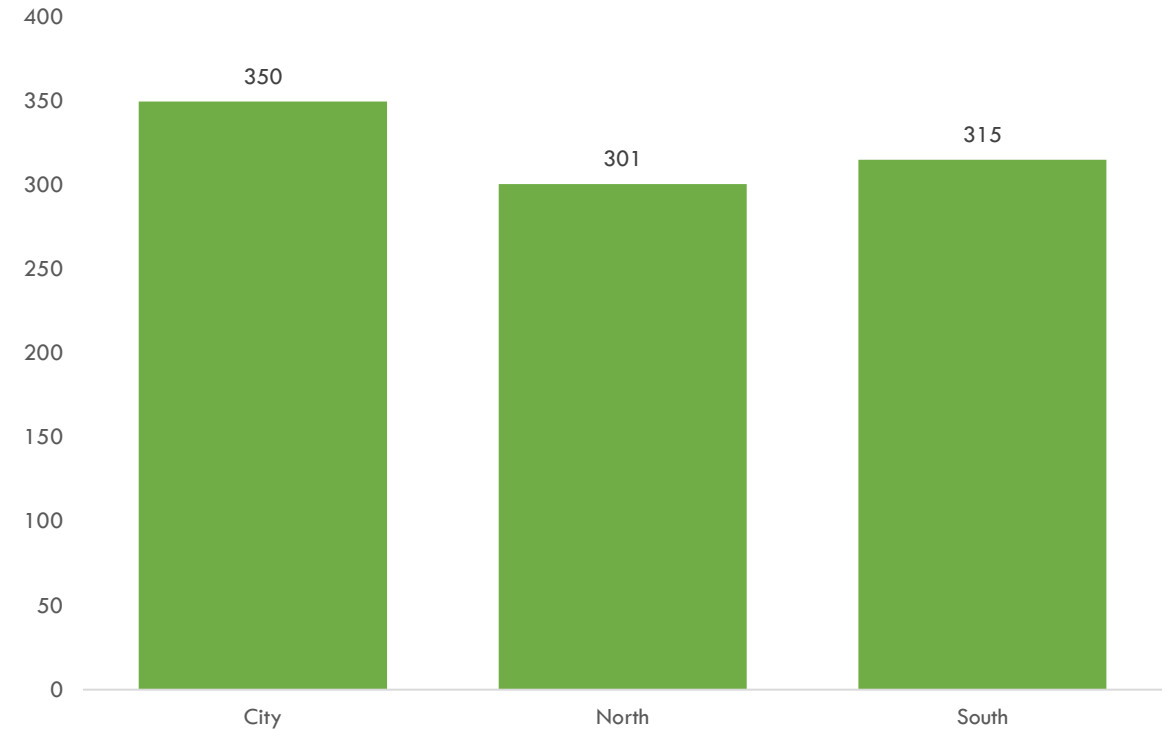
- North campus has the most full-time equivalent faculty (based on teaching activity)
- The three campuses are similar in teaching productivity with the average full-time equivalent faculty member delivering 317 student credit hours per year
- There are significant differences in teaching productivity by discipline – Engineering & Technologies and Health Sciences teach roughly 50% fewer student credit hours than Liberal Arts & Sciences and one-third fewer than Business & Public Service

Faculty FTE Varies by Campus but Productivity is Similar; SCH per FTE Highest at City Campus

2020-2021 Faculty FTE by Campus



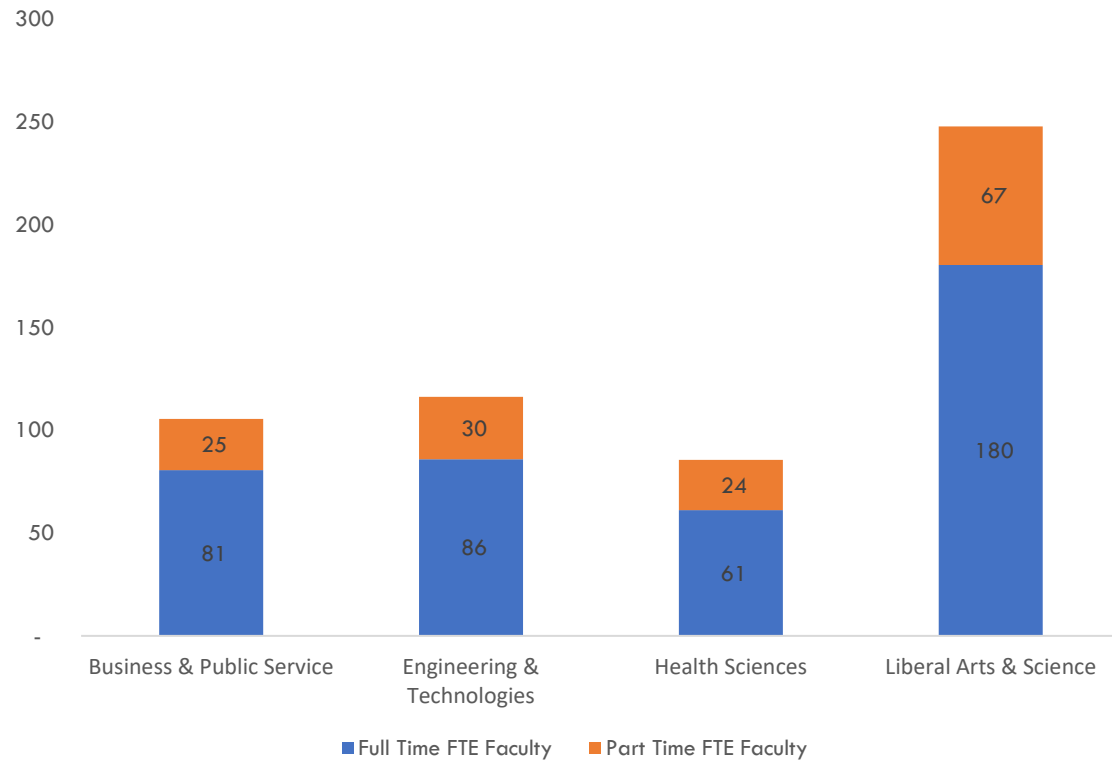
2020-2021 SCH per Faculty FTE by Campus



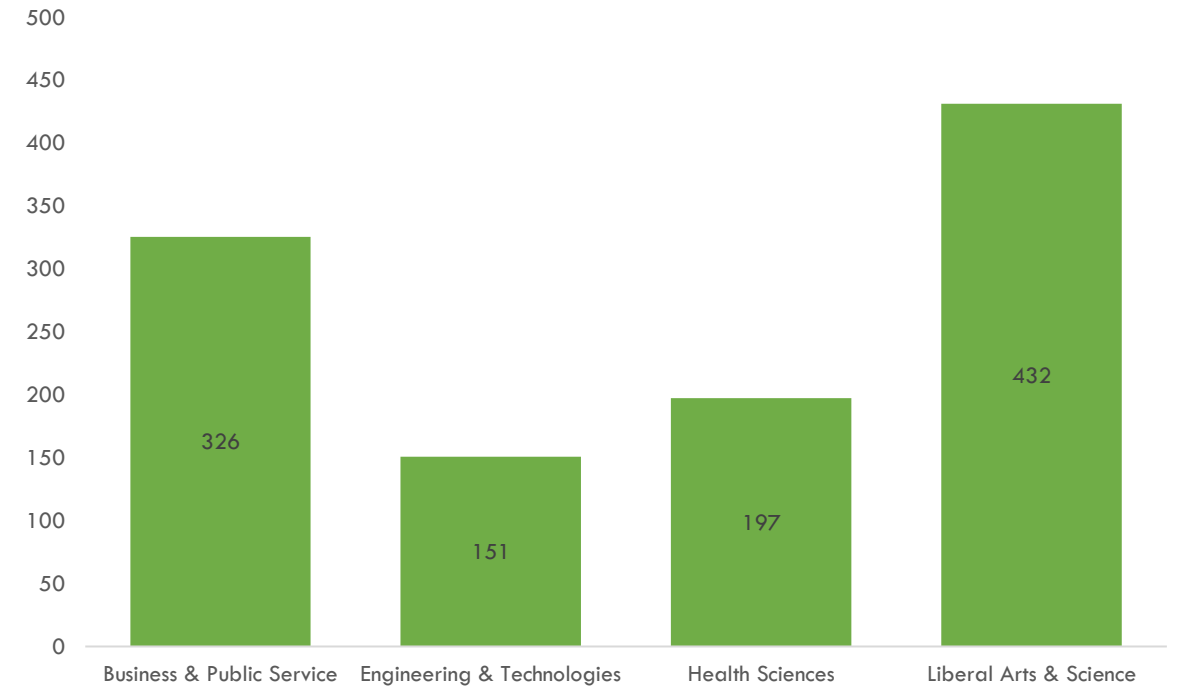
SCH = Student Credit Hours
FTE = Full Time Equivalent

Business & Public Services and Engineering & Technologies Divisions have Similar Faculty FTE but Vasty Different SCH per Faculty FTE

2020-2021 Faculty FTE by Division



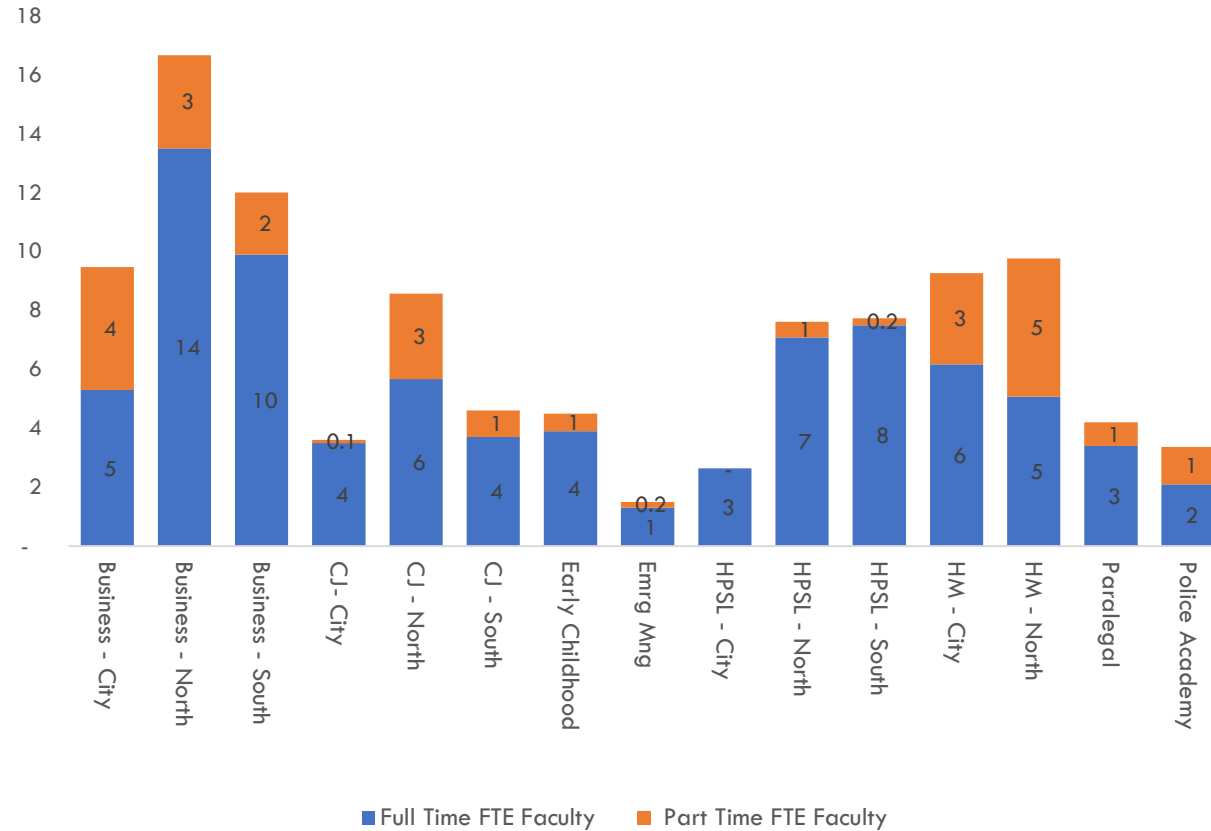
2020-2021 SCH per Faculty FTE by Division



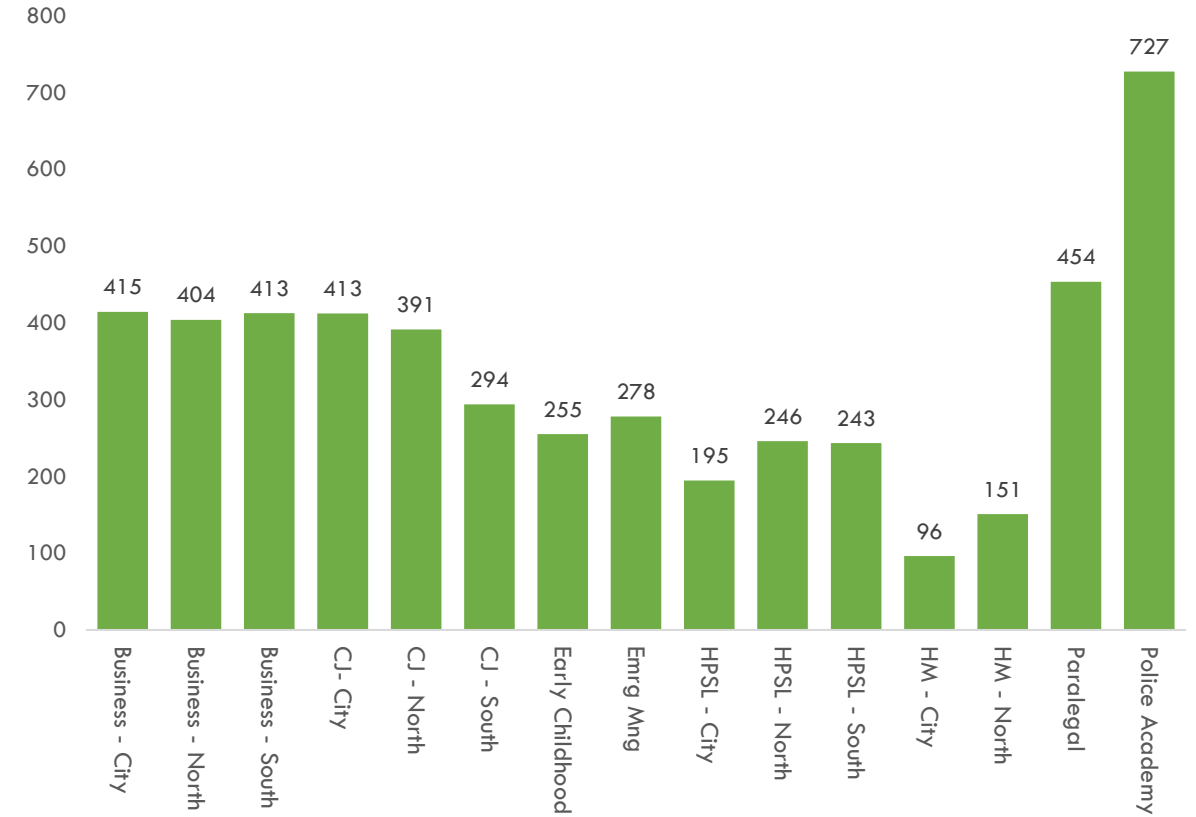
*Some Part-Time Dental and Nursing Faculty were present in Human Resources 2020-2021 personnel file but did not appear in 2020-2021 course activity file as assigned instructors

Business & Public Service Division

2020-2021 Faculty FTE by Department



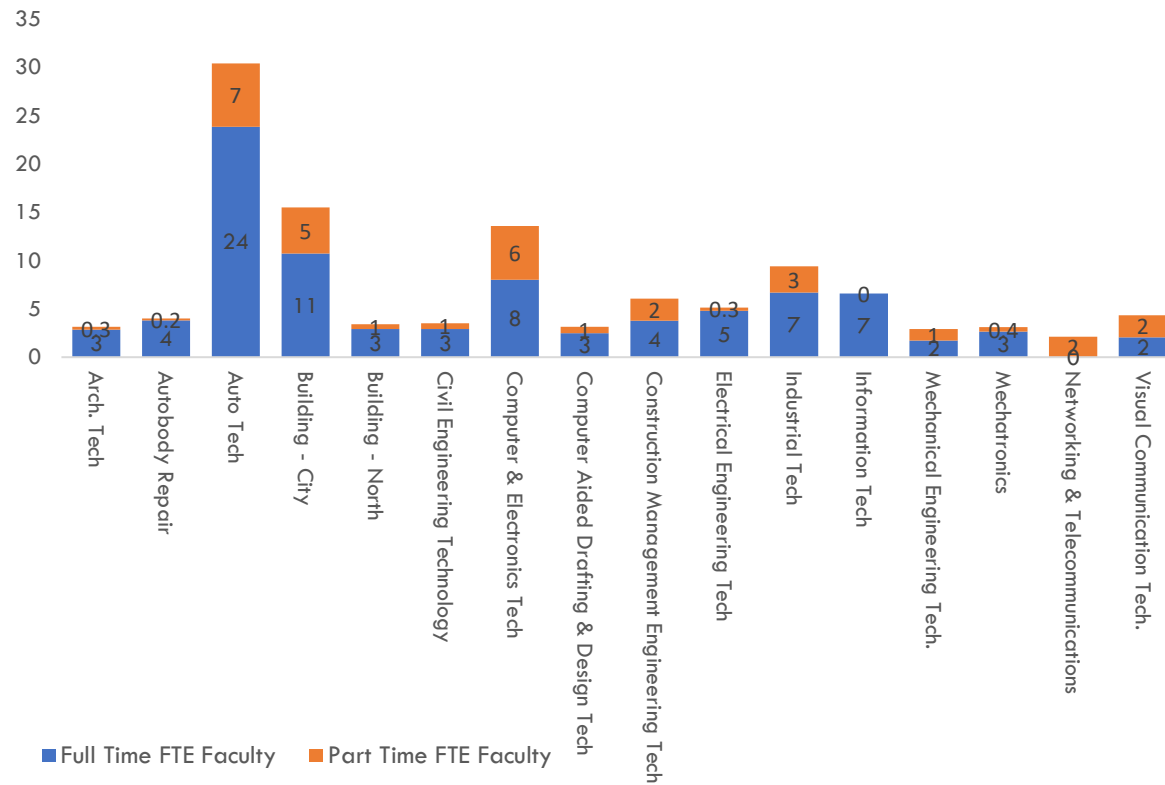
2020-2021 SCH per Faculty FTE by Department



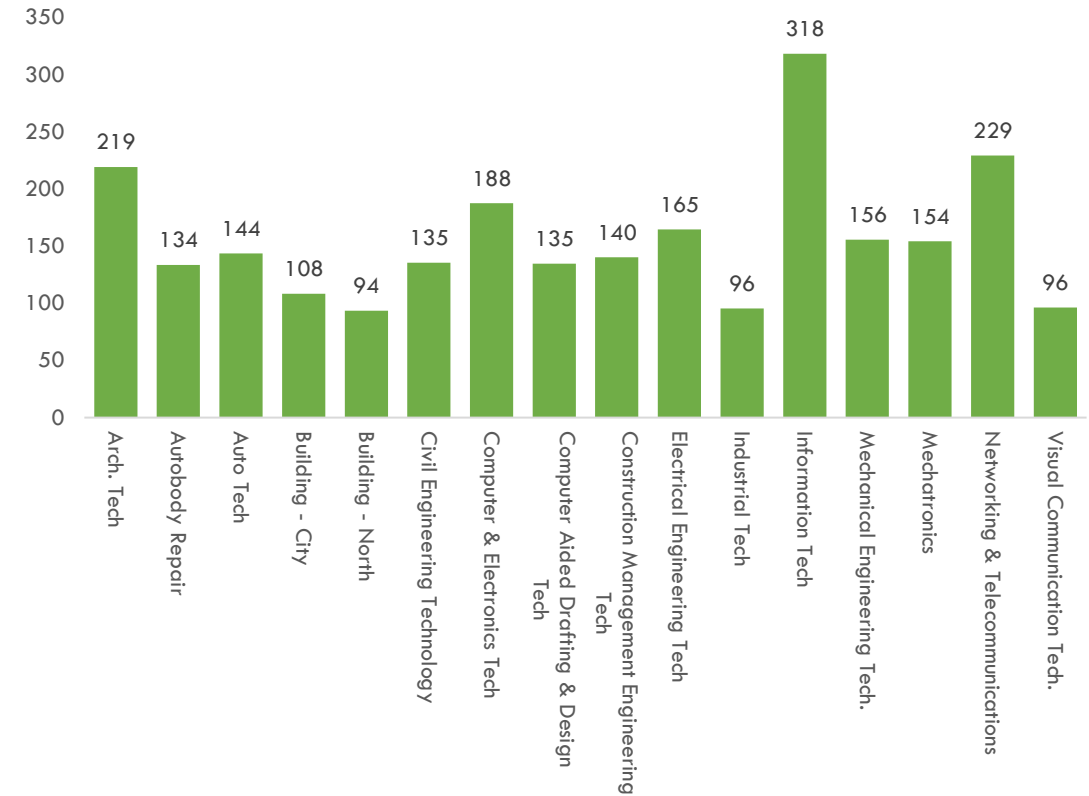
Business = Business Administration & Office Management
 CJ = Criminal Justice
 HP SL = Health, Physical Education, Sport & Leisure
 HM = Hospitality Management

Engineering & Technologies Division

2020-2021 Faculty FTE by Department



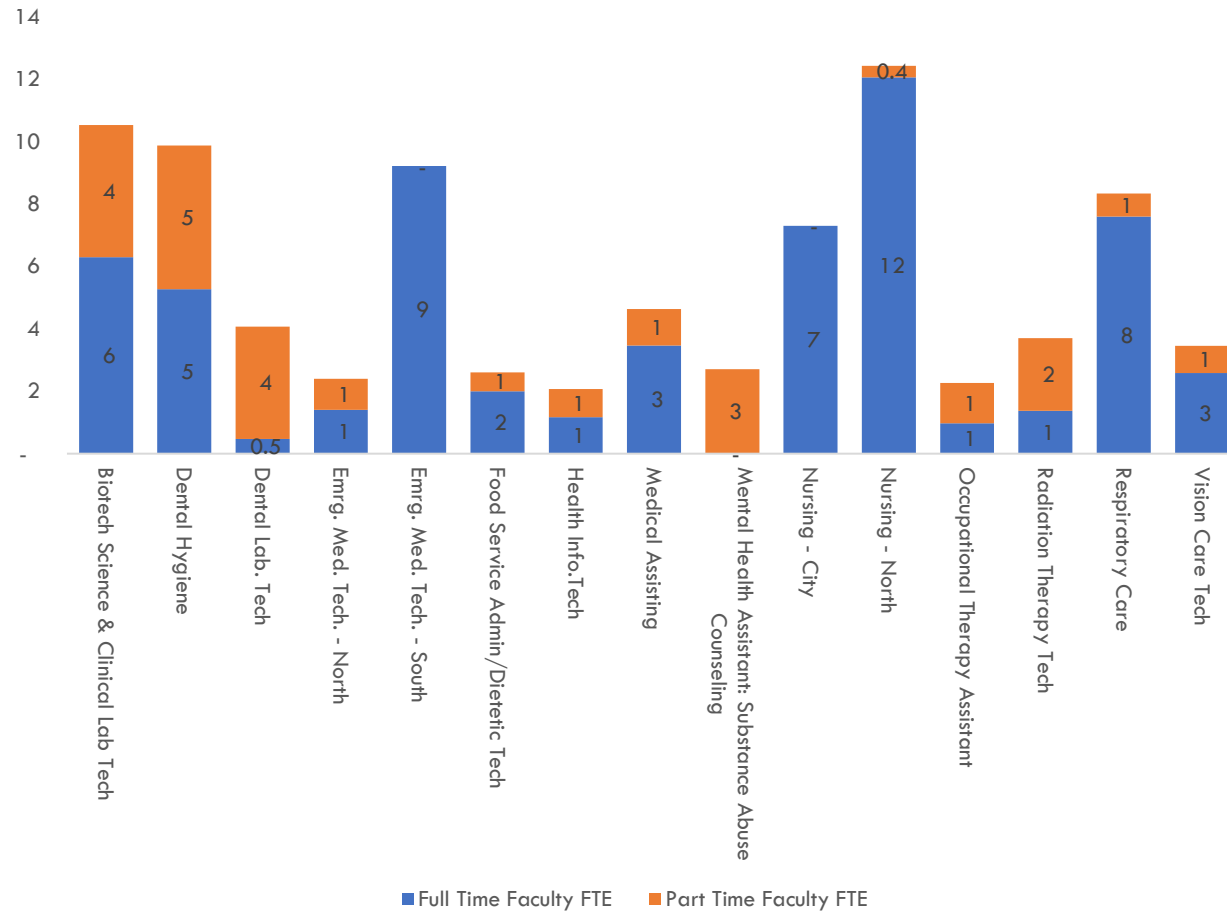
2020-2021 SCH per Faculty FTE by Department



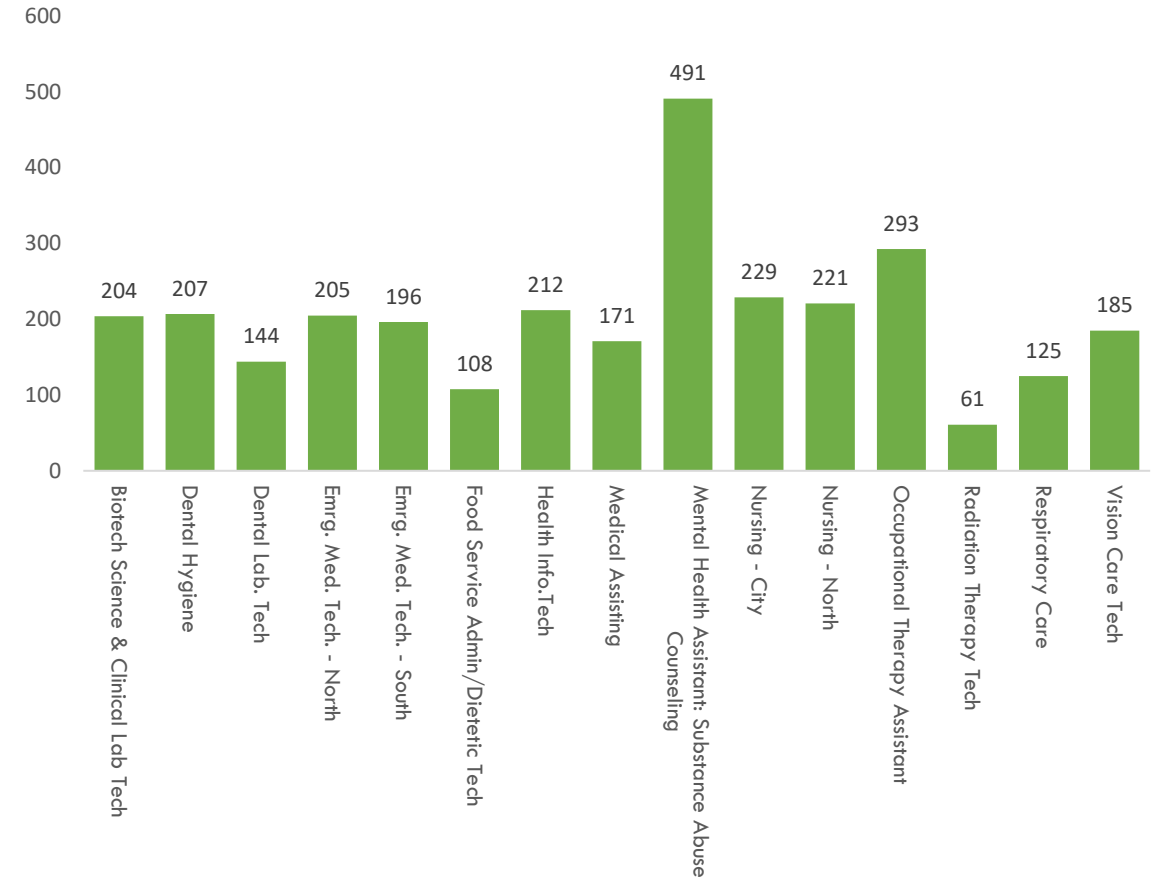
Arch. Tech = Architecture Technology
 Building = Building Management & Maintenance

Health Sciences Division

2020-2021 Faculty FTE by Department



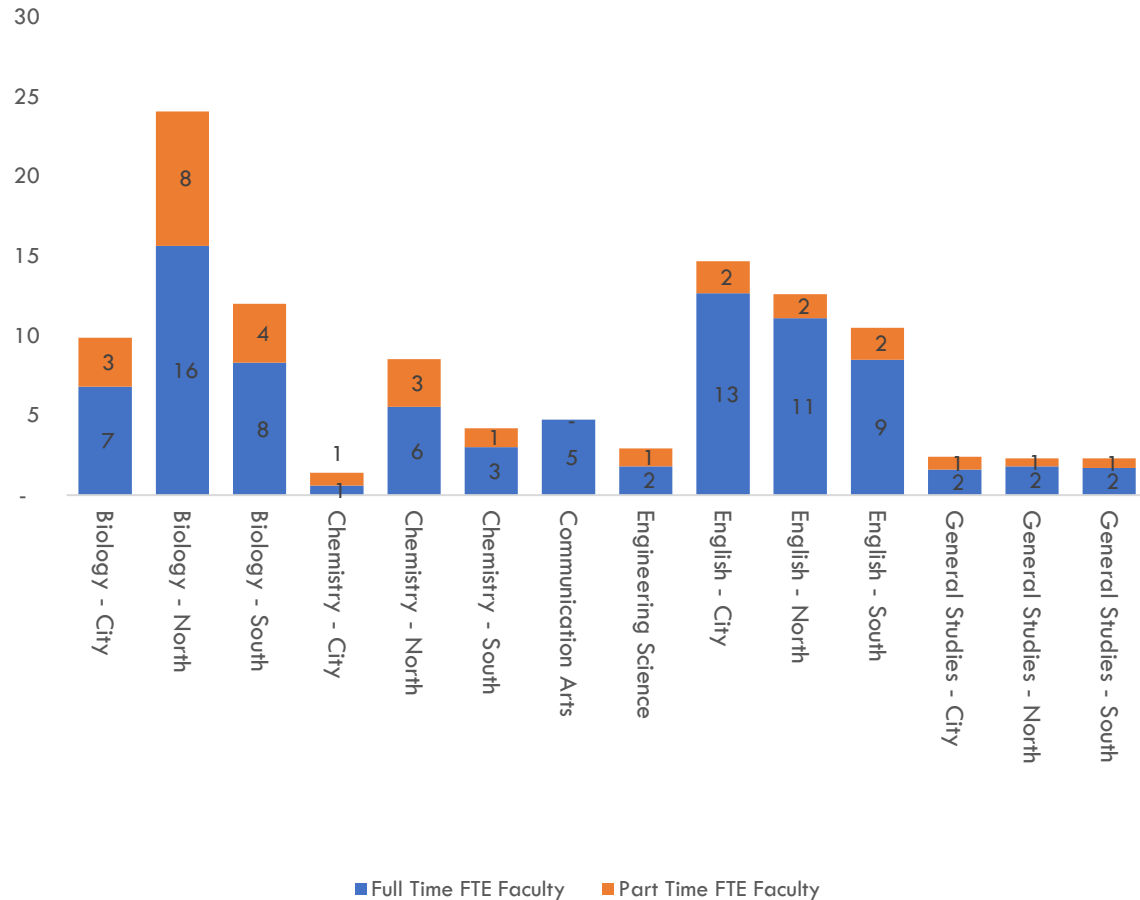
2020-2021 SCH per Faculty FTE by Department



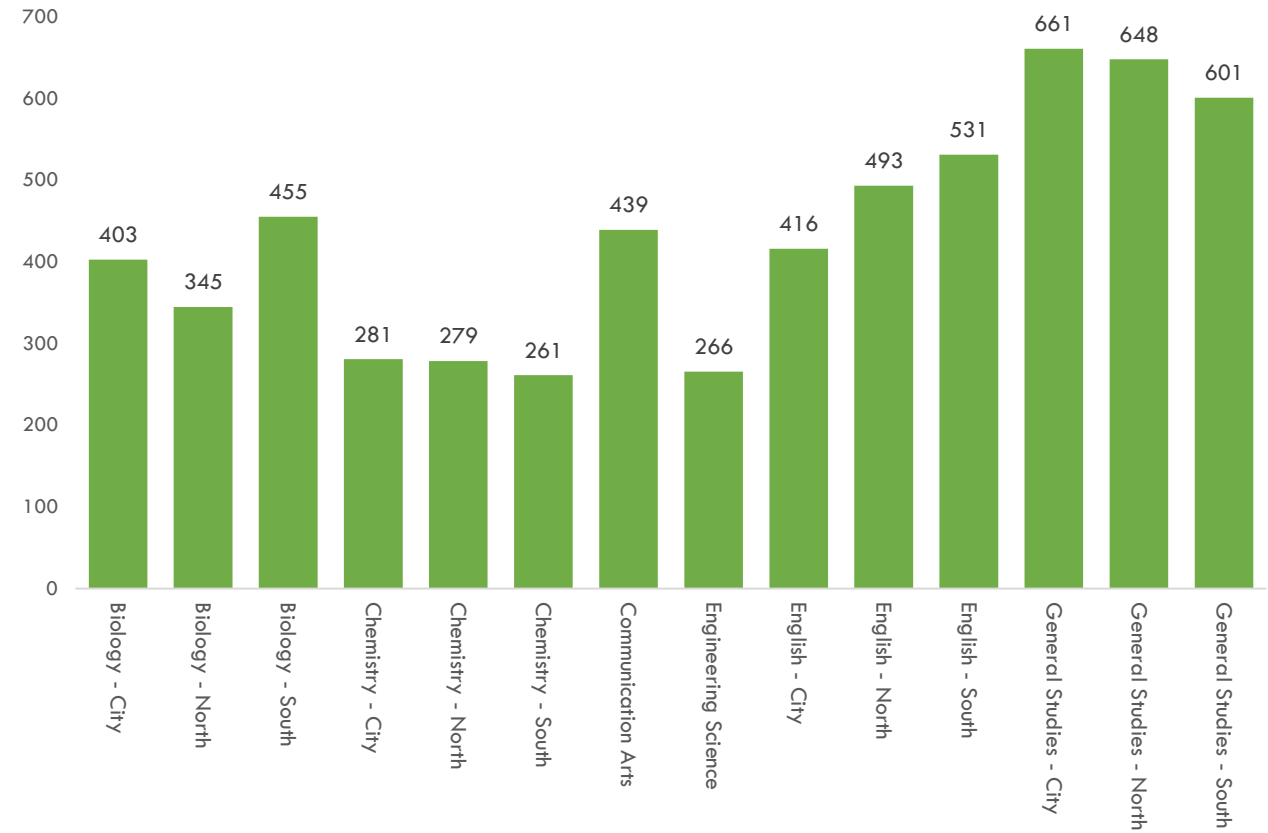
*Some Part-Time Dental and Nursing Faculty were present in Human Resources 2020-2021 personnel file but did not appear in 2020-2021 course activity file as assigned instructors

Liberal Arts & Science Division (1 / 2)

2020-2021 Faculty FTE by Department

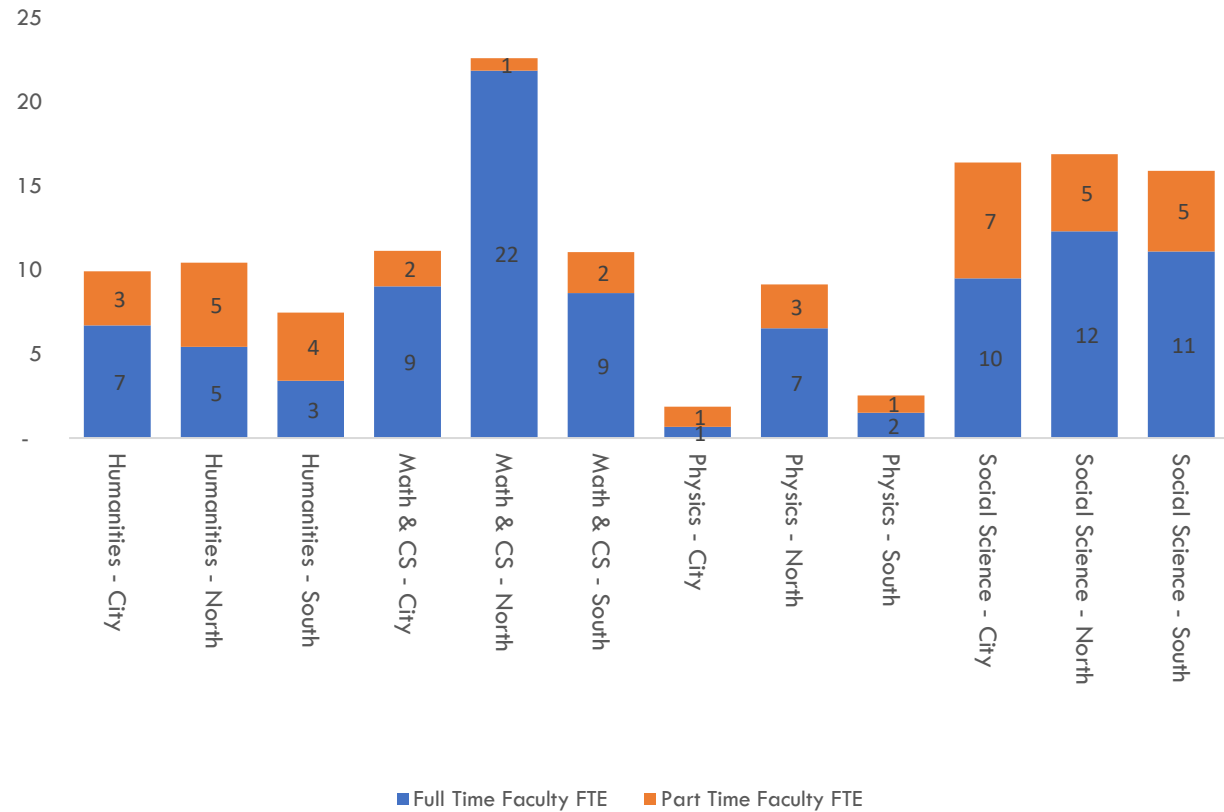


2020-2021 SCH per Faculty FTE by Department

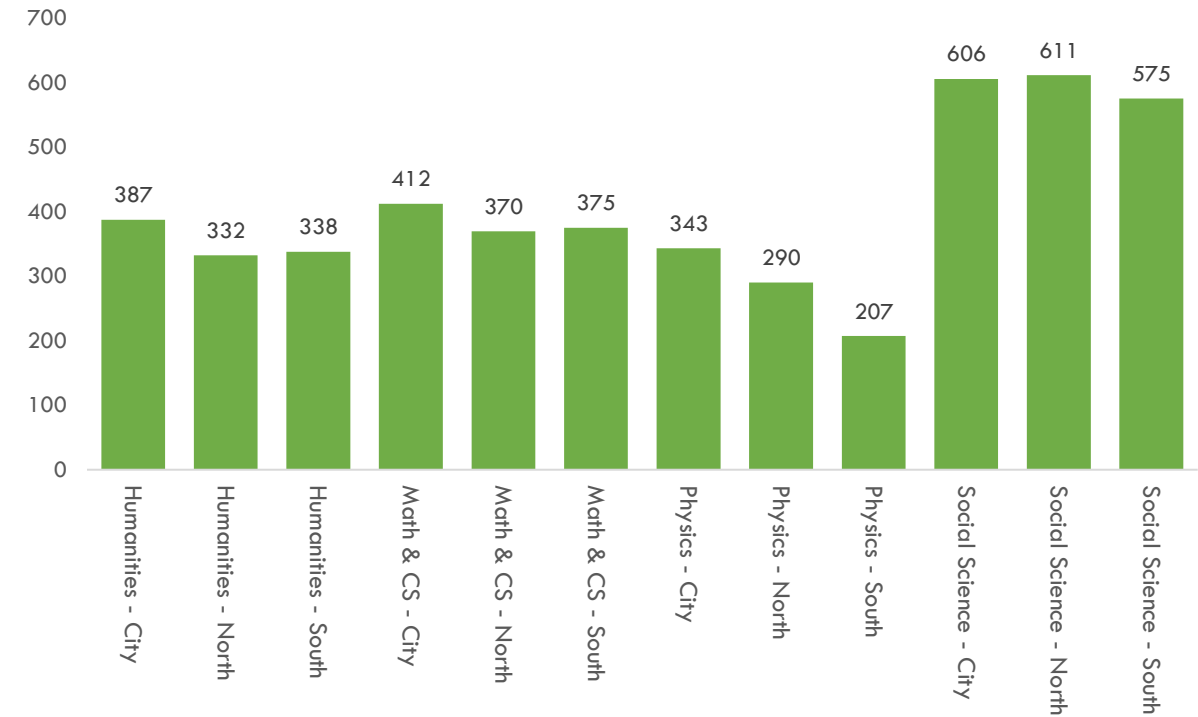


Liberal Arts & Science Division (2/2)

2020-2021 Faculty FTE by Department



2020-2021 SCH per Faculty FTE by Department



Math & CS = Mathematics & Computer Science



Recommendations: Realigning Academic Structure for 'One College' Model

High-Level Department Structure Recommendations

1. Each department has a 'home' campus where Chairs and the majority of faculty should be located, and that campus should serve as the hub for the programs offered by the departments on campus*
2. South Campus will not be a 'home' location for any department – courses should continue to be taught at South as needed and should be determined by department Chairs
3. Departments should be consolidated by relevant discipline and no department should have more than one Chair
 - Each department should have a minimum of 5 faculty FTE – if current departments have fewer than 5 faculty, they should be combined with another department so that total faculty FTE equals at least 5. Current span of control for each chair is 4 faculty FTE, so increasing to 5 represents a 20% decrease in chairs through consolidation.

*In a few select cases, full programs of study can be available at both City and North campus as student demand and equipment allow – such as Nursing – but this should be the exception and not the rule

Recommended City Campus 'Home' Departments

- Building Management and Maintenance
- Communication Arts*
- Early Childhood
- Emergency Management
- English
- General Studies
- Hospitality Management
- Humanities
- Mental Health Assistant/Substance Abuse Counseling
- Paralegal
- Radiation Therapy Technology
- Visual Communication Technology*

This list reflects current departments. Further work should be done by SUNY Erie academic leadership to consolidate departments and reduce the overall number of chairs once final decisions on program closures are made. As programs close, some departments will also close, and the remaining should be consolidated into fewer departments.

*Indicates programs currently only at South campus

Recommended North Campus 'Home' Departments

- Architecture Technology*
- Autobody Repair*
- Biology
- Biotechnological Science/Clinical Lab Technology
- Business Administration
- Chemistry
- Civil Engineering Technology
- Computer Aided Drafting & Design Technology*
- Computer & Electronics Technology
- Construction Management Engineering Technology
- Criminal Justice
- Dental Hygiene
- Dental Lab Tech*
- Electrical Engineering Technology
- Emergency Medical Technology**
- Engineering Science
- Food Service Administration/Dietetic Technology
- Health Information Technology
- Health, Physical Education, Sports & Leisure
- Industrial Technology
- Mathematics & Computer Science
- Mechanical Engineering Technology
- Mechatronics
- Medical Assisting
- Networking & Telecommunications
- Nursing
- Occupational Therapy Assistant
- Physics
- Police Academy
- Respiratory Care
- Social Science
- Vision Care Technology

This list reflects current departments. Further work should be done by SUNY Erie academic leadership to consolidate departments and reduce the overall number of chairs once final decisions on program closures are made. As programs close, some departments will also close, and the remaining should be consolidated into fewer departments.

*Indicates programs currently only at South campus

**Paramedic program previously only at South campus



Recommendations: Staffing Realignment

Staffing Analysis Methodology and Data Details

- **Fiscal Year: 2022**
- **Data Sources:**
 - SUNY Erie Human Resource Personnel file (2021 and 2022, reflecting 9/1/21-3/11/22)
- **Data Description**
 - Historical data challenges required that the personnel analysis focus only on FY 2022 until 3/11/2022
 - Personnel file was used to generate employment status (full-time, part-time), Cost Center, and campus location
 - Personnel file was annualized to generate full-time equivalent staff (FTE)*
 - Analysis focused only on non-teaching activity and non-teaching personnel

**Methodology for Annualizing Personnel*

Annualized Gross Hours for FT and PT – Total Gross Hours/.58

For FT Staff: Annualized Pay = (Total Gross Pay/Total Gross Hours)*2080

For PT Staff = Total Gross Pay/.58

Stipend Staff were not annualized

1 FTE = Annualized Gross Pay/2080. This analysis focuses only on non-teaching activity.

Staffing Analysis Methodology and Data Details

- Due to the variances of position names and titles in the personnel data file, rpk created a staff taxonomy to facilitate analyses
- All positions were grouped and placed with similarly named positions

Staff Taxonomy	
Accounting	General Admin
Admin Asst	Instructional Support
Admissions	IR
Career Services	ITS
Case Manager	Librarian
Cashier	Nurse
Clerk	Registrar
Coach	Student Life
Executive	Tutor
Facilities and Security	Typists

Current Staffing Design

- Many of the core central functions, such as central HR and Finance, are located on one campus
- Most student-facing roles, such as those in academic and student support, are split across the three campuses, resulting in a place-based staffing model as opposed to one driven by student need
- If the recommendation to reduce the footprint and role of South campus is accepted, staffing must be adjusted to relocate core functions to either North or City campus, and create strong online support options for students to access regardless of location

Staffing Realignment Recommendations:

1. Move all central office 'homes' to City or North
2. Reduce or reallocate staffing at South campus in specific functions to reflect the reduction of student and operational activity at that campus
3. Redesign Dean of Students role
4. Adopt shared service models* for academic and student support functions as well as non-academic administrative support roles
5. Distribute staff across physical campuses based on student need and activity:
 - Create one stop shops on City and North campus for direct student services, such as Admissions, Bursar, Financial Aid, Registration and Advising
 - Included in this recommendation is a need to move as many student services online (self-service) or on-demand via virtual engagement as possible to best meet student needs
6. All position vacancies should be evaluated to determine opportunity for potential reallocations or position closure

*Shared services models are the consolidation of administrative activity performed by unit-based staff into single delivery point. Benefits include increased service quality and reduced labor costs, continuous business process improvement through automation, process expertise and data analysis, standardized processes and roles, and a customer service focus

Recommendation: Move all Central Office ‘Homes’ to City or North

Cost Centers at South Campus	Annualized FTE
CC_00801 Executive Vice President for Administration & Finance	1.0
CC_00815 Central Accounting Office	4.5
CC_00818 Internal Audit	1.0
CC_00820 Business Office	1.0
CC_00825 Purchasing	4.0
CC_00826 Accounts Payable	1.4
CC_00830 Bursar	4.0
CC_00840 Information Technology Services	15.3
CC_00850 Payroll	6.0
CC_00860 Human Resources	12.1
CC_00903 Equity and Diversity	1.0
Grand Total	51.3

Prior to moving, all central office functions should be evaluated for opportunity to restructure based on positions or responsibilities specific to South campus that are no longer required.

Recommendation: Reduce or Reallocate Staff at South Campus to Reflect Shifts in Campus Footprint and Activity

South Campus Location Specific

Cost Centers	Annualized FTE
CC_00550 Institutional Services	0.5
CC_00570 Building & Grounds (Maintenance & Housekeeping)	30.5
CC_00580 College Safety & Security	6.8
CC_00760 Student Transportation	1.1
Grand Total	38.9

Services that are specific to South Campus should be evaluated as changes in campus occur. Positions can be reduced or reallocated as needed.

Recommendation: Redesign Dean of Students Role

- Current structure: There are 3 Deans of Students positions – one located on each campus with different responsibilities
- Recommendation: One Dean of Students position with Project Coordinators and Administrative support roles

Location	Current Deans	Recommended Deans	Current Support	Recommended Support
North	1	1	1	2
City	1	0	2	2
South	1	0	1	0
Total	3	1	4	4

Recommendation: Restructure Instructional and Academic Administrative Support as Shared Service by Division

Administrative and instructional support staff as a shared service model at the Academic Division level rather than assigned to specific department/discipline will increase efficiency and service while creating opportunity to streamline positions. It will also right size the distribution of support – currently, Engineering & Technologies and Health Sciences receive significant more support relative to the credit hours produced by the divisions compared to Business & Public Services and Liberal Arts & Sciences. The table below provides an overview of staffing as of March 2022. Staffing should be redistributed based on the accepted recommendations of program and department relocation.

Student Credit Hours (SCH) per Instructional/Academic Support Staff

Academic Divisions	Total SCH	Current Instructional Support FTE	Current Academic Admin/Typists FTE	SCH per Instructional Support FTE	SCH per Academic Admin/Typists
Business & Public Services	34,176	2.2	3.1	15,535	11,025
Engineering & Technologies	17,371	5.4	3	3,217	5,790
Health Sciences	17,234	5.7	7.7	3,024	2,238
Liberal Arts & Sciences	104,725	11.4	6.7	9,186	15,631
Grand Total	173,505	24.7	20.6	7,024	8,423

Recommendation: Administrative Support as Shared Service for Nonacademic Departments

Administrative Support Staff represent almost 30% of total nonacademic staff. These functions would benefit from a shared service approach rather than department specific for increased efficiency and reduced labor costs. The table below provides an overview of staffing as of March 2022. Staffing should be redistributed based on the accepted recommendations of program and department relocation.

Total Administrative Assistant, Clerk, and Typist Positions -- Annualized FTEs

Cost Center Hierarchy	City	North	South	Total Admin Staff	Total Staff	% Admin Staff
Academic Affairs (not academic units)	4.0	2.0	2.0	8.0	14.2	56%
Accounting			2.5	2.5	5.5	45%
Administration and Finance	0.3	2.0	1.4	3.6	44.8	8%
Business Office	1.0	1.0	2.4	4.4	13.9	32%
Driver Programs			0.2	0.2	1.2	13%
Enrollment Management	2.0	1.0	1.0	4.0	10.0	40%
Facilities and Security	1.1	0.2	3.0	4.3	115.8	4%
Human Resources, Equity and Inclusion			11.1	11.1	19.1	58%
Office of the President	4.0			4.0	9.0	44%
Office of the Provost	2.0	2.4	2.0	6.4	42.2	15%
Student Affairs	9.9	18.3	11.6	39.7	113.0	35%
Grand Total	33.3	36.7	40.9	110.9	388.7	29%

Recommendation: Create One Stop Shop for Student Services

- **Benefits**
 - Central location (physical and virtual) for students to seek assistance and a trained staff to either provide that assistance or make an appropriate referral
 - Improve efficiency of staff and enhance student experience
 - Right size staffing model based on student needs
 - Improve recruitment and retention rates, student success and student satisfaction
- **Recommended Services in One Stop Shop**
 - Create one stop shop at North and/or City locations; Support South virtually and self-service
 - Bursar, Financial Aid, Registration/Records and Advising (Student Support Services)
 - The table below is staffing as of March 2022 – staffing should change based on implementation of program and department location changes

One Stop Shop	City	North	South	Total
CC_00520 Student Support Center	4.30	6.91	4.14	15.35
CC_00530 Financial Aid	1.04	6.19	3.19	10.42
CC_00720 Admissions	2.14	11.47	4.00	17.61
CC_00740 Registrar	4.29	4.41	2.29	10.99
CC_00830 Bursar	1.35	1.15	4.88	7.38
Total	13.12	30.13	18.50	61.75

Recommendation: Structure Student Support Services Based on Student Needs and Consolidate Where Possible

Distribute student services staff across physical campuses based on student need and activity, rather than campus location. Implement self-service and virtual options and reduce staff accordingly. Focus on student demand particularly as South campus activity is reduced. The table below provides an overview of staffing as of March 2022. Staffing should be redistributed based on the accepted recommendations of program and department relocation.

Cost Center	FY22 Annualized FTE			
	City	North	South	Total Staff
CC_00521 Applied Learning and Global Engagement		2.0		2.0
CC_00522 Veterans Affairs	0.1	0.2	0.1	0.5
CC_00535 Education Opportunity Program	4.0			4.0
CC_00555 Tutoring	1.2	1.4	1.0	3.6
CC_00610 Career Resource Center	3.0	2.0	2.0	7.0
CC_00665 Placement Testing	2.0	1.0		3.0
CC_00710 Student Access Center	1.2	2.0	4.1	7.3
CC_00725 Support Through Advisement, Registration, Transition		1.1		1.1
CC_00730 Opportunity Programs and Services	3.0			3.0
CC_00735 Student Support Grants	8.1			8.1
Grand Total	22.6	9.8	7.3	39.6

Thank you

Katie Hagan – khagan@rpkgroup.com



Appendix

Academic Data Mapping

Academic Mapping

- Mapping is created to enable SUNY Erie to understand trends across the institution as well as drill down into individual campuses
- Mapping allows SUNY Erie to see instances of duplication (of academic programs and departments) across the various campuses
- Mapping enables the connection of data sources – the ‘department’ is the unit that connects human resources, course, and academic program data
 - The purpose of the mapping is to provide an analytical structure. As much as possible, we’ve aligned the analytical structure to SUNY Erie’s organizational structure but is it not a perfect match.

SUNY Erie – Overall Academic Structure for rpk Analysis

- 4 Divisions
- 46 Departments (unduplicated, and not all departments have programs)
- 76 Programs (unduplicated, degrees and certificates)
- 3 Campuses
- Internet/online offerings (programs and courses)

Sample Academic Mapping

Division	Department	Program	Location(s)
Business & Public Service	Business Administration & Office Management	Accounting Technician, Certificate	City
			Distance Learning
		Business - Office Management, Associate	Distance Learning
			North
		Business Administration, Associate	City
			Distance Learning
			North
			South
		Entrepreneurship, Certificate	City
			Distance Learning



Recommendations for Departments that Span Multiple Campuses

Biology

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Natural Science_Associate	City	43	6
	North	89	10
	South	29	4

*Biology does not offer an online program

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	13,869
Internet Courses	8,530
North Campus	26,371
South Campus	13,864

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	7	3	10
North	16	8	24
South	8	4	12

Recommendations:

- All campuses continue to offer Biology courses, but the department 'home' campus is **North**

Building Management & Maintenance

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Building Management & Maintenance_Associate	City	63	12
Building Tech_Certificate	City	32	8
	North	53	20

*Building Management and Maintenance does not offer an online program

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	4,135
North Campus	3,103

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	11	5	16
North	3	1	4

Recommendations:

- The department 'home' campus should be **City**

Business Administration and Office Management

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Accounting Technician_Certificate	City	15	10
Business - Office Management_Associate	North	55	19
Business Administration_Associate	City	339	49
	North	558	98
	South	329	70
Entrepreneurship_Certificate	City	25	6

*Average enrollment for Business programs online is 219

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	10,380
Internet Courses	21,571
North Campus	18,497
South Campus	10,505

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	5	4	9
North	14	3	17
South	10	2	12

Recommendations:

- All campuses continue to offer courses in support of Business programs, but the department 'home' campus is **North**

Chemistry

Program Information (2018-2020)

There is no Chemistry program (major) at SUNY Erie. Chemistry is a department that offers courses to support other programs.

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	1,652
Internet Courses	2,604
North Campus	8,054
South Campus	2,736

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	1	1	2
North	6	3	9
South	3	1	4

Recommendations:

- All campuses continue to offer Chemistry courses, but the department 'home' campus is **North**

Criminal Justice

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Corrections Officer_Certificate	North	18	0
Crime Scene Technology_Certificate	North	19	6
Criminal Justice: Law Enforcement_Associate	North	211	30
Criminal Justice_Associate	City	154	17
	North	185	35
	South	179	35
Homeland Security_Certificate	North	10	2

*Average enrollment for Criminal Justice programs online is 50

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	3,285
Internet Courses	4,488
North Campus	13,268
South Campus	5,532

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	4	0	4
North	6	3	9
South	4	1	5

Recommendations:

- All campuses continue to offer courses in support of Criminal Justice programs, but the department 'home' campus is **North**

Emergency Medical Technology

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Emergency Medical Services Provider_Certificate	North	11	1
	South	29	1
Emergency Medical Technology - Paramedic_Associate	South	6	3
Emergency Medical Technology - Paramedic_Certificate	South	39	20

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
North Campus	1,444
South Campus	4,054

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
North	1.4	1	2.4
South	9	0	9

Recommendations:

- Move all programs to **North**

English

Program Information (2018-2020)

The English Associates degree is a new program for SUNY Erie. It began in 2020. 2021 enrollment across all campuses was 14.

*The English department does not offer any online programs

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	6,492
Internet Courses	3,745
North Campus	7,336
South Campus	5,119

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	13	2	15
North	11	2	13
South	9	2	11

Recommendations:

- The 'home' campus for this department should be **City**, but English courses should continue to be available at all campus locations and online

Health, Physical Education, Sports & Leisure

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Health and Wellness Promotion_Associate	City	40	5
	North	76	7
	South	75	6
Physical Education Studies_Associate	City	19	1
	North	39	3
	South	37	4
Sports and Leisure Studies_Associate	City	22	1
	North	26	1
	South	23	0

*Average enrollment for Health, Physical Education, Sports & Leisure programs online is 5

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	2,752
Internet Courses	6,953
North Campus	4,757
South Campus	2,944

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	3	0	3
North	7	1	8
South	8	0	8

Recommendations:

- The department 'home' campus is **North**
- Monitor overall degree production for programs in this department as they are very low relative to the number of full-time faculty employed
- Adjust staffing model over time to achieve more balanced blend of part-time and full-time faculty

Hospitality Management

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Baking and Pastry Arts_Certificate	City	15	6
	North	12	6
Brewing Science and Service_Certificate	North	21	12
Catering and Event Planning_Certificate	City	2	1
Culinary Arts_Associate	City	73	13
	North	54	11
Food Preparation and Safety_Certificate	City	4	1
Hotel Restaurant Management_Associate	North	35	9

*The Hospitality Management department does not offer any online programs

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	5,403
Internet Courses	1,918
North Campus	4,986

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	6	3	9
North	5	5	10

Recommendations:

- The department 'home' campus is **City**

Humanities

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Childhood Education 1-6_Associate	City	110	13
Fine Arts_Associate	City	45	5
	North	40	4
	South	38	9
Humanities_Associate	City	24	3
	North	27	5
	South	25	4

*Average enrollment for Humanities programs online is 5

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	8,241
Internet Courses	11,898
North Campus	10,929
South Campus	7,427

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	7	3	10
North	5	5	10
South	3	4	7

Recommendations:

- The department 'home' campus is **City**
- Humanities and fine arts courses can be taught at other campuses, but primary program activity should happen at City

Mathematics and Computer Science

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Computer Science_Associate	North	258	15
Mathematics_Associate	North	175	15

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	14,586
Internet Courses	14,903
North Campus	27,775
South Campus	14,599

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	9	2	11
North	22	1	23
South	9	2	11

Recommendations:

- The department 'home' campus is **North**
- Courses can be taught at other campuses, but primary program activity should happen at North

Nursing

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Nursing_Associate	City	146	29
	North	265	60

*Nursing does not offer an online program

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	5,498
North Campus	9,544

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	7	0*	7
North	12	.4*	12.5

Recommendations:

- The 'home' campus is **North**, but the program continues to be offered in full at both North and City

*Some Part-Time Nursing Faculty were present in Human Resources 2020-2021 personnel file but did not appear in 2020-2021 course activity file as assigned instructors

Social Science

Program Information (2018-2020)

Program	Campus	Avg. Enroll	Avg. Degrees Produced
Human Services_Certificate	City	31	41
	North	22	11
	South	18	22
Social Science_Associate	City	217	55
	North	214	61
	South	166	42
Teaching Assistant_Certificate	City	24	19

*Average enrollment for Social Sciences programs online is 23

Course Information (2018-2020)

Campus	Total Student Credit Hours Taught
City Campus	24,813
Internet Courses	34,101
North Campus	31,213
South Campus	22,539

Faculty FTE Information (2021)

Campus	Full Time FTE Faculty	Part Time FTE Faculty	Total FTE Faculty
City	10	7	17
North	12	5	17
South	11	5	16

Recommendations:

- Locate 'home' department at **North** but continue to offer courses at all locations

Labor Market Analysis

Note of Caution in Interpreting Labor Market Data

Community colleges play an important role in preparing the community's workforce, so aiming for workforce alignment in program offerings is critical. However, labor market projections are imperfect, and labor market demand projections do not account for the supply side or market saturation. Meaning, just because something is in high demand for the region, other community colleges or employers themselves may be meeting the need.

SUNY Erie should aim to align program offerings with high-demand areas *where needs are not already being met by competitor institutions or employers themselves*. Further research should be done by SUNY Erie to understand market competition and local employer needs.

Labor Market Analysis: Key Terms & Data Sources

- Key Terms:
 - Annual average openings: annual number of job openings expected in an occupation due to change plus separations, where separations equal labor force exits plus occupational transfers
 - Projected employment growth rate: 2028 projection compared to 2018 actual
 - Standard Occupational Classification (SOC)
 - Classification of Instructional Programs (CIP)
- Data Sources:
 - SUNY Erie list of programs
 - NY DOL 2018-2020 Occupational Employment Projections; Western NY
 - US DOE CIP/SOC Crosswalk (v2010)
 - US DOL Occupational Projection Education and Experience Requirements
 - US Census American Community Survey, PUMS 2019

Labor Market Analysis: Methodology

1. Create Enhanced CIP/SOC Crosswalk

- Expand standard CIP/SOC crosswalk to include CIP by degree & certificate
- Match SOC to CIPs using occupational education & experience requirements
- Enhance crosswalk with liberal arts AA degree index that:
 - 1) Identifies jobs accessible to students with liberal arts AA degrees, and
 - 2) Identifies liberal arts CIP codes

2. Add Regional Labor Market Information to Crosswalk

- Merge Western New York occupational employment projections onto the crosswalk by SOC code

3. Link Erie Program List to the Crosswalk

- Merge the Erie program list by CIP code to map occupational employment information to Erie programs

Programs with Employment Growth > 15% and Average Annual Openings > 140

Program	Average Annual Openings (2018-2028)	Projected Employment Growth Rate (2018-2028)
Dental Assisting_Certificate	190	24%
Human Services_Certificate ²	405	17%
Information/Network Telecomm Technology_Associate ¹	664	19%
Medical Assisting_Associate ²	303	30%
Medical Office Practice_Certificate	303	30%
Mental Health Assistant_Associate ¹	249	23%
Nursing_Associate ¹	1,139	19%
Paralegal and Legal Studies_Associate	224	15%
Physical Education Studies_Associate ¹	234	16%

¹ Program matches to occupation with educational requirement above that of the program

² Program matches to occupation with educational requirement below that of the program

Medical Assisting_Associate and Medical Office Practice_Certificate map to the same occupation and therefore share market projections

Programs with Employment Growth < 5% and Average Annual Openings < 140

Program	Average Annual Openings (2018-2028)	Projected Employment Growth Rate (2018-2028)
Automotive Trades - Autobody Repair_Associate ²	86	2%
Casino Gaming Machine Repair Technician_Certificate	27	3%
Computer Aided Drafting/Design Tech_Associate	89	-1%
Computer and Electronics Technology_Associate	43	0%
Dental Laboratory Technology_Associate ²	30	4%
Electrical Engineering Technology_Associate	43	0%
Engineering Science_Associate ¹	23	3%
Graphic Comms Tech_Associate ²	14	-20%
Industrial Technology_Associate	31	3%
Nanotechnology_Associate ¹	23	3%

¹ Program matches to occupation with educational requirement above that of the program

² Program matches to occupation with educational requirement below that of the program

Labor Market Alignment for Recommended Program Eliminations

Department	Program	Average Annual Openings (2018-2028)	Projected Employment Growth Rate (2018-2028)
Biotechnological Science/Clinical Lab Technology	Biotechnological Science_Associate** ¹	9	13%
Biotechnological Science/Clinical Lab Technology	Biotechnological Science_Certificate**	N/A	N/A
Business Administration & Office Management	Accounting Technician_Certificate ²	157	5%
Business Administration & Office Management	Entrepreneurship_Certificate	N/A	N/A
Computer & Electronics Technology	Casino Gaming Machine Repair Technician_Certificate	27	3%
Criminal Justice	Corrections Officer_Certificate ²	265	-1%
Criminal Justice	Crime Scene Technology_Certificate	N/A	N/A
Criminal Justice	Homeland Security_Certificate ²	52	12%
Electrical Engineering Technology	Nanotechnology_Associate ¹	23	3%
Emergency Medical Technology	Emergency Medical Technology - Paramedic_Associate ²	87	24%
Emergency Medical Technology	Emergency Medical Technology - Paramedic_Certificate	87	24%
	Food Service Admin - Dietetic Tech - Nutrition		
Food Service Administration/Dietetic Technology	Care_Associate	8	13%
Hospitality Management	Brewing Science and Service_Certificate ¹	13	10%
Hospitality Management	Food Preparation and Safety_Certificate	211	6%
Networking & Telecommunications	Network Support Technology_Certificate ¹	88	12%
Police Academy	Police Science_Associate ²	384	11%
Radiation Therapy Technology	Radiation Therapy Technology_Associate	90	15%
Visual Communication Technology	Web Page Design_Certificate ¹	55	14%

¹ Program matches to occupation with educational requirement above that of the program

² Program matches to occupation with educational requirement below that of the program

N/A: Programs that do not have labor market matches or there is a match but no associated data in the Western NY region

Both Emergency Medical Technology – Paramedic programs map to the same occupation

**Biotechnological Science (both Associate program and Certificate program) are included for elimination given that the Certificate was flagged for elimination and the Associates

was flagged for monitoring); Same trend for Emergency Medical Technology – Paramedic

rpk GROUP. All rights reserved.

rpk GROUP
from mission to market

Labor Market Alignment for Recommended Program Monitoring

Department	Program	Average Annual Openings (2018-2028)	Projected Employment Growth Rate (2018-2028)
Architecture Technology	Architecture Technology_Associate	16	7%
Autobody Repair	Automotive Trades - Autobody Repair_Associate ²	86	2%
Biotechnological Science/Clinical Lab Technology	Clinical Laboratory Technician_Associate ¹	95	11%
Biotechnological Science/Clinical Lab Technology	Community Public Health Worker_Certificate* ²	91	28%
Civil Engineering Technology	Civil Engineering Technology_Associate	18	20%
Computer Aided Drafting & Design Technology	Computer Aided Drafting/Design Tech_Associate	89	-1%
Dental Hygiene	Dental Assisting_Certificate	190	24%
Dental Laboratory Technology	Dental Laboratory Technology_Associate ²	30	4%
Emergency Management	Emergency Management_Associate ¹	293	8%
Emergency Medical Technology	Emergency Medical Services Provider_Certificate	N/A	N/A
Health Information Technology	Health Information Technology_Associate ²	92	18%
Hospitality Management	Baking and Pastry Arts_Certificate ²	160	2%
Hospitality Management	Catering and Event Planning_Certificate*	734	4%
Hospitality Management	Hotel Restaurant Management_Associate ²	145	7%
Mathematics & Computer Science	Mathematics_Associate** ¹	509	8%
Medical Assisting	Medical Assisting_Associate ²	303	30%
Occupational Therapy Assistant	Occupational Therapy Assistant_Associate	48	38%
Social Science	Teaching Assistant_Certificate ²	1,028	9%
Vision Care Technology	Vision Care Technology_Associate ²	N/A	N/A
Visual Communication Technology	Graphic Comms Tech_Associate ²	14	-20%

¹ Program matches to occupation with educational requirement above that of the program

² Program matches to occupation with educational requirement below that of the program

N/A: Programs that do not have labor market matches or there is a match but no associated data in the Western NY region

* Indicates new programs – monitor these to ensure they meet appropriate growth expectations

** Mathematics included on this list due to significant enrollment decline