Monroe Community College
STATE UNIVERSITY OF NEW YORK

Focus Forward 2027
Advancing Student Success at MCC

At Monroe Community College, our work is grounded in a deep commitment to student success and the transformative power of education. United by a shared mission, we work to ensure every student has meaningful access to the support, resources, and opportunities they need to thrive—academically, professionally, and personally. Through an inclusive and empowering learning environment, we strive to help all students achieve their goals and unlock their full potential.

This commitment is reflected in *Focus Forward 2027*—our comprehensive, equity-driven framework for improving students' experiences and outcomes (commonly known as the Academic and Student Affairs Master Plan). These strategic initiatives, thoughtfully designed and purposefully aligned, aim to remove barriers, increase access, and create a more holistic, student-centered college environment. From foundational course reform to expanded financial support and academic advising innovations, our work prioritizes the success of all students, particularly those from historically underserved and underrepresented populations.

Central to these efforts is MCC's participation in *Unlocking Opportunity,* a national reform movement focused on expanding access to high-opportunity degree programs and enhancing support systems. This work, in tandem with the broader goals of *Vision2027*, underscores our dedication to academic excellence, community partnership, and innovation in student engagement, retention, and completion.

Below, you'll find our spring 2025 update for *Focus Forward 2027.* These snapshots highlight the measurable progress being made across the College and the shared effort behind each achievement. Together, these initiatives reinforce our belief that student success is everyone's responsibility—and that transformative, systemic change is possible when we work as one.

We are deeply grateful for the passion, collaboration, and leadership shown by our faculty, staff, administrators, and community partners. Your continued dedication fuels this momentum. Thank you for being part of this work—and for your unwavering commitment to our students and College community.

In gratitude,

Dr. Michael Jacobs
Provost & Vice President, Academic & Student Affairs

Strategy #1: Develop a New Website

The first strategy in our strategic plan focuses on transforming our digital presence — and that starts with a brand-new website.

Why This Matters

Our website is often the first contact for prospective students, families, and partners. It serves as a recruitment tool, information hub, and reflection of who we are as an institution—all in alignment with the Strategic Enrollment Management (SEM) Plan. An outdated or difficult-to-navigate site can hinder users from finding what they need or feeling connected to our community.

This strategy aims to:

- Strengthen marketing of our programs, services, and value
- Highlight the diversity of our campus and community
- Instill a sense of belonging from the first digital impression
- Organize information in a clear, user-friendly way

Assessment Measures

To determine whether the new website and expanded marketing efforts are achieving their intended goals, we will use the following evaluation methods:

- **Stakeholder Surveys:** To assess whether the new website and marketing strategies effectively reflect our institutional values—specifically in showcasing diversity, fostering a sense of belonging, organizing information clearly, and promoting programs and services.
- **Comprehensive Content and Design Audit**: To evaluate the presence and quality of key elements such as inclusive representation, effective information architecture, and the overall effectiveness of the website in marketing the College.

Progress Updates

- **Website Design & Development:** We selected *iFactory* as the lead design firm and *Modern Campus* as our new content management system. Both partners bring experience in higher education and a user-centered design approach.
- **Stakeholder Engagement:** We began stakeholder interviews and student focus groups to ensure the new site is informed by real user needs and experiences. These conversations are helping us define priorities, identify pain points, and shape the structure of the new site.
- **Accessible Online Catalog:** We're also engaging with Curriculum and IT teams to explore integrating a new, more accessible online catalog that complements the new site design and improves how students explore courses and programs.

This strategy isn't just about a new look — it's about building a digital space that reflects our values and helps every user feel welcomed and informed.

Strategy #2: Communicate, Implement, and Evaluate a College-wide Marketing, Recruitment, and Retention Plan

This strategy centers on creating a cohesive, data-informed approach to how we market the College, attract students, and support their journey from initial interest through enrollment.

Why This Matters

Strategic marketing and recruitment go beyond launching campaigns—they involve delivering consistent, compelling messages that reflect who we are and connect meaningfully with prospective students.

This strategy aims to:

- Coordinate marketing and recruitment efforts across departments
- Ground decisions in data and evidence-based practices
- Deliver clear, consistent messaging to prospective students
- Measure impact and continuously refine outreach based on results

Assessment Measures

To evaluate progress, we are tracking a range of progress measures, including:

- **Marketing Engagement:** Engagement rates across various college marketing channels, such as social media, email campaigns, and the website.
- **Web Analytics:** Web analytics to monitor traffic, user behavior, and navigation patterns on the site.
- **Brand Awareness:** Surveys to assess brand awareness and perceptions among prospective students.
- **Marketing Efficiency:** Cost-effectiveness of marketing efforts by comparing dollars spent to leads and applications generated.
- **Strategy Adjustment:** Regular performance reviews to inform adjustments in strategy and ensure continuous improvement.

Progress Updates

- **Epicosity:** The Associate Vice President for Enrollment Management and the Director of Marketing have been meeting weekly with our agency of record, *Epicosity*, to review strategies and campaign performance.
- **Brand Awareness Study:** Our Brand Awareness Study is nearing completion. Additionally, a student survey focused on brand perception has been launched, providing valuable insights into how students view the College and its offerings.
- **Monthly Performance Report** is produced and analyzed, helping us understand what's working, where we can improve, and how to better target our messaging moving forward. Copies of these reports are available and have already informed several strategic adjustments.

By continuously evaluating and refining our efforts, this strategy ensures that our marketing, recruitment, and retention initiatives remain responsive to the needs of

prospective students and aligned with the College's broader goals for growth and success.

Strategy #3: Revitalize the Downtown Campus

This strategy focuses on supporting the Downtown Campus's (DC) development as a vibrant, purpose-driven destination where students engage in hands-on, in-person learning, supported by embedded services and clear pathways to four-year degrees and/or gainful employment.

Why This Matters

The Downtown Campus has the potential to be a vibrant center for academic and community connection, offering students a cohesive and supportive learning environment.

This strategy aims to:

- Deliver high-demand academic programs in a centralized, accessible location
- Increase student engagement, retention, and success through integrated support
- Strengthen partnerships with transfer institutions and workforce organizations
- Create seamless pathways to employment or continued education
- Align the campus experience with both academic and economic opportunity

Assessment Measures

To evaluate the impact of the Downtown Campus revitalization, we are tracking key areas of progress related to program delivery, student engagement, infrastructure needs, and partnership development. This includes:

- **In-Person Delivery & Program Identification**: We are identifying academic and workforce programs best suited for in-person delivery, while also analyzing labor market trends and student demand for potential four-year degree completion options.
- **Infrastructure & Support Coordination**: We are determining necessary infrastructure, staffing, and support services, and collaborating with internal partners (including the MCC Association) to coordinate resources and services.
- **Enrollment Targets & Student Feedback**: We are setting realistic enrollment targets aligned with operational sustainability and tracking student satisfaction through surveys to gather feedback.
- **Non-Credit to Credit Pathways**: We are reviewing non-credit programming for credit pathway potential and developing seamless articulation between non-credit and credit programs.
- **Partnership Engagement & Outcome Tracking**: We are engaging with potential partner institutions, tracking program outcomes, and measuring student transitions from non-credit to credit offerings.

Progress Updates

- **Team Review and Initiative Assessment:** The Future DC Campus Team has reconvened and is reviewing previous recommendations to determine which initiatives are viable for immediate implementation.
- **Program Identification and Infrastructure Planning:** Academic leaders are working with internal and external stakeholders to identify programs that would benefit from an in-person, cohort-based delivery model at DC and assessing the necessary infrastructure and service enhancements.
- **Partnership Exploration:** Dialogue with potential partners for four-year and graduate-level programs is actively ongoing.

This strategy represents a bold step toward transforming the Downtown Campus into a dynamic, student-first environment—where education is accessible, pathways are clear, and opportunity is built into every step of the student journey.

Strategy #4: Provide Connections to Meet Students' Basic Needs

This strategy focuses on a foundational truth: students are more likely to succeed academically when their basic needs are met. Our goal is to strengthen students' access to essential resources — including food, housing, wellness services, public benefits, and other forms of support — by creating clear pathways and proactive connections.

Why This Matters

We continue to learn more about the real challenges students face both inside and outside the classroom. Data from our EdSights engagement tool shows that while many students are categorized as low risk (82.8%), nearly one in five are navigating moderate or high levels of concern. These concerns are often tied to financial distress, wellness issues, and social disconnection.

The 2024–2025 Hope Center Survey further underscores this need:

- 41% of MCC students experienced food insecurity
- 46% experienced housing insecurity
- 10% experienced homelessness
- 42% reported symptoms of anxiety or depression
- 14% had unmet mental health needs

This strategy aims to:

- Strengthen students' access to essential resources such as food, housing, wellness services, and public benefits
- Create clear pathways and proactive connections to support services
- Build a campus-wide support system that fosters student success by addressing both academic and non-academic challenges
- Improve persistence and retention by meeting the fundamental needs that allow students to focus on their education

Assessment Measures

To evaluate the effectiveness of our efforts in supporting students' basic needs, we are using multiple data sources and tracking tools:

- **Referral Tracking:** Through MCC Assist to monitor student needs, referrals, and outcomes. This includes data on the type and disposition of support provided (e.g., housing, food, medical, utilities).
- **Student Experience Data:** From EdSights and Hope Center surveys to evaluate financial distress, wellness, social connection, and academic engagement.
- **Student Success Metrics:** Including persistence, retention, and completion rates for students who receive basic needs support.
- **Survey Feedback:** To assess the perceived usefulness, accessibility, and impact of basic needs resources and services.

Progress Updates

- **Public Benefits Access:** In Fall 2024, 329 students accessed the *myBenefits* screening tool. By Spring 2025, that number increased to 592. DHS SNAP representatives now regularly visit campus to provide support.
- **Food Access Expansion:** Refrigerated food lockers were installed to increase evening and weekend access. The Athletics department launched a *Student-Athlete Refueling Station and Study Lounge* to combat food insecurity among athletes.
- **Transportation Support:** In Fall 2024, 924 students used the RTS U-Pass for 70,999 fare-free rides. This service will expand to the summer term in 2025.
- **Financial Assistance:** MCC Assist provided 251 awards totaling $71,910 in Fall 2024, primarily for housing (47%), food (18%), and utilities (15%).
- **Case Management:** 98 students received personalized support through basic needs case management in Fall 2024.
- **Wellness Integration:** A feasibility study for a new Wellness Center (integrating counseling, disability, and health services) is underway. Funding has been secured and initial planning sessions with Cannon Design have taken place.
- **Mental Health and Wellness Programming:** Using SUNY grant funds, MCC expanded wellness offerings, including the creation of "Zen Dens" beyond the Counseling Center to support mental well-being.
- **Institutional Learning:** MCC's participation in the 2024–2025 Hope Center's #RealCollege Institutional Partnership (HIP) program will result in campus-wide recommendations to strengthen basic needs infrastructure and services, grounded in both MCC-specific and national data.

By addressing students' basic needs with targeted, data-driven initiatives, this strategy ensures that all students have the support they need to thrive academically and personally, leading to greater persistence, retention, and overall success.

Strategy #5: Support Students Financially

This strategy focuses on reducing financial barriers to student progress. By expanding aid opportunities, improving communication about available financial resources, and equipping students with financial literacy skills, we aim to increase access, support informed decision-making, and strengthen long-term student success. These efforts target both immediate financial needs and the development of skills that support lifelong financial well-being.

Why This Matters

College affordability is a major barrier for many students, with financial stress often leading to delayed enrollment, part-time attendance, or withdrawal. Strengthening financial support and improving communication around available resources helps reduce uncertainty and increase equitable access to higher education.

This strategy aims to:

- Strengthen financial support structures and communication about financial aid
- Empower students with financial literacy to make informed decisions about loans, budgeting, and the cost of attendance
- Improve student success by reducing financial stress and supporting long-term financial well-being

Assessment Measures

To evaluate the impact of this strategy, we are tracking metrics across four focus areas:

- **Expanded Financial Support:** Track the number of students receiving financial aid and the total amount awarded; assess the influence of expanded aid on new student enrollment and retention.
- **Financial Aid Communication:** Monitor the reach and effectiveness of outreach efforts; evaluate students' awareness and understanding of financial aid services, deadlines, and eligibility requirements.
- **Financial Literacy Education:** Measure student participation in literacy programs; assess pre- and post-program changes in financial behaviors and understanding.
- **Long-Term Financial Outcomes:** Track borrowing patterns and loan default rates to evaluate improvements in students' long-term financial health and decision-making.

Progress Updates

- **Financial Literacy:** Raw data and assessments have been requested for key programs, including *Money Smart*, the *Wegmans Scholarship*, and *MCC Assist*. These sources will help evaluate both participation and behavioral outcomes.
- **Financial Aid Communication:** The Financial Aid Office is participating in a Lean Six Sigma project aimed at improving student awareness and understanding of financial aid services and literacy offerings.

- **Marketing & Outreach:** New financial aid marketing assets have been developed and distributed to both prospective and current students. A digital advertising campaign is planned for spring and summer 2025 to promote financial support services more broadly.

By strengthening financial support and financial literacy, we are helping students overcome barriers to success and ensuring they have the tools to make informed financial decisions. These efforts are integral to improving retention, persistence, and long-term student outcomes.

Strategy #6: Increase Success in Gateway Courses

This strategy focuses on improving student success in gateway math and English courses[1] by scaling proven practices, embedding learning assistance, and supporting faculty. Our goal is to help students build strong academic momentum from their first semester.

Why This Matters

Gateway courses in math and English are critical for student success and progression, as they often represent the first college-level experience. The outcomes of these courses significantly impact students' future trajectory, especially for historically underserved populations. Proper placement, holistic support, and well-prepared faculty can greatly improve these outcomes.

This strategy aims to:

- Ensure proper placement for all students in math and English
- Provide holistic support to enhance success in gateway courses
- Equip faculty with the tools and resources to better support student success
- Focus on improving outcomes for historically underserved populations

Assessment Measures

To evaluate the impact of gateway course redesign and embedded support strategies, we are tracking key metrics related to course offerings, academic assistance, faculty development, and placement practices:

- **Co-Requisite Math Offerings:** Track co-requisite section numbers, enrollment, success, and retention rates.
- **Course-Based Learning Assistance:** Measure student utilization and the impact of Tutoring and Academic Assistance Center (TAAC) services on outcomes.
- **Faculty Professional Development:** Track faculty participation in professional development (PD) activities and link PD engagement to student success.

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[1] Gateway courses are among the first credit-bearing courses students will attempt in a pathway or program of study. Completing these courses is essential and a strong indicator of a student's ability to graduate.

- **Self-Directed Placement and Math Pathways:** Monitor placement patterns and track progress toward simplified, student-centered math pathways.

Progress Updates

- **Co-Requisite Math Offerings:** The College has expanded access to co-requisite math courses, allowing more students to enter gateway courses with integrated support. The chart below illustrates the growth in the number of co-requisite math sections offered from Fall 2023 through Fall 2025, reflecting continued efforts to expand access and support success:

Developmental Math Section Offerings by Term

Term	# of 050/150 Sections	# of 060/160 Sections	# of 065/165 Sections
Fall 2023	2	3	
Spring 2024	1	3	
Summer 2024	0	1	
Fall 2024	6	12	
Spring 2025	6	13	
Summer 2025	1	2	
Fall 2025	8 (1 at ATC)	13	2

- **TAAC Learning Support:** Evaluation of TAAC services is underway to optimize scaling course-embedded learning assistance in math and English. Below is a comparison of unique student engagement and total visits to the TAAC Center in Fall 2024 and Fall 2025:

Tutoring Visits by Semester

Term	Students	Visits
Fall 2023	364	1,605
Spring 2024	320	1,377
Fall 2024	668	2,739
Fall 2023 to Fall 2024 Increase	**83.5%**	**70.7%**

English Tutoring Sessions by Semester

Term	Students	Visits
Fall 2023	121	273
Spring 2024	66	281
Fall 2024	485	1,221
Fall 2023 to Fall 2024 Increase	**300.8%**	**347.3%**

- **Faculty Development:** Professional development continues to expand with events such as the Math Summer Institute (June 25-26), which will feature national speakers and collaborative activities. English PD initiatives include the English Institute (Summer 2024), Communities of Practice (AY 2024-25), ALP Salons (2024-25), and Winter Workshops (2025).
- **Self-Directed Placement (SDP):** A new technology platform for math self-guided placement is being developed, with plans for English SDP integration into Slate by Spring 2026.

Next Steps

- **Finalize Math Placement System Development:** Complete programming and testing for the math self-directed placement system.
- **Evaluate Math Summer Institute:** Launch and evaluate the Math Summer Institute to assess its effectiveness.
- **Monitor TAAC Usage and Success Rates:** Continue collecting data on TAAC usage and success rates to guide future expansion.
- **Plan English Professional Development Events:** Finalize planning for English PD events and faculty support to enhance teaching practices.
- **Simplify Math Pathways through Collaboration:** Work across departments to simplify and clarify math pathways for greater student success.

This strategy is grounded in equity, evidence, and momentum. By redesigning students' experiences in gateway courses, we're creating a foundation for stronger academic pathways and long-term success.

Strategy #7: Integrate Developmental Education Best Practices into Gateway Courses

This strategy centers on embedding evidence-based developmental education practices directly into gateway course curricula and delivery models. By doing so, we aim to provide students with the support they need *within* their academic pathway—without requiring additional time or coursework.

Why This Matters

Traditional developmental education approaches have often delayed students' progress or caused attrition before they even reach credit-bearing courses. By embedding academic support directly into the classroom, students can build the skills they need in real-time, leading to stronger performance and more equitable outcomes.

This strategy aims to:

- Implement co-requisite models to provide academic support within gateway courses
- Introduce just-in-time remediation to help students as they progress
- Utilize early alerts to identify and support students in need
- Increase student momentum and ensure more equitable academic outcomes

Assessment Measures

To gauge the effectiveness of gateway course redesign and embedded academic support, we are tracking a range of metrics focused on student performance, faculty engagement, and continuous improvement:

- **Student Performance Monitoring**: We are monitoring improvements in student performance indicators such as course grades, pass rates, and persistence, while tracking completion rates in redesigned gateway courses before and after implementation.
- **Professional Development & Faculty Engagement**: We are recording the number and frequency of workshops, professional development opportunities, and best practices disseminated, and measuring faculty participation along with gathering feedback on the relevance and impact of advisory team efforts.
- **Student Success & Engagement**: We are collecting and analyzing data on student success and engagement in redesigned courses and using surveys to assess student satisfaction and perceptions of in-course support mechanisms.
- **Continuous Course Redesign Improvement**: We are conducting regular reviews of course redesign efforts and advisory team initiatives, incorporating faculty and student feedback to refine practices and promote scalability.

Progress Updates

- **Developmental Education Advisory Team**: A cross-disciplinary team has been established and formally charged. The committee has convened three times and is actively drafting strategic goals for the 2025–2026 academic year.
- **Gateway Course Redesign**: A set of targeted gateway courses are currently being reviewed and redesigned to include embedded developmental supports. These redesigns are guided by national best practices and informed by faculty expertise and student needs.
- **Best Practices Being Implemented**: This includes co-requisite support models in math and English, just-in-time remediation integrated directly into lesson delivery, and early interventions with feedback loops to support struggling students before they fall behind.

Next Steps

- **Finalize Advisory Goals:** Finalize and publish goals for the Developmental Education Advisory Team for AY 2025–26
- **Redesign Gateway Courses:** Continue redesigning gateway courses with embedded developmental support
- **Professional Development Launch**: Launch PD opportunities aligned with redesign efforts and best practices
- **Data Collection Begins:** Begin data collection on redesigned course outcomes and student satisfaction
- **Feedback Mechanisms:** Establish mechanisms for ongoing faculty and student feedback

This strategy represents a shift toward proactive, integrated support that keeps students moving forward—confidently, capably, and on time.

Strategy #8: Close Achievement Gaps through Enhanced Holistic Advising

This strategy focuses on closing achievement gaps by ensuring that all students receive intentional, inclusive, and comprehensive advising that supports their academic, transfer, and career goals. By embedding trauma-informed and equity-centered practices into the advising experience, we aim to create an environment where every student feels seen, supported, and empowered.

Why This Matters

Holistic advising is one of the most effective ways to improve student success—especially for historically underserved populations. When students have consistent, personalized support from trained professionals who understand their goals and challenges, they're more likely to persist, complete, and thrive.

This strategy aims to:

- Make advising an inescapable, integrated part of the student experience
- Ensure advising is DEI and trauma-informed, acknowledging the diverse identities and needs of our students
- Deliver seamless, collaborative advising across departments to prevent students from falling through the cracks

Assessment Measures

To evaluate the effectiveness of efforts aimed at closing achievement gaps and strengthening advising, a variety of data sources and evaluation tools are being used to track progress, inform adjustments, and promote equity in student outcomes:

- **Equity-Focused Data Analysis**: Analyze disaggregated student success data (grades, retention, persistence, and completion) by race, ethnicity, gender, and socioeconomic status to monitor achievement gaps and assess the impact of targeted interventions.
- **Feedback & Experience Surveys**: Collect and analyze student and staff feedback from advising sessions and regular surveys to guide service enhancements and practice adjustments.
- **Professional Development Effectiveness**: Monitor participation in professional development and evaluate its influence on advising quality and outcomes.

Progress Updates

- **Advising Staff Expansion:** 13 new Student Success Coaches have been hired and onboarded. All coaches, both new and returning, participated in a three-day intensive training course designed to equip them with the tools and strategies needed to support students effectively.

- **Professional Development:** Monthly professional learning sessions have been launched to support ongoing growth and development for advising staff. New coaches are also enrolled in the *Coaching Strategies for Higher Education* course to deepen their skillsets.
- **Structural Realignment:** The shared governance process for the reorganization of Advisement & Transfer Services, Career Services, and the Schools @ MCC has been completed. Staff within these areas began operating under the new reporting structure in Spring 2025.
- **Transfer Support:** A search is currently underway for a dedicated Transfer Coordinator, who will play a key role in ensuring seamless student transitions.
- **Faculty Collaboration:** A labor-management subcommittee has submitted a proposal for redefining the role of teaching faculty within the new advising framework, which is currently under review. This repositions the faculty role in broader terms, with an emphasis on student engagement.
- **Survey Development:** In collaboration with Institutional Research, a student advising survey is being developed to collect feedback directly from students and guide future improvements.
- **CTE Support Expansion:** Through Perkins funding, three additional Success Coaches have been added to support Career and Technical Education students.

Together, these efforts represent a systemic shift toward more inclusive, coordinated, and student-centered advising. As implementation continues, ongoing assessment and feedback will ensure that support structures evolve to meet the changing needs of students—ultimately advancing equity, retention, and long-term success for all.

Strategy #9: Plan, Direct, Coordinate, and Identify Gaps in Academic Program Mapping

This strategy focuses on strengthening the academic program mapping process to ensure every pathway is clearly defined, aligned with transfer and career opportunities, and responsive to student needs and industry expectations. By identifying gaps and standardizing mapping practices, we are creating more transparent, efficient, and purpose-driven educational journeys for our students.

Why This Matters

Effective academic program maps are not just course lists—they are guided pathways that help students understand the purpose behind each course and how their learning connects to future opportunities. Clear, aligned maps supported by data increase the likelihood that students will complete their programs on time, transfer successfully, and enter the workforce with confidence.

This strategy aims to:

- Develop and implement clear, data-informed academic program maps
- Ensure maps align with students' personal, academic, and professional goals
- Provide ongoing support to help students navigate their pathways to success

Assessment Measures

To ensure academic program maps are clear, relevant, and aligned with student goals, several measures are being used to evaluate their effectiveness and guide continuous improvement:

- **Mapping Effectiveness and Student Outcomes:** Analyze key student outcomes (enrollment, retention, completion, transfer success, and employment) and review data disaggregated by student group to identify strengths and gaps. Gather student feedback through surveys and focus groups to assess map clarity and relevance.
- **Alignment with Transfer and Career Pathways:** Collect annual feedback from transfer partners and employers to evaluate program alignment with transfer and workforce needs, using data to refine learning outcomes and offerings.
- **Mapping Process Improvements:** Standardize program maps with clear learning outcomes, course sequences, and career/transfer guidance, and track the impact of these changes on advising, course scheduling, and student satisfaction.

Progress Updates

In Fall 2024, MCC's Program Review Committee was formally charged with leading the development of an enhanced program mapping process. The committee's scope includes:

- **Standardized Templates:** Creating standardized program map templates that reflect clear course sequences and career/transfer alignment.
- **Student Success Metrics:** Tracking annual student success metrics—such as enrollment, retention, completion, transfer, and employment—across all programs.
- **Student Experience Feedback:** Reviewing student experience data, including satisfaction surveys and focus group feedback, to ensure maps support clarity and purpose.
- **Partner Engagement:** Engaging with employer and transfer partners to keep program maps relevant and aligned with evolving expectations.

Work is well underway, and the committee has presented its first set of recommendations to the Provost/VP for review and consideration.

Next Steps

- **Standardize Program Mapping Templates:** Refine and pilot standardized program map templates across select academic programs.
- **Monitor Equity in Student Outcomes:** Continue collecting and analyzing disaggregated student outcome data to assess progress and ensure equity.
- **Enhance Student Feedback Mechanisms:** Expand student feedback efforts through targeted surveys and focus groups to gather more comprehensive insights.
- **Establish a Feedback Loop for Continuous Improvement:** Formalize a cycle for collecting partner feedback and using it to refine and update program maps.

- **Integrate Career and Transfer Services Expertise:** Collaborate with Career and Transfer Services to incorporate their insights into the program mapping process.

This strategy is a critical step in ensuring every program at MCC is structured, student-centered, and aligned with what comes next—whether that's a bachelor's degree or a career. By making academic paths more intentional and transparent, we're helping students move forward with clarity and confidence.

Strategy #10: Ensure the Integrity, Value, and Transferability of the Curriculum

This strategy focuses on strengthening the quality, relevance, and transferability of MCC's academic programs through a redesigned program review process. By aligning evaluation efforts with institutional goals, regional workforce needs, and system-wide transfer priorities, we're ensuring every program delivers real value—for students, employers, our transfer partners, and our service region.

Why This Matters

In a constantly evolving academic and economic landscape, institutions must continuously assess and improve their curriculum to remain relevant and effective. A rigorous, transparent program review process ensures that programs are aligned with industry standards, responsive to student needs, and transferable across the SUNY system and beyond.

This strategy emphasizes integrity by maintaining academic excellence; value by aligning programs with real-world outcomes; and transferability by creating clear, seamless pathways for students continuing their education.

Assessment Measures

- **Program Review Redesign:** Track the completion of the redesigned annual and three-year program review processes, monitor stakeholder engagement (faculty, chairs, governance bodies), and ensure the endorsement and rollout of the new model across all academic areas.
- **Benchmark Development and Alignment:** Define and implement comprehensive benchmarks aligned with Vision2027, Unlocking Opportunity, and regional economic/workforce needs, and measure program performance against these benchmarks while tracking the impact of resource allocation decisions on student outcomes.
- **Responding to Findings and Recommendations:** Establish protocols for implementing program review recommendations, track completion of actions tied to those recommendations, and monitor the timeliness and impact of resource allocation toward program improvements.
- **Continuous Improvement and Institutional Alignment:** Collect stakeholder feedback to refine the process, align the evaluation cycle with MCC's strategic priorities, MSCHE expectations, and annual budget planning.

Progress Updates

The Program Review Committee has taken the lead in this initiative, and several key milestones are already underway:

- **Redesign Planning:** Development is in progress for both annual and three-year program review cycles. Planning metrics have been established to guide this work and monitor milestones.
- **Stakeholder Engagement:** Faculty, department chairs, and governance leaders have been involved in the design process, contributing to draft protocols, benchmarks, and review structures.
- **Benchmark Alignment:** New metrics are being defined to reflect MCC's strategic goals as well as regional labor market trends—ensuring our programs remain academically strong and career-relevant.
- **Response Protocols:** The committee is actively creating systems to track program review findings, prioritize recommendations, and guide the resource allocation process with transparency and accountability.
- **SUNY Transfer Leadership:** MCC's Transfer Counselor now serves as the College's official liaison to the SUNY Office of Transfer and Articulation (OTA), helping to strengthen pathways and partnerships across the system. She also serves on the SUNY Transfer Advisory Council's Student Transfer Services Subcommittee, where she advocates for more student-centered transfer policies.

Next Steps

- **Finalize and Approve Evaluation Protocols:** Finalize and approve protocols for annual and three-year program evaluations.
- **Launch Review Process in Pilot Departments:** Launch the new review process in pilot departments, with full rollout planned for upcoming academic years.
- **Complete Development of Benchmarks:** Complete the development of benchmarks and share them with faculty and academic leadership.
- **Track Review Recommendations and Follow-up:** Implement systems to track review recommendations and ensure timely follow-up.
- **Build Connections with SUNY and Workforce Partners:** Continue building connections with SUNY and local workforce partners to keep curriculum responsive and transferable.

By elevating the program review process, MCC is reinforcing its commitment to excellence, equity, and student opportunity—making sure every program not only meets the mark but leads students toward meaningful success.

Strategy #11: Accelerate Program Completion through Credit for Prior Learning (CPL) and Credit by Evaluation (CBE)

To help more students complete their degrees faster and more affordably, this strategy focuses on expanding opportunities to earn academic credit for knowledge gained outside the classroom. By recognizing prior learning—whether from work experience, military service, or previous education—we can validate what students already know, reduce barriers to completion, and support adult learners in meeting their academic goals.

Why This Matters

Many students, especially adult learners, come to college with valuable real-world experience. Credit for Prior Learning (CPL) and Credit by Evaluation (CBE) recognize this experience and convert it into academic credit, helping students save time and money while progressing more efficiently toward a degree.

This approach improves graduation rates, accelerates workforce entry, and acknowledges the diverse pathways students take to higher education—making college more responsive, inclusive, and effective.

The strategy aims to:

- Expand access to academic credit through CPL and CBE
- Accelerate time-to-degree by validating prior learning and experience
- Improve graduation rates and reduce the overall cost of education
- Support adult learners in balancing education with life and work responsibilities
- Strengthen pathways from learning to workforce or advanced academic opportunities

Assessment Measures

To assess the impact of Credit for Prior Learning (CPL) and Competency-Based Education (CBE), the following measures are being used to track participation, evaluate student outcomes, and guide continuous improvement efforts:

- **CPL/CBE Participation & Engagement:** Track the number of CPL/CBE applications, approvals, and credits awarded each semester, monitor student participation in CPL/CBE information sessions to ensure outreach and awareness, and measure the effectiveness of the marketing strategy, particularly for adult learners.
- **Student Satisfaction & Outcomes:** Conduct surveys to gauge student satisfaction with the CPL/CBE process and identify areas for improvement, and track post-graduation outcomes, including employment rates and further educational enrollment for CPL/CBE students.
- **Program Completion Impact:** Compare graduation rates, time to degree completion, and retention rates for students utilizing CPL/CBE versus those who do not and assess how CPL/CBE affects program completion timelines and overall student success.

- **Continuous Improvement and Reporting:** Regularly review and report on CPL/CBE metrics, comparing them with similar institutions and incorporating stakeholder feedback, and implement data-informed action plans to continually improve CPL/CBE processes and outcomes.

Progress Updates

Following the submission of our CPL Action Plan to SUNY on December 28, 2024, the team has made significant progress in several key areas:

- **CPL Application Process:** An electronic form is being developed to request, approve, and track CPL, streamlining the process and improving accessibility for all students.
- **Course Identification:** Courses eligible for CPL credit—both in General Education and program-specific areas—are being identified to help students maximize their prior learning.
- **Marketing Strategy:** A dedicated marketing strategy is being developed to raise awareness about CPL opportunities, with a focus on reaching adult learners who could benefit from these options.
- **CELP Exam & Program Pages:** The CELP exam page is being updated, along with course-specific program pages that will display CPL-eligible courses, making it easier for students to see where they can apply their prior learning.

In addition, the increased offering of co-requisite gateway math and English courses is reducing the time to graduation by minimizing the number of developmental courses students need to take before entering credit-bearing courses.

Next Steps

- Finalize the CPL electronic form and roll it out to students
- Continue identifying additional CPL-eligible courses across various disciplines
- Complete the marketing campaign aimed at adult learners, emphasizing the value of CPL for career advancement
- Monitor the impact of co-requisite courses on graduation timelines and retention rates

By accelerating program completion through CPL/CBE, we are not only supporting student success but also improving efficiency within our academic offerings, helping students move from learning to earning more quickly.

Strategy #12: Ensure the Master Schedule is Focused on Student Outcomes and Efficiency

This strategy aims to align the master schedule with student needs, maximize scheduling efficiency, and enhance program acceleration and retention. By using data-informed insights, we will ensure that courses are offered at the right times, in the right sequence, and for the right modality to support both student success and resource optimization.

Why This Matters

A well-structured and efficient master schedule is essential to student success. It ensures students have access to the courses they need, when they need them, and in the modality that maximizes their capacity for success—supporting retention, accelerating completion, and promoting equitable outcomes. A thoughtful scheduling system also optimizes instructional resources and strengthens program-level planning across the institution.

This strategy aims to:

- Increase course access and reduce scheduling conflicts for students
- Minimize time to completion by ensuring timely sequencing of required courses
- Use data-informed practices to align scheduling with student demand and institutional capacity
- Promote equity by expanding high-demand offerings across modalities, campus locations, and time blocks
- Strengthen collaboration among academic departments, advising, and enrollment management

Assessment Measures

To evaluate the effectiveness of the revised master scheduling strategy, several key focus areas are being monitored to ensure the system supports timely completion, equitable access, and efficient resource use:

- **Program Acceleration***:* Utilize Ad Astra analytics to track student schedule needs and analyze completion rates to optimize the scheduling process for program acceleration.
- **Retention Rates:** Monitor semester-to-semester retention rates to evaluate the impact of the year-long master schedule on student retention and identify areas for improvement.
- **Equitable Student Outcomes:** Collect and analyze demographic data to assess whether the master schedule supports equitable outcomes across different student groups, with a focus on improving acceleration, retention, and completion rates.
- **Schedule Efficiency:** Use Ad Astra analytics to evaluate the efficiency of the master schedule, ensuring that courses are offered in a way that maximizes available resources and meets student demand.

Progress Updates

The Master Schedule Committee has submitted a set of recommendations to the Provost/VP to address key issues and improve scheduling efficiency. Some of the committee's recommendations include:

- **Data-Informed Scheduling:** Implementing scheduling practices based on Ad Astra's predictive analytics to anticipate student demand and ensure courses are offered at the optimal times.

- **Late-Start Course Guardrails:** Establishing guidelines for late-start courses to ensure flexibility while prioritizing student success.
- **Standardized Scheduling Grid:** Developing a consistent, predictable scheduling grid that allows students to better plan their academic paths.
- **Optimizing Classroom Space:** Using Ad Astra analytics to balance course offerings with available classroom space, making the most of resources.
- **Year-Long Schedule Planning:** Moving toward a year-long master schedule to support academic planning, allowing students to plan their coursework more effectively.
- **Waitlist Management:** Improving waitlist management to ensure students have access to courses they need, preventing bottlenecks in their academic progression.
- **Support for Course Repeaters:** Providing additional support for students who need to repeat courses to stay on track.
- **Coordinating Gen Ed and Program Timing:** Aligning general education courses with program-specific courses to ensure seamless progression for students.

Next Steps

- **Implementing the Year-Long Master Schedule:** Finalize and roll out the year-long master schedule, ensuring alignment with both student needs and institutional priorities.
- **Leveraging Ad Astra for Scheduling Optimization:** Continue utilizing Ad Astra analytics to refine course offerings, enhance scheduling efficiency, and respond to student demand in real time.
- **Using Retention Data to Inform Scheduling Practices:** Monitor student retention rates and adjust scheduling strategies as needed to support improved academic outcomes.
- **Incorporating Student and Faculty Feedback:** Collect feedback from students and faculty to evaluate the impact of scheduling changes and guide data-informed improvements.

Together, these efforts aim to transform the master schedule into a student-centered, data-informed tool that supports timely completion, equity, and institutional effectiveness. By aligning course offerings with student needs and institutional capacity, MCC is taking critical steps to remove scheduling barriers and create a more coherent, efficient academic experience for all students.

Strategy #13: Establish and Employ an Academic and Student Affairs Technology Governance Team

This strategy focuses on establishing a dedicated team with decision-making authority to oversee the integration and management of technology in support of student success. Working in collaboration with Technology Services, this team will ensure that the adoption and use of technology aligns with academic goals and improves administrative processes across the institution.

Why This Matters

Technology plays a critical role in student and institutional success. When used effectively, digital tools can streamline processes, enhance learning, and provide the data needed to support students in real time. In a rapidly evolving educational landscape, the right technology infrastructure is essential for improving retention, completion, and academic performance.

This strategy aims to:

- Strengthen the use of academic technologies to support student learning and success
- Streamline processes through improved data systems and digital tools
- Establish clear governance to guide technology decisions that align with academic and student support priorities

Assessment Measures

To evaluate the effectiveness of technology initiatives in advancing student success and institutional efficiency, several areas are being closely monitored:

- **Technology Adoption:** Track adoption rates of current and newly implemented technologies and evaluate their effectiveness in improving academic and administrative workflows.
- **Impact on Student Success:** Assess how technology influences student success metrics such as retention, completion, and academic performance, including analysis of return on investment (ROI) for key tools.
- **User Feedback:** Conduct surveys and focus groups to measure user satisfaction, identify challenges, and gather input for ongoing improvements.
- **Training and Support:** Monitor participation in training sessions and analyze support requests to ensure effective use of technology and identify areas needing additional guidance.

Progress Updates

- **Governance Team Updates:** The ASA Technology Governance Team has been updated to include key positions that reflect the institution's current needs, improving coordination and prioritization of technology initiatives.
- **Organizational Realignment:** Technology-focused positions within ASA have been realigned to report to the AVP, Instructional Services, to streamline efforts and better coordinate technology initiatives across departments.
- **Project Proposal Process:** A new ASA Technology/System Project Form has been developed to simplify the proposal and evaluation process for new technology solutions.
- **Technology Landscape Mapping:** The team is developing a comprehensive ASA Technology Landscape document to outline all current systems, their purposes, responsible personnel, and how each integrates with other tools.

Next Steps

- **Monitoring Technology Adoption and Use:** Continue to track the adoption and usage rates of key technologies, making adjustments based on user feedback and performance data.
- **Expanding Training and Support:** Broaden training initiatives to ensure that faculty, staff, and students are proficient with institutional technologies, with particular emphasis on high-demand tools.
- **Refining the ASA Technology Landscape:** Clarify and streamline the ASA Technology Landscape to promote transparency, improve collaboration, and reduce redundancies in how technology systems are utilized across the institution.
- **Assessing Technology's Impact on Student Success:** Regularly evaluate the impact of technology on student outcomes, using data to inform decisions and ensure that investments continue to meet student needs effectively.

Establishing a dedicated governance structure ensures that technology decisions are thoughtful, collaborative, and aligned with institutional priorities. As implementation continues, the focus will remain on using technology not only to streamline operations, but to directly enhance student learning, engagement, and success.

Strategy #14: Establish the Monroe County Center for Teaching Excellence

The Monroe County Center for Teaching Excellence (MCC-CTE) is designed to build and sustain a strong education workforce pipeline for Monroe County by meeting the professional development (PD) needs of local educators, both before and after graduation. This strategy aims to provide ongoing support for teachers, administrators, and both professional and paraprofessional staff through targeted, high-quality PD opportunities.

Why This Matters

Supporting the professional growth of educators is essential to strengthening the overall quality of education in Monroe County. A well-prepared, continuously learning teaching workforce directly contributes to improved student outcomes across the region.This strategy aims to:

- Expand access to high-quality professional development opportunities for educators
- Support certification, re-certification, and subject area changes required by New York State
- Strengthen the local education pipeline by investing in the skills and advancement of teachers

Assessment Measures

To evaluate the reach and impact of the Center's professional development efforts, the following areas are being monitored:

- **Participation Tracking:** Track participation numbers from local school districts and individual educators to ensure widespread access and engagement.
- **Program Effectiveness:** Survey school districts and participants regularly to assess the effectiveness and impact of professional development offerings.
- **Credential Development:** Develop and maintain a catalog of microcredentials and certification programs that align with the evolving needs of Monroe County educators.

Progress Updates

- **Content Areas for Microcredentials**: MCC has developed a list of 12 content areas that offer the required coursework for microcredentials leading to additional subject certifications. These areas include: *Biology, Business and Marketing, Chemistry, English, Family and Consumer Sciences, Health Education, Mathematics, Physical Education, Physics, Social Studies, Technology Education, Visual Arts.*
- **DASA Workshops**: Instructional materials for the Dignity for All Students Act (DASA) workshops have been developed, and MCC is now the official DASA contact for the region. The first DASA instructor was approved by NYSED, and workshops are being held to support educators in fulfilling certification requirements.
- **Collaboration with Chemistry Department**: The Department of Chemistry and Geosciences is collaborating on the development of a continuing education program to help high school science teachers adapt to the new NYS science standards.

Next Steps

- **Expanding Professional Development Offerings:** Continue to grow the catalog of professional development opportunities, with a focus on creating additional programs for certification and re-certification in high-demand subject areas.
- **Launching Microcredential Programs:** Finalize microcredential proposals and obtain approval from the appropriate academic departments to support the launch and implementation of these programs.
- **Enhancing PD Workshop Content and Delivery:** Assess and refine the content and delivery methods of DASA workshops and other professional development courses, using feedback from participants and district partners to guide improvements.
- **Strengthening District Partnerships:** Deepen collaboration with school districts across Monroe County to ensure the Center is effectively addressing the region's most urgent professional development needs.

The Monroe County Center for Teaching Excellence is crucial for providing local educators with ongoing professional development, strengthening the education workforce in the region. Through continuous evaluation and collaboration, the center will enhance teaching quality and improve student outcomes across Monroe County.

Strategy #15: Expand Dual Enrollment/College Now with a Focus on RCSD College Readiness

The goal of this strategy is to improve access to and success within the College Now program for students in the Rochester City School District (RCSD). By expanding targeted College Now course offerings and implementing robust college readiness programming, we aim to ensure that more RCSD students are prepared for success at MCC and other post-secondary institutions.

Why This Matters

Early exposure to college-level coursework can ease the transition to post-secondary education and reduce the time and cost of earning a degree. For RCSD students especially, early support builds the academic confidence and readiness that learners need to succeed.

This strategy aims to:

- Expand access to College Now dual enrollment opportunities
- Strengthen targeted programming in core subjects such as math and English
- Provide robust college readiness supports that ensure long-term student success

Assessment Measures

To evaluate the impact and success of the College Now program, the following assessment measures are being used:

- **College Now Enrollment Tracking:** Monitor duplicated and unduplicated enrollment by school to ensure equitable access across districts.
- **Pathway Package Participation:** Measure student participation in targeted course packages that align with academic tracks and post-secondary goals.
  Yield Rate Tracking: Track the percentage of College Now high school participants who later enroll at MCC, informing the program's impact on college readiness, shaping recruitment and retention strategies.
- **Post-Matriculation Success:** Analyze the success rates of RCSD College Now students after enrolling at MCC, focusing on demographics and course-level outcomes.
- **Pathway Alignment Effectiveness:** Evaluate how well College Now pathways prepare students for success in foundational subjects like math and English.

Progress Updates

- **Microcredentials in Pathways**: The College Now program has begun adding microcredentials to its pathways packages, allowing students to earn additional credentials that align with industry needs, thus further enhancing the value of their College Now experience.
- **College Now Strategic Plan**: A College Now Strategic Plan has been developed and is being implemented. This plan outlines key priorities for improving the program's impact on student success, particularly for RCSD students.

- **Teacher Credentials & NACEP Requirements**: A system for tracking teacher credentials and compliance with the National Alliance of Concurrent Enrollment Partnerships (NACEP) requirements has been implemented through Canusia. This ensures that College Now instructors meet the standards required for high-quality, college-level instruction.

Next Steps
- **Refining Pathway Packages in Key Areas:** The College Now program is expanding and refining its pathway packages, particularly in the critical areas of math and English, to ensure students gain the foundational skills necessary for success before matriculating to MCC.
- **Increasing Outreach to RCSD High Schools:** Efforts to increase outreach to RCSD high schools are underway, focusing on building strong partnerships and raising awareness of the benefits of dual enrollment for both students and families.
- **Analyzing Data from College Now Pathways:** Data from the first cohorts of students participating in the expanded College Now pathways are being analyzed to identify trends and gaps, with the goal of addressing these areas to further enhance student success.

Together, these efforts are strengthening the pipeline from RCSD to MCC, ensuring that more students are academically prepared and confident as they transition into college. Ongoing collaboration, targeted support, and data-informed improvements will continue to drive equity, access, and success for all College Now participants.

Strategy #16: Complete Middle States Commission on Higher Education (MSCHE) Re-accreditation Process

The goal of this strategy is to support the completion of Monroe Community College's Middle States Commission on Higher Education (MSCHE) re-accreditation process, ensuring that we meet and exceed the standards set by the Commission. While this is a college-wide effort, Academic & Student Affairs plays a critical role in coordinating and guiding key components of the process to ensure its overall success. Through collaboration among faculty, professional staff, and administrative teams, we aim to successfully navigate the self-study and accreditation phases, positioning MCC for continued recognition as an accredited institution.

Why This Matters

Re-accreditation through MSCHE is essential for ensuring that the College upholds high academic and operational standards while effectively serving students. It also secures access to federal funding, strengthens institutional credibility, and ensures the recognition of MCC degrees by employers and transfer institutions.

This strategy aims to:

- Demonstrate institutional accountability and a commitment to continuous improvement

- Maintain and strengthen alignment between institutional practices and MSCHE standards and expectations
- Engage the entire College community in meaningful self-reflection and evaluation

Assessment Measures

To evaluate the effectiveness and progress of the re-accreditation process, the following assessment measures are being tracked:

- **Working Group Tracking**: Each standard Working Group is responsible for monitoring the submission and accuracy of MSCHE requirements, ensuring all necessary documentation is complete, accurate, and submitted on time.
- **Self-Study Participation**: Working Group co-chairs and teams actively engage in the self-study process, ensuring alignment with MSCHE standards, contributing their expertise and feedback to the process.
- **Action Plan Tracking**: ASA leadership, in collaboration with other divisions, will monitor the progress of action plans and follow-up steps after the self-study phase, ensuring that the institution addresses any areas for improvement identified during the review.
- **Final Accreditation Monitoring**: Once the self-study is completed, ASA leadership, in partnership with other divisions, will track the final accreditation results and oversee the post-accreditation steps to ensure that MCC continues to meet MSCHE's rigorous standards.

Progress Updates

- **Working Groups and Collaboration**: All standard Working Groups have been established, with broad participation from faculty, staff, and leadership, representing diverse areas across the College. This collaboration ensures that MCC's self-study is thorough, comprehensive, and accurate.
- **Working Group Reports**: Each standard Working Group has completed and submitted their revised drafts for review. These groups have worked diligently to ensure that diverse perspectives from across the College are fully represented in each area of focus.
- **Self-Study Design Acceptance**: The self-study design was officially accepted by MSCHE, marking a significant milestone in the accreditation process.

Next Steps

- **Review and Refine Self-Study**: Leadership and Working Groups will continue to review and refine the self-study based on feedback from internal stakeholders and the MSCHE committee.
- **Action Plan Implementation**: Following the self-study phase, action plans will be implemented to address any identified weaknesses or opportunities for improvement.
- **Monitor Final Accreditation**: After submission and review, ASA leadership will track the final steps of the accreditation process and ensure MCC adheres to post-accreditation requirements.

- **Prepare for Fall MSCHE-Related Meetings:** MCC is planning for two key MSCHE-related meetings this fall—a mock visit led by SUNY and an on-site review by the evaluation team chair. These meetings support the Self-Study process and help prepare for the official spring 2026 visit. ASA division members will be invited to contribute their expertise.

These next steps will ensure that MCC remains on track to meet all accreditation requirements while fostering a culture of reflection, accountability, and improvement. Successful re-accreditation will affirm the college's commitment to excellence and provide a strong foundation for advancing student success and institutional growth in the years ahead.

Sustaining Momentum: Our Ongoing Commitment to Excellence

As we reflect on the initiatives and progress outlined in these updates, it is clear that *Focus Forward 2027* is more than a set of strategies; it is a coordinated, equity-minded approach to transforming how we serve and support students. From expanding co-requisite offerings and strengthening academic pathways, to fostering more meaningful professional development opportunities and increasing access to essential resources, each initiative supports our shared vision for the Academic & Student Affairs Division and College as a whole. This work lies at the heart of *Vision2027* as it actively enables our institution to become a more student-centered, inclusive, and innovative pillar of academic excellence for our region.

A central aspect of our progress is the ongoing commitment to expanding support for all students, particularly those from underserved backgrounds. Through initiatives like *Unlocking Opportunity*, we are enhancing access to high-value programs, redesigning advising, and connecting students to impactful transfer and career pathways. These strategies, reinforced by the broader goals of *Vision2027*, ensure that we continue to foster equity, access, and long-term success for our students.

While we are incredibly proud of the progress made so far, this work is far from over. These strategies lay the groundwork, but our efforts will continue to evolve in response to student needs, shifts in higher education, and the expertise of our faculty and staff. The ongoing implementation of these strategies will be key to breaking down barriers and providing students with clear, supported pathways to success.

We are deeply grateful for the dedication, collaboration, and hard work of everyone involved in these efforts. Your commitment to student success drives our progress, and your continued engagement will be vital as we move closer to realizing our goals. Thank you for your ongoing support in this transformative work—together, we are building a more equitable, inclusive, and academically vibrant community for our students.