SUNY Excels Performance Improvement Plan

Section 1: Campus Alignment with SUNY Excels

MISSION

Monroe Community College is a dynamic learning community where access, excellence, and leadership are the College's hallmarks. Our mission is to educate and prepare diverse learners to achieve scholarly, professional, and individual success within a local and global context. The College serves as a catalyst for innovation, economic development, lifelong learning, and civic engagement.

Established in 1961, Monroe Community College in Rochester is western New York's largest college. Offering over 100 degree and certificate programs, the College grants associate degrees in arts, science, and applied science delivered at three primary locations throughout Monroe County.

Enrollment at MCC in 2014 totaled 35,188 students registered for credit and non-credit programs. Over one-third of students are 25 years or older. Gender is reflected as 53% female and 47% male. Minority students are 37% of the population, with an average age of 21 years old. Over half of all enrolled students take at least one online course. At enrollment, student intent is reflected as: 58% wish to transfer, 20% plan to directly enter the workforce, and 22% are undeclared. Over 52% of entering students have had no college or university education, 34% have some college/university experience, 7% have an Associate Degree, 5% have a Bachelor's Degree, and 1% have a Master's or Higher.

MCC's Strategic Plan focuses on four core directions:

- Learning First
- Workforce Education and Career Pathways
- Partnerships
- Effectiveness, Efficiency, and Accountability

These directions are informed by assessment and capitalize on identified opportunities of the College. Each direction is guided by three goals, and together, the goals and directions inform how MCC lives out the mission. Finally, a set of strategic planning metrics enable the College to measure progress on its directions and goals.

MCC will contribute to SUNYs five priority areas and its goal of 150,000 completions through its strategic initiatives that include focus on both new and continuing students. Areas of emphasis will include international student enrollment and our global education plan, online course and program enrollment, enrollment at our new downtown campus opening in 2017, updated and streamlined new student enrollment processes, and the most significant shift in our way of doing business - a student guided pathways approach, the Academies Model.

The adoption of the Academies model at Monroe Community College is both a philosophical approach and a re-designed organizational structure. Academies organize the students' experiences so they are presented with a clear, intentional pathway into and through the College. Academies place high impact learning and meaningful relationships at the center of the students' experience. Students are clustered according to their academic pursuit within one of six designated Schools; in each School an interdisciplinary team of faculty supports the use of innovative, high impact pedagogy. Students and teaching faculty are partnered with School Advisement Specialists to provide holistic support, intrusive advising, and early and frequent interventions. Faculty, Student Services professionals and School specialists work collaboratively to support the students throughout their time at the college.

The goals of the Academies Model implementation are fully integrated with the College's strategic plan to:

- Create personalized pathways that help students develop and articulate their individual goals and persist through the necessary stages to accomplish their goals.
- Develop and implement new organizational structures to ensure holistic, personalized support.
- Establish and implement assessment processes that will inform best practices across all phases of the academies model.
- Engage students with high impact learning practices; expand the number of high impact opportunities available across MCC campuses.

The Academies Model will allow for *all* students to be engaged with their school through inclusion in curricular and co-curricular activities, community building and completion initiatives that will increase overall degree attainment. The model MCC is implementing in fall 2016 will revise the college application and bring students to campus for School specific orientation, allowing for students to connect with faculty and peers in related pathways prior to the start of the school year. Students will be welcomed into their School, and a point of contact from each School will immediately reach out to new students to support the onboarding processes and provide each student with a name, face and place to have a connection with the College. The online program students will be connected via the same mechanism and have a concierge support. First year experience programming will be coordinated and integrated within the Schools culture and the college success course. According to national CCSSE results, students who participate in first year experience and college success courses are more likely to pass gatekeeper courses and to be retained fall-to-fall.

MCC is nationally regarded as a leader in innovative approaches to college access. Programs that support our nearly 500 veteran students have received local and national attention. MCC has one of the few Assets for Independence programs at community colleges, providing an 8:1 match for students engaged in a savings program. In addition, MCC coordinates the work within the State University of New York as lead on a Department of Labor grant with 30 community college partners, serving students interested in high-demand careers.

MCC fulfills its commitment to access for a diverse community through affordable tuition, multiple campuses, off campus centers, shuttle services, and child care support. MCC has successfully maintained the second lowest tuition rate within the State University of New York (SUNY) system. A member of a SUNY Innovation Team focused on advancing the "Seamless Education Pipeline" initiative, MCC has formed multiple k12 partnerships throughout the community with the goal of preparing students to successfully move through the education system and college.

MCC has partnered on six Investment and Performance Fund proposals. Two focus on our students and their progress towards degree completion, two are designed to support our at-risk students, another will help clarify our students' needs in the financial aid progress, and the last proposal is designed to continue our progress on administrative shared services.

Each student at MCC takes a different path into and through the College. Consistent with national statistics, not all students complete their original intended program. As we understand the national completion agenda, President Obama's goals for increasing the number of graduates, the SUNY system goals and, perhaps, most importantly, the imperative for civil and social justice and socioeconomic parity through an accessible education for an educated citizenry that is prepared to compete and succeed in a global context, Monroe Community College has engaged with continuous improvement cycles that have led to a performance improvement plan framed through moving the College to a redesigned structure of a guided pathways model. This plan affects all areas of the college and redefines processes. It is a plan for significant, intentional change, rooted in research, which focuses on student success and achievement of educational goals.

These efforts align well with the SUNY Excels model and the College's mission which compels us to design improved systems that provide access and engage students in ways that support student success and completion. The following sections of this report discuss the ways in which Monroe Community

College plans to use existing initiatives and to implement college-wide changes that will result in improvement of our performance and achievement of the SUNY Excels objectives.

Section 2: Specific SUNY Excels Priority Areas and Metrics

Monroe Community College proposes a five-year Performance Improvement Plan (PIP) aligned with the SUNY Excels Performance System to monitor the regular assessment and review of institutional effectiveness. The plan is built on the College's strategic multi-year deployment of an Academies (guided pathways) academic model. Six career academies or "schools" will be launched in fall 2016: Arts and Humanities; Business, Hospitality, and Entrepreneurism; Community Engagement and Development; Health Sciences and Physical Wellness; Social Sciences and Global Studies; and STEM.

Enumerated below are strategic actions representing critical elements in the rollout of the Academies model. The actions capitalize upon existing MCC strengths and will serve as our key drivers for advancing the Power of SUNY. The example activities described below are tasks (within each SUNY metric) that cross-functional committees and departments will carry out in a culture of continuous improvement and excellence. The activities and initiatives may evolve throughout the life of the plan.

2.1 Access

Metric #1. Full Enrollment Picture
MCC's plans for enrollment growth will harness SUNY systemness and improve evidence-based practices to address the population-level challenges to the full enrollment picture. The College's decline in enrollment from peak numbers in FY2010 is consistent with a regional decline in the high school graduating population in Monroe County. A further decline in this age group is expected. The retention rate in 2009-10 was 64% and in 2014-15 was 60.7%.

First-Time Full-Time Student Retention by 2020						
	Fall 2013	**Fall 2014**	**5-Year % Change**	**Fall 2015**	**Fall 2018**	**Fall 2020**
Entering Fall	2012	2013		2014	2017	2019
First-Time, Full-Time In a Program Cohort	3,463	3,310	-15.1%	2,885	3,073	3,050
Campus First Year Retention Rate	**58.6%**	**60.7%**	**-**	**60.6%**	**64.0%**	**64.0%**

MCC will address it recruitment and retention challenges through the launch of the Academies Model to revitalize academic services and provide students with a clear career path to follow to improve their likelihood of degree completion. Research has shown that the guided pathways approach is successful in helping students enter and progress through a discrete program of study (Scott Clayton, 2011; Jenkins & Cho, 2012). Enrollment growth is meaningless if students enroll but don't complete their goals, whether degree attainment or skill development. Keeping students on the pathway (enrolled) will result in improved, success (completion).

MCC projects a 3.6% increase in full enrollment from 15,335 in 2014 to 15,900 by fall 2020-21. (The increase actually represents a larger rate of growth because it counteracts the population decline.) The anticipated growth, illustrated in the chart below, reflects the launch of the Pathways model along

with local improvements in enrollment practices, stepped up recruitment of international students, opening of the New Downtown Campus in fall 2017, and leveraging SUNY system-wide initiatives such as Open SUNY, Pathways to Technology (P-TECH), and Early College High Schools.

Key Contributors to Future Growth			
	2014	**2020**	**Percent growth**
International Students	131	200	53%
New Downtown Campus	2,540	2,666	5%
Open SUNY	3,517	4,231	34%
Overall Growth	**15,335**	**15,900**	**4%**

Elements of the redesigned college structure to support the enrollment goal include:

- New Student Enrollment Practices. On an annual basis, Enrollment Management evaluates the annual Recruitment Plan to assess its overall effectiveness. Goals and objectives not reached are examined to further develop strategies and tactics for the upcoming year. The most recent improvement is the move of the Enrollment Management offices to the Student Services division to achieve a more holistic approach to onboarding new students. This plan includes a new approach to recruitment practices, tracking measures, and implemented technologies. Year 1 of implementation of these new practices, Admissions saw a 1% increase. While that number is small, it is evidence that these changes are positioning the College for future enrollment success, supporting metric #1 outcome of increasing overall student enrollment. In spring 2015 the college implemented an Enrollment Steering Committee charged with developing a three-year enrollment plan that aims to recruit, retain, and graduate prospective students.

- New Downtown Campus Opening. In fall 2017, the culmination of decades of dialogue and planning will be realized when MCC opens its new, high profile downtown campus at the historic Eastman Kodak International Headquarters site. The campus will provide 21st century learning environments and much-needed community and collaboration space for our students as it houses the School of Community Engagement and Development. The campus will offer new workforce development programs, and "program clusters" ranging from pre-college programs to transfer programs to four-year institutions. Expanded curricular offerings combined with the new expanded pathways within the School of Community Engagement and Development will result in expanded access for new student populations, projecting a 5% increase in new student enrollment at the downtown campus.

- International students. MCC will increase international student enrollment from our current 131 international students (less than 1%) to 180 in 2018 and 200 by 2020. The College increased international student enrollment 2.3% this fall by making simple updates and adjustments to the admissions processes. The strategy for more than a 35% increase in two years and 53% in four years is to use economical recruiting strategies such as engaging with Education USA services, continuing to streamline admissions processes, and to build on strong relationships with international students. We will leverage the clearly defined pathways through the Academies model in conjunction with our strong SUNY partnerships to support enrollment, completion, and successful transfer for our international students.

- Early College High School. In 2010, MCC was one of 11 SUNY institutions to launch Smart Scholar Early College High Schools (ECHS). Our partnership with the Rochester City School District (RCSD)—the Early College International High School (ECIHS)—represented the first ECHS in the nine county Finger Lakes Region. Students at ECIHS have the opportunity to earn up to 20 college credit hours prior to high school graduation, and their enrichment activities promote a "college-

going" ethos from day one. To date, 296 students have participated in college level course work and have completed 1,080 courses with a C or better. Since the first graduating class, 100 students have enrolled or intend to enroll at MCC. The Academies model will help to increase the enrollment of this population by aligning the credits high school students are completing with clearly defined degree pathways into and through MCC. Improvements to the ECIHS over the next five year period will include: 1) offering students participation in MCC orientation events 2) providing students with recommended courses vs. students self-selection of courses to align with the Academies program pathways; and 3) providing automatic admission/enrollment into MCC upon ECIHS graduation.

- Pathways to Technology (P-TECH). MCC and the RCSD are partners in the Pathways in Technology Early College High School Program designed to prepare 700 RCSD at-risk students for high-skills, computer-related careers. P-TECH students will graduate with an associate degree and ready for entry-level positions in competitive Information Technology field(s) and/or for transfer to four-year higher education institutions.

- MCC Virtual Campus and Open SUNY. MCC began offering online courses in partnership with the SUNY Learning Network in 1997. Since then courses have been developed in over 50 disciplines with four fully online academic degree programs, 38 programs where 50% or more of the courses are offered online, 14 of which have 75% or more of the courses online. In fall 2014, MCC hired a Director of E-Learning and Instructional Technologies to better focus MCC's online learning organizational structure and to support the College's plan to create the MCC Virtual Campus. The MCC Virtual Campus strategically expands access, enhances the student experience, supports strategic enrollment and financial planning, and strengthens the link between labor market needs and college offerings. This student-centered model for distance learning provides high quality, accessible, workforce-relevant, and cost-effective educational opportunities in an online environment supported through a concierge service that is enhanced, supported and aligned with the Academies Model. MCC has been designated as an Open SUNY+ Wave 2 campus with the acceptance of our two newest online degree programs, A.S. Sports Management and A.S. Mathematics. The courses in these programs have all completed the Open SUNY COTE Quality Review Process that is becoming a model for all MCC online courses. MCC has also implemented the Starfish Early Alert system for all online students to improve retention. Additionally, MCC is completing the Institutional Readiness Review process and developing an action plan to address the findings of this study. Ongoing assessment of the MCC Virtual Campus efforts will ensure that they are supporting the two primary goals of the Virtual Campus: increasing retention and enrollments in online classes and programs.

Metric #3. Diversity

Monroe Community College served a diverse student population of over 35,000 (12,963 FTEs) in 2014-15. Based on fall 2014 census, MCC student demographics are as follows: 19% were first-time, full time students; 37% were minority students; 33% were underrepresented minority; and 52.5% received financial aid. As a full-opportunity institution, MCC affords students an educational experience consistent with the stated mission as reflected in our admissions policies and placement processes, available both in print and online. MCC adheres to SUNY's statutory requirements for diversity, and our mission explicitly states its commitment to access and preparing diverse learners to achieve success within a local and global context.

One goal of the restructured Academies model is to reduce the likelihood that individuals will be marginalized due to academic preparation levels, immigrant or refugee status, or other factors. The guided pathways model places every student on an academic pathway that aligns them with the identified program of study integrated within one of the six Schools. From the time of admittance, students are fully

included within the School culture, supporting the development of intentional and informal cultural competence. The initiatives below are examples of intentional programming to support cultural competence and development of diverse perspectives:

- Diversity Council. Led by the College's Chief Diversity Officer, the College has a robust Diversity Council (DC) that meets on a regular basis to review the College's commitment to diversity and the progress made to create a welcoming educational and working environment. In 2014, students were added to the Council to emphasize programs that jointly impact faculty/staff and students. The Council recently reestablished Safe Zone training to be offered twice per year, so that all new hires can participate within one year of their hiring. Addressing the achievement gaps for men of color is a focus for 2015 – 2018. Additional initiatives planned include:
  - o Host "Power of Diversity" speaker series where nationally-known, diverse speakers are invited to the campus to help promote diversity and inclusion.
  - o Influence hiring processes through serving on search committees and offering training for search committee members.
  - o Explore its role in shared governance including drafting policies which impact diverse populations.
  - o Possible funding for various affinity groups seeking programmatic support.
- MCC Global Strategic Plan and the SUNY Center for Collaborative Online International Learning (COIL). MCC recently joined the SUNY COIL Network and already has six faculty using a COIL module in one of their courses. Four COIL courses are scheduled for 2015-2016, enabling over 80 students to have an international learning experience with peers from another country. MCC will increase COIL course offerings to 25 by 2020/21.
- The Office of Global Education and International Services (GEIS). GEIS was established in 2013 after MCC completed the American Council on Education's Internationalization Lab, a direct result of our institutional commitment to provide students access to curricular and co-curricular opportunities that prepare them to succeed as global citizens in their local communities and beyond. GEIS is the center of collective impact for global education efforts at MCC, facilitating a commitment to global education throughout all units of the college. These efforts meet the values from our most recent institutional strategic plan, "Fulfilling the Promise 2012- 2016" and align with the Power of SUNY 2020.
- Multi-Cultural Center. The Multicultural Center at Monroe Community College, named "PRISM", promotes the academic and personal growth of traditionally underserved students. The Center serves the entire campus to create an institutional sense of community that embraces a climate of justice, provides academic, social, cultural, and recreational activities and offers programs that educate the campus about diversity. PRISM will offer workshops, speakers and open discussion times on a variety of topics related to culture, race, religion, and sexual orientation for the benefit of students, faculty and staff. PRISM staff will collaborate with other entities in the college and the community to provide learning experiences that will increase multicultural awareness, knowledge and skills.

At present, approximately 20% of MCC's full-time employees identify themselves as minority. The following key initiatives will ensure that the Human Resources Office and individual departments engaged in hiring will recruit and hire from a diverse pool of candidates.

- Culture and Diversity Training. A course was developed for faculty and staff built on the Blackboard e-Education platform. It will be piloted in 2015-16 and required for all new faculty and staff hired at the college.
- Alice Holloway Young Mentorship Teaching Program. The Diversity Council established the Alice Holloway Young mentorship teaching program. The program's goal was to bring diverse adjunct

faculty to the campus, give them an opportunity to be mentored and gain valuable teaching experience while they are completing either their Master's degree or beyond. This program has been highly successful over the years: of the 111 interns, 67% have been hired to teach at the college, with 22% currently working at the college. The program recently expanded in an effort to offer the same opportunities for professional colleagues in the Student Services area of the college.

2.2 Completion

Metric #5. Completions

The promise of Monroe Community College is to transform lives through a supportive and collaborative learning environment that includes high-impact teaching practices and co-curricular programming. Utilizing intentional pathways from readiness to completion alongside innovative curriculum design and comprehensive support services, our plan is to maximize the goal attainment of individual learners (Academies Model).

While retention rates at MCC were relatively steady in FY2005-FY2011 without a centralized, institution-wide retention effort, the College's current strategic plan places a definitive emphasis on improving retention and completion. In 2013-14, MCC awarded 2,717 certificates and degrees. Our objective for 2020-21 is to increase the total awarded by 7.7% for a total 2020-21 goal of 2,926 certificates and degrees. In order to achieve this goal a different approach will be needed.

Development and implementation of the Academies Model has been significantly buoyed through the a 2012 competitive $2M federal award by the United States Department of Education to implement a Title III Strengthening Institutions initiative titled, *Building a Culture of Engagement and Success.* The initiative enables MCC to significantly increase achievement, persistence, and retention through the following measures to transform the educational experience:

- Implementation of the Academies Model**.** MCC will implement the Academies model beginning fall 2016, addressing the four distinct goals aligned with the College's strategic plan that will have five key metrics to assess success and guide strategic improvements. These metrics will be in alignment with the College's established *key performance indicators* and monitored according the Academies Assessment Protocol currently being finalized. Measurements will include:
    o Retention
    o Persistence
    o Completion (of educational goals) measured by degree attainment and transfer
    o Completion of courses (corresponding proportion of D/F/W rates)
    o Pathway progression for students in developmental education program to degree granting program
    o Additional deep dive and institution-wide measurements outlined in the assessment protocol that support the above mentioned metrics
- Redesigned Developmental Education (Transitional Studies) Program. MCC used Title III funds to redesign its developmental education program. Developmental English transitioned from a writing skills only program to an integrated reading and writing program that fundamentally shifts how the College supports students to address the critically important academic skills of reading and critical thinking. The redesign also reduced the number of courses from three to two for the lowest placed students to reach college level English (thereby accelerating students transition to a degree program by one semester). Students in need of developmental mathematics support are now offered the option of taking courses in a modularized, flexible pace format that supports student progression according to student ability and mastery, rather than a traditional lecture format. Ongoing assessment of these initiatives shows statistically significant improvement in

student outcomes and retention. Spring to fall retention showed a 13.1% increase for lowest level math students and a 14.6% increase for second level math students. Achievement rates show a 12.7% increase for lowest level math students as well as a statistically significant (variable) decrease in F/W rates. Developmental students will be integrated within the Academies model and therefore further contextualized through curricular and co-curricular programming aligned within their assigned School and identified pathway.

- Starfish Early Alert System and Intervention Efforts. Starfish, an early warning and student tracking system, was piloted in 2015 to improve retention by efficiently identifying and supporting students who face academic challenges. Starfish will improve communication and increase information sharing to augment faculty collaboration and to expedite prompt and immediate interventions. The system will support new, returning, and transferring students in successful college completion, aligned with our Title III goal of increasing achievement, persistence, and retention. The MCC Starfish Pilot year is serving approximately 4800 students from the following populations: developmental education program students, ESOL students, student athletes, Educational Opportunity Program students, and online learners with a goal of a 10% increase in retention targeted specifically for the developmental education program students. Counselors and advisors within the alert system will be aligned with the six Schools and will provide for engagement of the student success network appropriate for each student while streamlining work for all involved.

- Degree Works Online Degree Auditing and Planning System. In March 2015, MCC implemented Degree Works which allows students to easily track their progress toward degree completion. The Degree Works worksheet shows which identified pathway program requirements have already been satisfied by completed courses taken and which courses are still needed, reducing the risk of missing a requirement that may otherwise prevent a student from graduating. Students are being introduced to Degree Works in Orientation, through Advisement, and by online tutorials, thereby empowering them to follow a clear path to completion.

- Veterans Early Alert Program. MCC currently has 490 Veterans enrolled in the fall 2015 term. The Veterans Early Alert System was created and implemented to assist veteran/military students achieve academic success and maintain VA benefits. Faculty complete an online survey twice a semester; feedback received is used to inform students and connect them with individualized targeted support services, including counseling, accommodations for a disability, Blackboard online support, weekly group study skills and test-taking strategy workshops, and Go VETS: Veterans Educational Tutoring Services. The process is fully automated, uses existing software and campus resources, and can be easily replicated. Data show an extremely high faculty response rate and a significant impact on student GPAs, resulting in a 13.4% increase in overall GPAs during this first year of the program. In addition, no veteran/military student did a complete withdrawal from the college in either semester. These services, combined with clearly defined curricular pathways and comprehensive support matrix, will continue to impact retention and completion positively over the next 5 years.

- First Year Experience. The First Year Experience (FYE) provides information and tools necessary for students to become proactive learners and to take personal responsibility for their entire educational experience. The College has implemented a redesigned FYE program under the Academies Model that has defined learning outcomes and an implementation strategy designed around academic, social, and career components aligned within the six Schools. The First Year Experience, integrated with the redesigned Orientation program and redesigned college success course are tracked to support a 10% increase in student retention of developmental education students and will benefit all students at the College.

- 2015 SUNY IITG Project Statewide Leadership. MCC plays a leadership role as fiscal agent and lead

partner on the recent 2015 SUNY IITG project, titled *Improving Faculty Discovery and Adoption of OER*. The three-year project will design and deploy a library service model to increase faculty participation in SUNY Open Educational Resources (OER), modularize existing SUNY OER textbooks system-wide, and increase student completion and success in OER courses.

- Black Male Initiative. MCC will implement a new project, titled *Framing the Future*, to increase understanding of the role of social networks in teaching and learning and their impacts on the success of Black male students. The MCC proposed project will implement an innovative package of student supports integrated throughout the guided pathways (Academies) model to engage Black male students in college life and increase understanding of effective strategies in the retention of these students.

- The Academies model incorporates a new focus on advising processes and the creation of a Student Success Network in each of the six Schools. These networks will be comprised of staff from various support offices who will work directly with the School Advisement Specialists and faculty in the School. Advising by professional advisors and faculty will be driven by the pathway that the student is following, and that pathway will be documented and obvious to anyone interacting with the student through the Banner student information system. The School Success Network is designed so that colleagues across the campus team up to become familiar with programs offered in the School and work together to meet student needs that are common to those pursuing degrees or certificates offered in that School. The members of the network also become the "go to" person for faculty to contact when students need assistance from that support office. Improved communication and teamwork are expected to contribute to success.

- High Impact Teaching Practices Restructuring and Infusion. High Impact Practices (HIPs) have proven to increase grade point averages, persistence/retention rates and graduation rates (Kuh, G.D. & O'Donnell, K., 2013). Although all students show improvement when enrolled in courses employing HIPs, there is a greater effect for students with low placement scores and traditionally underserved populations, leading to demonstrated results in closing the achievement gap (Kuh, G.D. 2008). To increase student success through experience with HIPs over the next five years, MCC will provide additional and more in-depth professional development for faculty and staff regarding the identified impactful practices, develop processes and procedures that systematize the offering and tracking of HIPs, encourage student enrollment in these courses, and assess according to the Academies Assessment protocol. The alignment of programs within the six Schools supports the infusion of HIPs across the college according to "best-fit" practices within each program. Instructional redesign incorporating the HIPs supports the development of the high impact culture identified in the College's strategic plan.

- Collegiate Science and Technology Entry Program (CSTEP). CSTEP will help improve retention and completion over the next five years through its continual intrusive advisement services, student tracking, and partnerships with four-year institutions for research experiences, and through mentoring opportunities. CSTEP students and staff work together on a regular basis to plan, implement and assess student progress toward their goals. Incrementally, CSTEP will broaden internship experiences to include academic-year projects with MCC faculty and through career shadowing of professionals in STEM and licensed profession fields.

- Educational Opportunity Program (EOP). The EOP combines access, academic support and supplemental financial assistance to make higher education possible for students who have the potential to succeed, despite poor preparation and limited financial resources. The EOP offered a redesigned Summer Institute held July 6-July 31, 2015. The Summer Institute integrated instructional experiences: college survival skills, mathematics inquiry, writing/critical inquiry, technology education, support services, financial aid and financial literacy, career and cultural awareness, stress management and enrichment activities. The structure of the program

promoted access to college resources and template for student success. Coursework and workshops along with counseling and other support services were offered. They were: COS 133 Introduction to College Studies (3 credits), Writing/Critical Inquiry and Mathematics Inquiry Mini Courses (non-credit), Financial Literacy, Court Awareness Day, and Team Building.

Metric #8. Time to Degree

MCC is slightly above the average in time-to-degree metrics compared to SUNY community college peers with 3.91 years to complete an associate's degree at MCC compared to an average 3.75 years for SUNY community colleges. MCC can better meet SUNY goals if we improve the three year graduation rate to at least 33% by 2020-21. Increasing the three year graduation rate would shorten the overall average time-to-degree for associate's degree recipients. In addition to the clearly articulated and supported curricular pathways of the Academies Model, MCC will use a three-pronged strategy to improve timely progress to degree by examining and expanding the use of prior learning assessments, encouraging dual enrollment and high school initiatives, and increasing accelerated programs as exemplified in the following initiatives:

- Prior Learning Credits Policy. MCC's Faculty Senate recently reviewed its Advanced Standing Credits policy (2010) and approved a new Prior Learning Credits Policy (May 2015) that includes/adds Portfolio Credit. The implementation plan will be developed by Fall 2016 and will include a process to assess and approve Portfolio Credit that allows students to benefit from federal financial aid. The promotion of Prior Learning Credit, in all of its forms, will continue to be an important tool to encourage students to pursue and finish their degrees.
- Dual Enrollment. MCC research shows that Dual Enrollment students who later attend MCC have a greater first semester GPA (2.29 vs. 1.91), and a greater graduation rate (24.8% vs. 12.5% based on 2008 cohort within 150% of normal time). The College will increase efforts toward yielding a higher percentage of Dual Enrollment students, translating to increased numbers of on-time graduates. Currently implemented are two new dual enrollment scholarships offered to high school students and an effort to invite all DE students to the MCC Open House for Fall 2015. MCC ensures the quality of its HSDE program through quality practices that align with NACEP accreditation standards.
- Accelerated Degree Programs. The College was awarded $350,000 through the JP Morgan Chase Foundation to support expansion of the accelerated certificate programs that are linked through labor market research data to local employment needs. The College has developed and offered its first accelerated Precision Machining certificate program with demonstrated success: traditional implementation (30 weeks) produced a 33.3% average completion rate versus a 75% average completion rate for the accelerated offering (22 weeks). 82% of completers are employed or continuing their education.

2.3 Success

Metric #9. SUNY Advantage

At MCC, integrity, empowerment, excellence, inclusiveness, and collaboration are core values. MCC's innovative approach to higher education is helping shape the future of the Rochester region as represented in the following PIP program components:

- SUNY Works. MCC is one of nine pilot campuses to increase service learning, experiential and cooperative learning programs through the three year SUNY Works initiative. This initiative (2012-2014) included the review, assessment and brainstorming with partner institutions, and resulted in an 88-page assessment of Experiential Learning at MCC as well as annual SUNY reporting of Applied Learning activity. This work has continued to evolve under the term Applied Learning and

includes all SUNY campuses. A dedicated MCC team has been appointed to craft the MCC Applied Learning Campus Plan due to SUNY on May 1, 2017. The applied learning implementation plan will be integrated under the Schools model and supported through the Student Success Network

- SUNY Investment and Performance Fund Projects. MCC is a partner with SUNY on system-wide projects:
  - o Predictive Analytics Collaborative. A collaboration of Buffalo State, MCC, and Niagara Community College has formed to leverage the power of predictive analytics to inform and direct intervention activities designed to assist students identified as potential attrition risks. The project addresses the SUNY Completion Agenda by establishing a portable, scalable framework which coordinates data extraction, transformation and analysis strategies with subsequent predictive modeling, early alert and intervention approaches demonstrated to promote student success across all partnering campuses. A key benefit to SUNY will be the sharing of anonymized transactional student data in a common repository. This shared repository will also become a library of successful intervention strategies employed at each institution and will, in turn, aid the adoption of proven, effective student success practices across all participating campuses.
  - o MCC-Geneseo Honors Transfer Program. SUNY Geneseo and Monroe Community College will work together to create a model transition path from the MCC Honors Program to a Geneseo honors transfer program. The model will build student support services on both sides of the bridge to ensure student access, completion and success; will enhance technology linkages to support academic projects; and will create shared data channels to measure program success and student performance across both colleges. The program, based on research about the experiences of transfer students at Geneseo and nationwide, will draw more students to MCC's Honors program; result in additional students completing the MCC Honors Advanced Studies Certificate and completing the AA or AS degree). The Academies Model support matrix and shared support advising model will provide for designated Honors advising in each "School and flow of key information.
  - o Critical Language Online Consortium. MCC will partner with SUNY Colleges at Geneseo and Brockport to pilot an online language collaboration to teaching critical languages including Arabic, Chinese, Japanese, and Russian. The collaboration will incorporate one or both of the following methods: 1) Synchronous Video Conference approach; 2) Hybrid model where the face-to-face class rotates between the three campuses. The benefits of pooling resources and increasing course offerings in languages other than English, especially at the intermediate level, are that students may progress more quickly towards graduation requirements as well as allow for increased opportunities in the future in terms of scholarships, career and graduate studies.
- The Democracy Commitment (TDC). The TDC is a national initiative sponsored by the American Association of State Colleges and Universities. Its aim is to increase the engagement of community college students in civic learning and democratic practice. Community-based work has included voter registration drives and efforts to increase juror diversity. TDC will seek community partnerships and involvement of faculty from a diverse pool of departments in projects and initiative that will have an impact on realizing the part of the mission of the college of acting as a catalyst for civic engagement. Another benefit of this program is that of student engagement which data shows results in better retention and completion.
- President's Honor Roll. MCC promotes a campus culture of service at all levels of the institution. From service activities with local community centers led by MCC faculty, to 78 students recently named to the Presidential Volunteer Service Awards; MCC faculty, staff and students advance the College's impact as an active and engaged partner in the community. At MCC, the focus of the

Center for Service-Learning is to enrich MCC student learning, and to address community-defined needs through student civic engagement. Students participate in service projects that are tied to over 100 course sections annually. Our program splits its focus between student academic activity and community needs; helps foster civic responsibility; offers a special diploma of distinction for students who complete 200 hours of service-learning and pass those courses with a 2.0 or above; and includes structured time for students to reflect on the service experience. The new downtown campus will include a Center for Community & Civic Engagement that will coordinate all of the College's efforts in community & civic engagement, aligned with academic programming in the School of Community Engagement and Development. Student engagement is documented as an influence on retention.

- <u>On Site Programs</u>. MCC offers students short-term faculty-led study abroad programs and received the Chancellor's Grant for Innovative Study Abroad Programs for our faculty led course to Iceland (2016). In 2015-2016 we are launching a new initiative to redesign study abroad offerings to specifically be more accessible to and affordable for community college students.
- <u>Dreamkeepers Program</u>. Beginning fall 2016, MCC students facing unforeseen financial emergencies will have the ability to apply to Scholarship America's Dreamkeepers® network for assistance. MCC is the first college in upstate New York to join Dreamkeepers. Grants of up to $500 will be awarded to help students with emergencies such as unexpected expenses related to child care, food, housing, medical and dental expenses, program supplies, transportation, etc. Dreamkeepers is offered at more than 40 colleges across the nation. According to Scholarship America, 95% of Dreamkeepers grant recipients were able to complete their current term in 2011-2012.

Metric #10. Financial Literacy

The Financial Aid Office has implemented a number of initiatives in recent years. Due to an increasing default rate, MCC signed a two-year contract in July 2013 with American Student Assistance, to implement the SALT program, a financial literacy and debt management software tool that provides money management skills through interactive formats. More than 2,500 students established SALT membership within the first year. The Brighton Campus office added a financial aid advisor with financial literacy emphasis in 2014. New York State's FY 2011 3-year cohort default rate was 10.1% while MCC's was 21.4%. In 2014-15, MCC student borrowing decreased by $10 million and the most recent report on default rates show a FY 12 3-year average of 17% s a decrease of 4.4% MCC projects a 2.8% decline in continued default rates by 2020-21 based on the success of the Academies model and other student success initiatives. Long-term students will also benefit from sound financial management during their college career. MCC has instituted several new programs with this goal in mind.

- <u>Assets for Independence Program</u>. In October 2013, Monroe Community College was one of five colleges chosen nationwide to receive a $200,000 federal grant from the United States Department of Health and Human Services' Assets for Independence financial literacy program, to support the MCC initiative titled, *Save for Success*. Students open an Individual Development Account (IDA) with our financial institution partner, ESL, and receive an 8 to 1 match (provided by the MCC Foundation) on their savings. Students receive financial literacy training as well as ongoing workshops and support toward completion. The grant will support 113 students over 5 years and 18 months into the initiative, 29 students have already either begun or completed their savings goal and are beginning to access their funds.
- <u>Online scholarship management</u>. MCC purchased a new online scholarship management system, Scholarships Online which enables students to apply for over 180 MCC scholarships and allows review teams to conduct their review and selection process more efficiently. Since inception in

September 2014, over 1,400 students have logged in and completed a general application. Over $1 million dollars in scholarship awards were made through this process in the first year.

- SUNY Smart Track®. MCC is using the comprehensive Smart Track® tools to assure financial aid transparency. Students have access to campus-specific graduation, median borrowing, and loan default and easy-to-use financial literacy and financial planning tools to assist them in calculating college costs.

2.4 Inquiry

Metric #11. Total Sponsored Activity

MCC has an average of 65 active externally funded initiatives annually. The College will continue to aggressively seek funds to support the changing needs of the institution and community through research; training of both the incumbent and future workforce; providing professional development to not only faculty and staff, but also community organizations; strong partnerships with the city school district; and support of students in our community through scholarship and research opportunities. Initiatives include:

- Trade Adjustment Assistance Community College Career Training Initiative (TAACCCT). MCC is leading a consortium of 30 SUNY community colleges as part of a federal grant from the U.S. Department of Labor to provide over 3,000 Trade Adjustment Assistance-eligible workers and veterans with the skills necessary to work in high-need industries such as nanotechnology and advanced manufacturing. This initiative allows us to help the local and state workforce acquire the skills that area employers need.
- National Science Foundation. MCC currently has six active NSF projects for sponsored faculty research with awards exceeding $1 million.

Monroe Community College is committed to growing its sponsored research activity in alignment with the SUNY PIP and has set the following goals:

- Expand Fulbright U.S. Scholar Program awards for faculty and staff with the goal of achieving six awards in the next five years,
- Increase the number of active National Science Foundation grants awarded
- Obtain an additional federal Assets for Independence (AFI) grant from the U.S. Department of Health and Human Services to expand the *Save for Success* program,
- Investigate opportunities with the National Endowment for the Humanities and submit one new proposal, and
- Design a second federal USDOE Title III project for submission in 2018.

2.5 Engagement
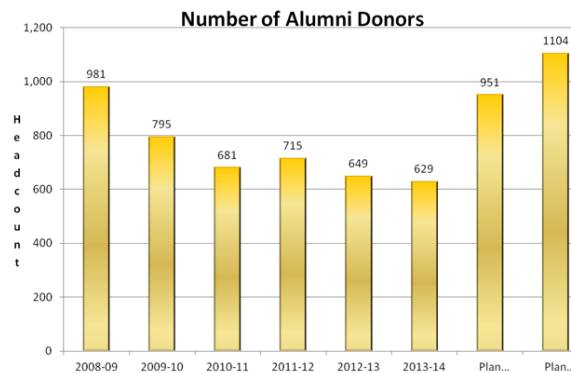
Metric #14. Alumni / Philanthropic Support

The Monroe Community College Foundation was established in 1983 as a separate non-profit corporation to secure donations from private individuals, corporations, and alumni to support student scholarships, endowments, and targeted campus initiatives. In January 2013-14 the Foundation transferred over $859,429 in aid to MCC – an increase of 55%; awarded 731 scholarships to MCC students totaling $1,064,289, increasing the amount of scholarship dollars awarded to students by 32%. The MCC Foundation endowment grew to nearly $11 million. *Every Bright Future Needs a Strong Foundation*, an ambitious and student-centered campaign was launched in 2010 and resulted in record support:

- Through 2014-2015, the campaign has secured $25.8 million toward its $50 million goal including a $2.25 million scholarship gift, the largest gift in MCC's history.

- *Every Bright Future* focuses on increasing access, retention and completion by providing scholarship support to deserving students. Since its inception, the number of students (unduplicated headcount) benefited annually has grown 48.6%, from 520 to 773; the amount of scholarship dollars awarded has increased 80.8%, from $645,675 to $1,167,373
- The campaign secured $5.7 million in 2014-2015 and reported $4.4 million on the Voluntary Support for Education (VSE) report which measures cash received in the fiscal year. These VSE results compare favorably to 2013-2014 when the MCC Foundation was recognized with the prestigious CASE Educational Fundraising Award for overall performance. The MCC Foundation supports SUNY's system-wide, multi-year target of raising $5 billion to support SUNY students. The results achieved to date meet and exceed all SUNY's benchmarks.

The MCC Foundation continues to make alumni engagement a high priority. Increased and broad efforts to identify outstanding alumni through our Alumni Hall of Fame, to bring alumni to campus through Alumni Week and Homecoming, and to engage alumni in development initiatives including service on the Foundation's Board of Directors are making a significant impact. In fact, in 2014-2015, the Foundation's annual campaign surpassed $750,000, an increase of 36% since 2010, and alumni now represent nearly 20% of the membership on the Board. Alumni engagement has proven critical to MCC success and the Foundation launched numerous new initiatives to engage alumni through:

- Broad-based donor engagement program using social media and leveraging alumni networks has helped MCC alumni to represent more than 40% of the Foundation's donor base; the largest single constituency group.
- A project led by the MCC Foundation in conjunction with the College's Economic Development and Innovative Workforce Services division is being led by a dynamic MCC alumnus. The effort has helped MCC revitalize the Optics and Photonics degree program by raising over $1.2 million, dramatically increasing enrollment, modernizing labs, developing curriculum and strategically positioning MCC to be the primary workforce development partner for the industry.
- Alumni Week and Homecoming events are selected strategically, and with a development focus, so much so that two signature alumni events -- the 5k Walk for Scholarships and Homecoming Golf Classic -- raised a combined $40,000 net of expenses and complemented the Foundation's special events which netted over $550,000.

Number of Alumni Donors

Year	Headcount
2008-09	981
2009-10	795
2010-11	681
2011-12	715
2012-13	649
2013-14	629
Plan...	951
Plan...	1104

New activities, including crowd funding and social media initiatives will help extend the Foundation's reach even further within the vast community of MCC Alumni. The SUNY Excels: Data Executive Summary shows MCC) alumni giving rate at .7%. We have established .9% and 1.0% as targets for 2018 and 2020 respectively.

Metric #17. Economic Impact

Fulfilling its promise to support the economic development of the region, in 2010, MCC created the Division of Economic Development and Innovative Workforce Services (EDIWS). Led by a newly-created vice presidency and shaped largely by one of the four core directions of the College's strategic plan, this robust workforce development division combines the noncredit training offered through the MCC Corporate College with credit-bearing programs including stackable credentials and career pathways responsive to real-time industry needs. A study was conducted in 2013 by EMSI designed to quantify the economic benefits of MCC and translate these into common sense benefit/cost and investment terms. The study included two major analyses:

- Investment Analysis. Education funding as an investment, calculating all measurable returns and comparing them to costs, from the perspectives of students, taxpayers, and society as a whole. From an investment standpoint, MCC students enjoy an 18.3% rate of return on their investments of time and money. This compares favorably with returns on other investments, e.g., long-term return on stocks and bonds.
- Economic Growth Analysis. Focus on added income in the region due to college operations, student spending, and accumulated skills of past and present students still in the workforce.
  - MCC creates income through the earnings of its faculty and staff, as well as through its own operating and capital expenditures. Adjusting for taxes and other monies withdrawn from the local economy in support of MCC, it is estimated that the Monroe County economy receives a net of $102.6 million in added labor and non-labor income due to MCC operations each year.
  - Students from outside the region spend money for room and board, transportation, entertainment, and other miscellaneous personal expenses. These expenditures create jobs and incomes for local businesses. The spending of MCC's non-local students generates approximately $5.1 million in added income in the Monroe County economy each year.

EDIWS provides workforce solutions and helps to close the regional skills workforce development and labor market information-driven programming. This distinction is evidenced by the visit from Vice President Joe Biden to celebrate the accomplishments of workforce development at MCC. Innovative solutions include:

- A partnership with the Center for Governmental Research, to generate local labor market information by regularly conducting surveys among local businesses on skill needs, training and the business climate. Findings of the latest *Rochester Area Skill Needs Assessment and Business Climate Survey*, released in May 2014, can be found at www.monroecc.edu/go/ MCCSkillsReport. Armed with that and related data, MCC embarked on an ambitious "mapping" project in 2014, the *Measuring the Middle-Skills Occupational Gaps in the Finger Lakes Regional Economy*, to identify and quantify middle-skill gaps for more than 20 occupational clusters within the Finger Lakes economy. The study resulted in the creation of a regional middle-skills occupational dashboard.
- Corporate College. MCC's Corporate College, launched in September 2013 to better anticipate and respond to the needs of the regional and national workforce, provides noncredit and credit workforce learning and development solutions. In less than a year, MCC Corporate College designed and delivered more than 100 new noncredit courses and provided education and training to more than 2,000 individuals. Additionally, it collaborated with 128 employers to deliver customized training to their employees.
- Career Coach. One of the more significant efforts has been the launch of MCC Career Coach (EMSI Analyst, Inc.) to empower students, parents, and career counselors with the key labor market information for over 800 recognized occupations in the greater Rochester economy. The site has

netted over 171,000 visits since its launch in January 2012 and has been incorporated into various curricula including Junior Achievement, Academic Foundations, and Career Technical Education exploration courses. MCC has mapped the Holland Codes (often used in high school counseling) to the 100 plus programs aligned with the six Schools, and searchable through Career Coach.

Section 3: Conclusion and Expected Impact on the MCC Campus

The college's Strategic Plan is the Mission in action. It guides MCC in institutional improvement and creates a dynamic relationship that is essential in keeping MCC competitive in a challenging budgetary and increasingly outcomes-based higher education environment. Our SUNY Excels goals align with our strategic plan and are easily tracked within our iDashboard system.

MCC has used the iDashboard reporting tool to provide the Board of Trustees and the college community with an accessible view on progress toward strategic planning goals. All goals and directions are measured relative to target values that are subdivided into three color coded regions: Significantly, all targeted values were established as five-year metrics, meaning that the Board and the college community were looking for progress to the goals. In this way, the entire design of the system was built upon continuous improvement. Our SUNY Excels goals will be incorporated into this system.

As one of the 64 campuses of the State University of New York, MCC also supports the system's strategic plan: the Power of SUNY. SUNY was born out of a commitment to provide opportunity and access, and designed to meet diverse needs across New York State. This plan, including SUNY and the Seamless Educational Pipeline, that addresses college and career readiness issues central to MCC's mission and work in our community. MCC's was instrumental in supporting SUNY's plan and our own through the creation of ROC the Future, a member of the New York State Cradle to Career Alliance. The SUNY Excels performance system will further align campus performance plans with SUNY metrics to drive continuous improvement. Significantly, many of the SUNY measures related to institutional assessment align directly with those MCC already uses, including metrics from the Voluntary Framework of Accountability (7.33) and the Student Assessment Measures.

MCC is committed to a continuous improvement cycle incorporating measurement, evaluation, verification, and implementation throughout the organization: MCC manages college-wide and division goals using the software program Compliance Assist, managed by the Office of Institutional Planning, Effectiveness, and Accountability. Compliance Assist tracks goals and strategies directly linked to the Strategic Plan.

Summary of Goals

Monroe Community College will reverse five years of enrollment decline and experience a 3.7% increase by 2020 by implementing the strategies developed within our strategic new enrollment planning process.

The college will increase our international student population by 80 students while accomplishing the goals set forth during the American Council on Education's Internationalization Lab.

MCC's retention rate will increase by 5% and be coordinated by the development of a college-wide strategic retention plan. A significant part of this strategic plan revolves around out move to the Academies model.

Likewise, MCC students' time to degree completion will be reduced while the 3-year graduation rate and the number of degrees and certificates will increase as a result of our coordinated student success initiatives.

The improvement in the college student success measures will have an impact on our student loan default lowering our rates by 21%.

These advances will be supported by the improvements in our engagement with our alumni and donors. We project our funds raised to increase by 44% and the number of alumni giving to the college to increase by 49%.

Projected Outcomes

At the end of the five-year period, MCC will be recognized among our peers within the university as having a demonstrated commitment to a sustainable future where our graduates are sought after by private, public, government, and international agencies. Our students will have completed programs in less time and with less debt and be more ready to contribute to the regional economy.