SUNY Excels 2015-2016 Performance Improvement Plan
Attachment #1: Narrative

CAMPUS INFORMATION

Campus: Cayuga Community College

President: Dr. Brian Durant

Chief Academic Officer: Dr. Anne Herron

Chief Financial Officer: Dr. Daniel DoBell

INTRODUCTION

Cayuga Community College, with locations in Auburn and Fulton, NY, is a two-year community college sponsored by Cayuga County and governed by a 10-member Board of Trustees. With more than 50 full-time teaching faculty and over 175 part-time instructors, Cayuga offers transfer and career-oriented curricula on a degree, certificate, and credit-free basis through day, evening, Sunday, and online venues. High school students in the College’s service area are able to enroll in college-level courses via the Cayuga Advantage Program. Credit and credit-free customized instruction is available to business and industry, community-based organizations, and government agencies, and helps the employer close necessary skill gaps. Through the College’s University Center, partnerships with Empire State College, Keuka College, the Greater Rochester Collaborative, and others, Cayuga offers students the opportunity to earn baccalaureate and master’s degrees in a variety of disciplines. A profile of Cayuga students in the fall of 2014 is provided below:

- Auburn campus: 1,392
- Fulton campus: 859
- Online: 1,062
- High School/Other: 1,320
- Total: 4,633

- Over age 22: 37%
- First-time: 784
- Transfer: 514
- Continuing: 1,662
- Returning: 420
- Female/Male ratio: 63/37%

SECTION 1: Alignment with SUNY Excels and Focus on Completion

Mission/Standing

In February, 2015, after more than a year of College-wide discussion and dialogue, Cayuga Community College’s Board of Trustees approved new mission, vision, and values for the College. Those statements provided the foundation upon which Cayuga’s strategic plan was developed.

Mission

We are Cayuga Community College, dedicated to providing students with diverse learning opportunities to discover their passions and advance their personal and professional growth.
Vision
Recognized as an essential educational resource for the region, Cayuga Community College will develop engaged citizens and improve our communities through effective leadership, robust educational programs, community partnerships, and state-of-the-art facilities.

Values
In pursuit of our mission, we value:
Engagement- by focusing first on student success through collaborative learning, individualized attention, and a supportive environment.
Integrity- by working each day guided by standards of excellence to meet the mission of the College and the needs of our communities.
Respect- by treating each member of the college community with compassion and dignity, celebrating our diversity and encouraging trusting relationships.
Collaboration- by working together and supporting one another for the greater good of our communities.

Program Mix
In addition to a solid general education curricula and transfer-oriented courses and programs designed to foster a strong foundation in the liberal arts and sciences, Cayuga is known for its outstanding nursing program, which consistently produces NCLEX examination passing rates in the range of 95-100%. Our expanding Health Sciences cluster produces well-trained and well-prepared graduates for our community’s health care providers and as a solid foundation for further training. Cayuga is also very proud of its telecommunications/media production program, which has received numerous national awards for excellence, and its criminal justice program, which has long benefitted from faculty with years of experience in the field.

Five academic schools (School of Business, School of Health Sciences, School of Media and the Arts, School of Social Sciences and Education, and the School of Science, Technology, Engineering and Math) provide unique opportunities for students to develop deep and lasting connections with faculty and peers, and furthers the College’s desire to increase persistence and graduation rates.

The College’s experiential learning initiatives have resulted in a variety of opportunities to ‘learn by doing’, connecting classroom content with real-world situations, resulting in a deeper understanding of one’s chosen discipline, better preparation for service and leadership, and the refinement of critical thinking skills.

In response to an identified need in Oswego County, the College is developing a comprehensive occupational therapy assistant (OTA) program, and was recently awarded a $65,000 high needs grant from SUNY to transform former retail space at the Fulton campus into an OTA laboratory. The College has also developed an online certificate in event management, and a set of options in advanced manufacturing, mechanical and plastics technology.

In January, 2016, Cayuga Community College will open its first Advanced Manufacturing Institute (AMI) on the Auburn campus. The AMI was funded through the SUNY TAACCCTP project. Cayuga Community College was chosen to lead the statewide curriculum development for Plastics Technology.
In 2015, Cayuga Community College completed its effort to gain approval from SUNY for its first Plastics Technology Certificate program and its first degree option for Plastics Technology. The Advanced Manufacturing Institute houses equipment in Plastics Technology and Mechanical Technology which will serve students and employers well with project-based learning.

At our campus in Oswego County where employers have a severe need for Industrial Maintenance Technicians, faculty have worked closely with administration to develop and seek approval for a certificate and degree program in Industrial Maintenance Technician. This past fall, an application was submitted as part of the SUNY Expanded Investment and Performance funds to renovate space on the Fulton campus for an Advanced Manufacturing Institute (AMI). Employers such as Novelis Corporation, Huhtamaki, The Fulton Companies and local economic development agencies are playing a lead role in development of the lab design, curriculum and program development. The creation of the AMI focused on industrial maintenance and approval of the credit programs are essential to Oswego County’s ability to retain manufacturing jobs.

A desire to work more closely with Oswego County’s Board of Cooperative Educational Services (BOCES), which recently rebranded itself as CiTi (Center for Instruction, Technology, and Innovation), resulted in a first-of-a-kind partnership between a community college and a BOCES. The formal partnership between CCC and CiTi, known as the Center for Career & Community Education, maximizes resources between CCC and CiTi, eliminates competition, and fosters greater ability to align credit-free and credit programs into career pathways for students seeking stackable credentials. The partnership reduces duplication in purchasing equipment and instructional materials and maximizes staffing. In Cayuga County, to provide multiple pathways for students in Oswego County to continue their education and training. The College is also partnering with Cayuga Onondaga BOCES to develop a culinary arts certificate program.

Since 2009, the College has contracted with the New York State Education Department to provide Regional Adult Education Network (RAEN) staff development and technical assistance services to adult literacy providers in sixteen counties. In 2014, NYSED renewed its contract with the College to continue its RAEN efforts.

Since 2010, the College has contracted with the New York State Education Department to provide statewide National Reporting System (NRS) services. The NRS has oversight of all adult education program data and accountability and is linked to NYSED EPE funding performance.

Cayuga Community College was a pioneer in the development of online offerings. Today, the number and variety of courses and degree programs produce the College’s second-highest source of enrollment.

The College’s partnership with Cornell University and its Prison Education Program (CPEP) provides college-level courses and awards associate degrees to qualified incarcerated individuals at the Auburn Correctional and Cayuga Correctional Facilities.
Graduate Survey Highlights
In a 2015 survey of 2009-2015 graduates, 91.3% of students indicated that a Cayuga Community College degree program helped them achieve their educational goals. Students also responded favorably to how Cayuga improved their quality of life.

**Has your education at Cayuga CC improved your quality of life?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>50.3%</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>36.8%</td>
</tr>
<tr>
<td>Uncertain</td>
<td>12.0%</td>
</tr>
<tr>
<td>Probably No</td>
<td>0.8%</td>
</tr>
<tr>
<td>Definitely No</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Of those who aspired to further education after earning a Cayuga degree, 35.8% indicated an intention to earn a bachelor’s degree, 45.8% a master’s degree, 3.3% a professional degree (medicine, law, theology), and 12.5% a doctoral degree.

Seventy-four percent of respondents indicated that Cayuga helped them realize their career goals. Subsequent to graduation, 80.3% have been employed. More than 70% indicated that the position held was slightly, moderately, or highly related to their degree program. Eighty-nine percent stated that Cayuga prepared them adequately (50.4%) or very well (38.9%) for the position. Respondents indicated that they are employed by healthcare organizations, insurance, retail, manufacturers, libraries, postsecondary institutions, childcare, food service, social services, and governmental agencies. Students frequently commented that the quality and accessibility of faculty was the best thing about their degree program and overall collegiate experience. Cayuga Community College provided opportunities for students to discover a career direction, explore new academic areas, and participate in experiential learning activities, sports, and clubs.

Alumni and Philanthropy
The Auburn/Cayuga Community College Alumni Association endeavors to promote and enhance relations among the alumni, the College community, and the community-at-large. It strengthens alumni relationships by producing and mailing an informative news magazine to approximately 25,000 alumni, offering a free online eMagazine, *Cayuga Alumni Voices*, and maintaining a social media page on Facebook. Each provides information about alumni, student and community events, and attractively highlights past participation to encourage future involvement. The Association sponsors *Alumni Voices*, a program which invites alumni to speak to students and faculty. Book grants and scholarships are provided, and the Association is involved with campus events including open houses, orientations,
Commencement and alumni events. Increased communication to the alumni base serves to remind them of their origins and engenders greater loyalty and support to Cayuga.

The Foundation Office, with new staff and leadership, is reviewing its on-campus fundraising efforts, including employee giving and its annual appeal. Its mission is to enhance and provide assistance for education and other related programs of Cayuga Community College. The Foundation continually seeks to provide growth and improvement opportunities to the College, its students and staff through fund raising activities and through diligent fund management. The Foundation Office is in the process of reviewing its capital campaign plans, in conjunction with the Board of Trustees and new College President. The Foundation has asked the Board of Trustees and President to provide a written list of priorities for the Foundation Board to review, consider and plan for. The Foundation is conducting a $45,000 Challenge Grant in Oswego County to fund improvements for students on the Fulton Campus, with a November 2015 deadline.

**Strategic Plan and Excel Goals**

Cayuga’s new mission, approved February of 2015, laid the groundwork for the development of the College’s new strategic plan (http://www.cayuga-cc.edu/about_the_college/index.php), and will provide strategic direction through 2020. It aligns well with SUNY’s identified areas for continuous improvement and excellence.

1. Provide robust educational programs *(Access)*
2. Develop engaged citizens *(Completion, Inquiry)*
3. Ensure effective leadership *(Success)*
4. Deepen community partnerships *(Success, Engagement)*
5. Strive for state-of-the-art facilities *(Access, Completion, Success)*
6. Provide responsible management and stewardship of the College’s finances *(Inquiry, Engagement)*

An initial set of key performance indicators have been developed by the College’s Planning Council, and are aligned with the new strategic plan. Benchmarks are in development and expected to be in place by the end of the fall, 2015 semester. Cayuga will review its graduation rates of first-time, full-time associate degree-seeking students and the percentage of students awarded an A.A.S. degree employed in their field or successfully transferred to a four-year program as measures of progress in providing robust educational programs. This strategic objective aligns with SUNY’s Excel area that focuses on Access.

In support of SUNY Excel areas related to Completion and Inquiry, fall-to-spring and fall-to-fall persistence rates for first-time, full-time associate degree-seeking students will be compared with peers to determine the extent to which Cayuga is developing engaged citizens. A review of relevant Community College Survey of Student Engagement (CCSSE) responses will also help identify areas in which the College can better engage students.

Underscoring the importance of developing leaders and facilitating the transition of institutional leaders, the College will track the number of employees in leadership activities by functional area, the total
amount of College funds expended on leadership opportunities, and turnover in senior leadership positions. This supports the SUNY Excel area related to Success.

To deepen partnerships within our community, and in support of SUNY Excel areas of Success and Engagement, Cayuga is developing a list of partners and partnerships that details the history, nature and extent of each relationship. Once completed, the Planning Council, in conjunction with other institutional governance bodies, will determine what next steps could be taken to advance this strategic objective.

Providing state-of-the-art facilities is a key strategic objective, aligned with Access, Completion, and Success. The extent to which the College addresses its deferred maintenance issues will serve as an important measure in meeting this objective. Cayuga will also track the percentage of completed projects in the approved facilities master plan, the percentage of Technology Fee requests granted, and the percentage of equipment requests granted in the approved College budget.

Finally, Cayuga’s efforts to provide responsible management and stewardship of its finances will be measured in part by comparing operating expenses per full-time-equivalent (FTE) student with its peers, success in creating budgeted FTE figures that closely mirror the actual number of full-time-equivalent students, and the health of its reserve fund.

**Internal and External Factors**

Students increasingly contribute a higher percentage of the College revenue base as a result of static local funding and the declining level of state aid per FTE as shown in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Net State Operating Cost</th>
<th>State Operating Aid</th>
<th>Student Tuition Revenue</th>
<th>Local Share Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>100.0%</td>
<td>34.0%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2007-08</td>
<td>100.0%</td>
<td>32.7%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2008-09</td>
<td>100.0%</td>
<td>30.6%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2009-10</td>
<td>100.0%</td>
<td>28.3%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2010-11</td>
<td>100.0%</td>
<td>25.5%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2011-12</td>
<td>100.0%</td>
<td>23.1%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2012-13</td>
<td>100.0%</td>
<td>20.7%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>2013-14</td>
<td>100.0%</td>
<td>18.4%</td>
<td>16</td>
<td>41.7%</td>
</tr>
<tr>
<td>Average</td>
<td>100.0%</td>
<td>30.4%</td>
<td>16</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

Table: Local Share Revenue Detail

<table>
<thead>
<tr>
<th>Year</th>
<th>Sponsor Contribution</th>
<th>Chargeback Revenue</th>
<th>Out of State Tuition Revenue</th>
<th>NYS Resident Without a Certificate Revenue</th>
<th>Fund Balance and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>11.6%</td>
<td>25</td>
<td>14.6%</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2007-08</td>
<td>11.1%</td>
<td>25</td>
<td>14.4%</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Equalization of chargebacks has decreased the fiscal advantage of enrolling New York State, non-Cayuga County students. These factors, when combined with the College’s obligation to fund increasing wages, healthcare benefits, and retirement benefits has challenged the College to maintain a stable fund balance.
Moreover, as the economy has improved and demographics include smaller graduating high school classes (New York District Report Cards, Comprehensive Information Report), the College’s enrollment has declined. When fall 2014 capture rates of first-time, full-time graduating seniors are examined, the ten-year capture rate has decreased in Cayuga County by 4.4% (22.0%) and remained the same in Oswego County (7.8%).

Cayuga Community College recognizes that certain known institutional conditions, resource limitations, demographic shifts, high school enrollment projections, economic, and other factors beyond the control of College leaders may impact the College’s ability to meet its strategic priorities. Nevertheless, the College community remains fully committed to meeting these challenges.

**Investment Fund**

Cayuga is seeking SUNY and NYSED approval to bring existing Mechanical and Electrical Technology degrees to the Fulton campus that will also include a new degree option in Industrial Maintenance Technician. These programs will meet severe workforce needs for these occupations in Oswego County. Graduates of the degree option in Industrial Maintenance Technician would fulfill a critical local workforce employment need. Program proposals will be approved by the College in fall 2015 and sent to SUNY by February of 2016. Approval by SUNY and NYSED is anticipated by June of 2016.

Since the College has an extension on its TAACCCTP Grant through March, 2016, the proposals will be expedited through the SUNY and NYSED review process. Matriculated students will begin in the fall of 2016. The main obstacle is funding an Advanced Manufacturing Institute at our Fulton campus. In order to fund an Advanced Manufacturing lab build out on the Fulton Campus, the College submitted a white paper as the first step in applying for funding through SUNY’s Expanded Investment and Performance Fund Request for Proposals in the amount of $617,000. The white paper was accepted and the College has submitted its final proposal. This is the final stage of application. Projects will be awarded on December 1, 2015. The College is currently working with Oswego County Manufacturers—Novelis, Hutamaki, Fulton Companies, and other local workforce agencies to seek additional funding for this project.

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year First-Time Full-Time Graduating Seniors</th>
<th>Michigan State 10-Year Capture Rate</th>
<th>Michigan State 2-Year Graduation Rate</th>
<th>SUNY System Administration Worksheet - NOC YEARS Plus 1314 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>10.7% 25 16.7% 2 0.3% 27 0.4% 10 -2.5% 13</td>
<td>10.4% 25 17.4% 2 0.4% 26 0.5% 10 -7.4% 25</td>
<td>9.4% 26 14.3% 3 0.5% 24 1.0% 3 1.2% 10</td>
<td>8.8% 25 9.5% 8 0.5% 22 0.8% 5 10.1% 1</td>
</tr>
<tr>
<td>2011-12</td>
<td>9.3% 25 11.2% 7 0.6% 21 0.8% 6 4.1% 2</td>
<td>9.8% 25 11.2% 7 0.6% 21 0.8% 6 4.1% 2</td>
<td>9.9% 25 21.5% 1 0.6% 24 0.7% 6 -8.1% 30</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>9.9% 25 21.5% 1 0.6% 24 0.7% 6 -8.1% 30</td>
<td>10.1% 14.9% 0.5% 0.6% -0.5%</td>
<td>10.1% 14.9% 0.5% 0.6% -0.5%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Rankings refer to Cayuga CC's number as placed within the range of 30 SUNY community colleges.

Source: SUNY System Administration worksheet - NOC YEARS Plus 1314 Actual
SECTION 2: Specific SUNY Excels Priority Areas and Metrics

2.1  ACCESS

2.1a. Full Enrollment Picture
Cayuga has implemented a number of strategies to stabilize and grow its enrollment. Such efforts directly support Chancellor Zimpher’s pledge to increase the number of SUNY graduates to 150,000 by 2020.

Cayuga will focus its efforts first on expanding academic offerings. The Academic Program Development Committee is more robust than at any time in the College’s history, and is working to identify and meet the needs of business and industry. The occupational therapy assistant (OTA) program, online event management certificate, and Advanced Manufacturing Institute are all moving forward with the expectation that students will soon begin to enroll in these attractive and needed programs. A culinary arts certificate program is in development as well, and we are hopeful it will move expeditiously through the approval process. The College is redirecting some of its resources this year to provide additional professional support to its concurrent enrollment program. We expect steady growth in that sector for the next few years. Finally, the online marketplace continues to be a venue that can generate additional enrollment. Courses and programs are added each year, making our online presence the College’s second-highest FTE source.

2.1b New York State Residents Served by SUNY
Cayuga Community College on average serves over 4,000 credit-seeking students each fall semester who are primarily New York State residents. In addition, non-credit instructional activities and community educational opportunities are accessed by many New York State residents.

<table>
<thead>
<tr>
<th>SUNY Excels (Table 4)</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>% NY Residents</td>
<td>98.8%</td>
<td>99.1%</td>
<td>98.0%</td>
</tr>
<tr>
<td>Number of NY Residents</td>
<td>4,262</td>
<td>4,370</td>
<td>4,204</td>
</tr>
</tbody>
</table>

The number of Cayuga Community College living alumni equals 24,342. Of those who have known addresses, 79% are New York State residents. Cayuga Community College graduates provide great value to their communities and the state economy as detailed in Section 2.5d, Economic Impact.

2.1c Academic Programs
Cayuga has been very active in the past few years with development of new academic certificates and degree programs and the expansion of high demand programs to address the needs of our community. Certificates in plastics manufacturing and event management now provide additional pathways for students, and the College is working with Cayuga-Onondaga BOCES to develop a culinary arts certificate program. An occupational therapy assistant program is also under development. Conversations are underway to partner with the local YMCA to provide physical space at the Fulton campus, which, if successful, would enable the College to expand its physical education and athletics offerings. The College is increasing enrollment in its Nursing program on the Fulton campus by 66%, modifying a bi-annual cohort model to an annual cohort beginning this fall. In collaboration with manufacturers in Oswego County, the College is researching opportunities to train workers in industrial maintenance technician.
2.1d **Online Courses and Programs**
Cayuga’s array of online courses and programs has expanded access to higher education for many in our traditional service area and beyond. Enrollment in online courses, as measured by full-time equivalent students (FTE), grew by 30% from 2008-09 to 2014-15. We expect this pattern to continue, with additional courses and programs becoming available online. As a result, the College will design, develop, and implement a student orientation for online learning courses, available starting with the fall, 2016 semester. We believe the online orientation will increase current and potential online students’ understanding of common tools used in online courses, common characteristics of online courses, and computer, academic, and “soft” skills needed for success in online courses. Increase in understanding will be measured by comparison of responses to an initial student survey instituted prior to design and development of the orientation and responses to a post-orientation survey.

2.1e **High School Concurrent Enrollment**
In 2011, Cayuga developed and began offering CAY 101: Foundations for College Success in 1 and 3 credit options to students in need of remediation. The courses are based on Skip Downing’s eight *On Course* principles and have shown great promise in transforming the relationship between student and college and in improving student persistence. The success of these courses led to its expansion with high school students via the Cayuga Advantage Program. The College now offers multiple sections of CAY 101 in area high schools, and plans to increase access to credit-bearing college coursework by offering three on- and off-sight faculty trainings to high school partners throughout the 2015-2016 academic year.

2.1f **Affordability**
The Cayuga Community College Foundation has committed significant funds to continue and expand its *Cayuga Presidential Scholarship Program*, which provides full tuition scholarships to Cayuga and Oswego County residents who graduate in the top 20% of their high school class.

2.1g **Diversity and Accessibility**
Cayuga fully supports the resolution recently passed by the SUNY Board of Trustees to hire a chief diversity officer. The College’s Diversity Officer will be a member of the senior administration, and will guide the College in the development of a comprehensive strategic diversity plan to address student recruitment, retention, and completion strategies.

The College’s Gay-Straight Alliance is a student-led group whose charge is to assist the College in providing a safe environment for all members of the College community, encourage acceptance and tolerance, and to educate the College community about issues related to homophobia, transphobia, and gender identity. The College will work collaboratively with this group to ensure that students who identify as straight, gay, lesbian, bisexual, pansexual, queer, questioning, or unsure, feel welcomed and are supported at Cayuga.

The Center for Academic Success will identify course content that is not accessible to students with hearing impairments (such as videos within online courses) by surveying faculty early in the fall, 2015 semester. Next steps include a review to determine the scope of the need, and the development of a plan to make all course content available to students with hearing impairments and other related disabilities.
Beginning this fall, the College’s Library will make library-created, web-based video tutorials available to supplement ongoing information literacy instructional goals. Designed to reinforce specific information literacy concepts and skills, these self-paced tutorials will provide students in online courses with access to the same type of instructional content available to students in the physical classroom. The tutorials will be accessible to students through research guides on the College’s Library portal, and can be embedded into online courses by instructors.

2.1h Capacity
Cayuga has seen significant growth in its concurrent enrollment program, with the addition of CAY 100/101. The College reallocated funds in 2015-2016 to provide full-time oversight of its concurrent enrollment program. As a result, we expect to see slow, but steady growth in our high school programs in the next 3-5 years. The College also continues to move toward accreditation of its concurrent enrollment program, and has been working closely with the National Alliance of Concurrent Enrollment Partnerships (NACEP) to meet their standards of excellence. Our high school partners are beginning to express an interest in offering associate degrees to high school students. Conversations are underway to determine Cayuga’s ability to meet this growing need.

Cayuga became a presence in the online education realm in the mid-1990s. Since 2011, our online offerings have produced the second highest number of full-time equivalent students by location. The program grew by 30% from 2008-09 to 2014-15, and we expect the online environment to continue to be preferred by students in and out of the College’s traditional service area for the foreseeable future.

2.2 COMPLETION

2.2a Communities of Practice
Cayuga offered a Developmental Studies Institute in 2015 and will create a community of practice for all instructors who teach developmental and college success courses, to facilitate the sharing of knowledge and provide a forum to discuss issues of common interest to community members.

Cayuga will review its college success course (CAY 101) placement policies in 2015-2016 and make recommendations to broaden its impact and expand its reach for implementation by 2016-2017.

2.2b Early Intervention
The College’s Student Success Team created an online form for faculty to alert Student Success Advocates and Student Engagement staff of any student of academic concern. Students with attendance issues, missed homework assignments, missed exams, and passive learners could be referred for support. Once the form is received, a Student Advocate will reach out to the student, advise him/her appropriately, and refer for supplemental instruction, mental health, or substance abuse issues.

2.2c Transfer Support
In an effort to improve communication regarding the transfer of courses and credits to Cayuga, all transfer articulation agreements will be available via the College’s student information system by July of 2016. In addition, the College will partner with a vendor to provide current and former students with the ability to request transcripts, either in hard copy or electronic format, on-demand beginning with the fall 2016
semester, enabling students to request official transcripts any time or day of the week. The College is also working with partner institutions to develop a human services concentration by fall of 2016 that would enable students to seamlessly transfer into BSW and MSW programs available via partner institutions, establishing a pathway for Cayuga students seeking social work careers.

2.2d  Data Quality
Cayuga will create a Quality Data Team by fall of 2015 to increase data quality by reviewing data entry procedures, providing training, and providing a forum for sharing concerns and questions. Improved data quality will enable staff to more accurately report access and completion rates (retention/graduation/transfer/time to degree rates), and will also enhance planning efforts.

2.2e  Transition Support
The College will offer a self-paced modularized math skills review course (credit-free) through the Office of Community Education and Workforce Development to prospective and current students to decrease the time required for students to be eligible to enroll in a credit-bearing math course. Students who complete the course will have the option to take a challenge exam for MATH 070 or MATH 099, or re-take the College’s placement exam, depending on their final assessment within the review course.

2.2f  Degrees and Certificates Awarded
Cayuga awarded 5,390 degrees and certificates between 2006 and 2015. When the degree distribution by award type is compared between 2006 and 2015, the percentage of A.A. awards decreased by 7.5%. A higher percentage of awards were granted in A.S. (3.3%) and A.A.S. (4.1%) degree areas. These changes are the result of new degrees offerings in degree areas such as Health Sciences (AS) and lower enrollment in the A.A. degree areas.

<table>
<thead>
<tr>
<th>Total 2006 - 2015 Awards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>2,334</td>
</tr>
<tr>
<td>AAS</td>
<td>2,274</td>
</tr>
<tr>
<td>AS</td>
<td>744</td>
</tr>
<tr>
<td>Certificates</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>5,390</td>
</tr>
</tbody>
</table>

2.2g  Student Achievement
Cayuga Community College is an inaugural participant in the Student Achievement Measure (SAM) initiative that seeks to promote an understanding of what pathways students pursue to realize their degree and certificate goals. The most recent data published by SAM for Cayuga is shown in the following table.

<table>
<thead>
<tr>
<th>Student Achievement Measurement as of Fall 2014</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td>Associate degree</td>
<td>32%</td>
</tr>
<tr>
<td>Associate degree with later transfer to another institution</td>
<td>14%</td>
</tr>
<tr>
<td>Certificate award</td>
<td>0%</td>
</tr>
<tr>
<td>Certificate award with later transfer to another institution</td>
<td>0%</td>
</tr>
</tbody>
</table>
Total Graduated from Cayuga Community College | 46% | 48% | 46%
Enrolled at Cayuga Fall 2014 | 0% | 0% | 0%
Transferred with no degree or certificate from Cayuga | 23% | 48% | 24%
Current Status Unknown | 31% | 4% | 30%
Total | 100% | 100% | 100%
Number of Students | 555 | 27 | 582

2.2h Graduation Rates
Cayuga’s graduation rates of first-time, full-time students are comparable to its peer graduation rates with the exception of its aspirational peer, W. Kentucky Community & Technical College.

<table>
<thead>
<tr>
<th>CAMPUS (First-time, full-time students)</th>
<th>2013-14 Degrees AW</th>
<th>3-Yr Grad Rate (F11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adirondack</td>
<td>502</td>
<td>16%</td>
</tr>
<tr>
<td>Cayuga</td>
<td>536</td>
<td>27%</td>
</tr>
<tr>
<td>Corning</td>
<td>639</td>
<td>26%</td>
</tr>
<tr>
<td>Herkimer</td>
<td>568</td>
<td>29%</td>
</tr>
<tr>
<td>Jamestown</td>
<td>743</td>
<td>30%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>658</td>
<td>27%</td>
</tr>
<tr>
<td>Tompkins-Cortland</td>
<td>819</td>
<td>23%</td>
</tr>
<tr>
<td>Davidson County CC (Thomasville, NC)</td>
<td>536</td>
<td>23%</td>
</tr>
<tr>
<td>W Kentucky Comm &amp; Tech College (KY)</td>
<td>740</td>
<td>37%</td>
</tr>
</tbody>
</table>

Trend data indicates that a smaller percentage of first-time, full-time Cayuga students are graduating within three years. Thirty-three percent of the fall 2005 cohort graduated within three years. In contrast, 27% of the fall 2011 cohort graduated within three years. Transfers to SUNY two-year and four-year institutions remained fairly constant at 19%. Approximately 8% of the seven cohorts (Fall 2005 through fall 2011) transferred to non-SUNY institutions. A comparison of the Fall 2005 through Fall 2011 first-time, full-time cohorts show that male students graduate at slightly lower rates and transfer at slightly higher rates than female students. The same data comparison indicates that minority students of both genders graduate at lower rates and transfer at higher rates than non-minority students.

2.2i Time to Degree
Cayuga’s time to degree for first-time students increased by 15.7% when SUNY Excels (Table 11) data from the 2008-09 cohort is compared to the 2013-14 cohort. Factors that may have facilitated a shorter time-to-degree for the earlier cohort may include that many students new to college may have enrolled and been supported by employer programs that required full-time attendance in light of the 2008 recession. Transfer-in students’ time to degree has remained relatively constant when compared to transfer-in students for all community colleges. A higher percentage (15%) of the Fall 2011 cohort graduated in two years compared to the previous six cohorts (Student Right-to-Know data), but it remains to be seen if the increase is part of a trend or an anomaly.
2.3 SUCCESS AND THE SUNY ADVANTAGE

2.3a Establishing Pathways
This fall, Cayuga, the Auburn City School District, and the Manufacturer’s Association of Central New York are partnering to implement a NYS Pathways in Technology (P-TECH) Early College High School Program grant. The Auburn School District was only one of ten districts state-wide to be awarded such a grant. P-TECH is a public-private partnership that prepares high school students for careers in electrical, mechanical, and plastics technology by teaching skills required by employers in the field.

2.3b Support for Veterans
The College is particularly proud of its support for veterans. Onsite VA counseling, veteran’s-only lounges on each campus, and individualized attention ensure that veterans feel welcomed and supported. By the end of the 2015-2016 academic year, through the Student Veteran Success Team (SVST), the College will expand its coordinated services approach to veteran services, focusing on student veteran advisement, particularly by developing a rubric to enhance acceptance of the learning gained through military experience as credit toward degree completion.

2.3c Applied Learning Opportunities
By spring of 2016, the College will expand applied learning opportunities for students. The Office of Public Safety will coordinate with the Financial Aid Office to identify a minimum of three students studying a variety of disciplines, and train them as New York State Certified Security Guards to assist Public Safety staff in responsibilities related to Public Safety and Fire Prevention initiatives.

2.3d Financial Literacy
In fall of 2015, the College will address delinquent student accounts with the goal of reducing student accounts receivable by a minimum of 5% for the 2015-2016 academic year. Cayuga also partners with Inceptia to improve financial literacy and reduce the cohort default rate.

2.4 INQUIRY

2.4a High Priority Needs
Cayuga Professor and Division Chair Steve Keeler was recently named to the State University of New York’s Distinguished Academy Executive Committee for a three-year term (2015-2018). Keeler joins the 12-member Academy Executive Committee as one of only two distinguished professors from a SUNY community college. SUNY’s Board of Trustees established the SUNY Distinguished Academy to honor the achievements of all SUNY Distinguished Faculty and promote awareness of academic excellence within the State University System.

The College and its partners were also awarded a New York State Pathways in Technology (P-TECH) Early College High School Program grant. The grant is designed to prepare high school students for careers in electrical, mechanical, and plastics technology by teaching skills required by employers in the field. Earlier this year, SUNY Oswego learned it was one of 24 institutions nationally to receive a Federal grant, Transfer Gateways and Completion (U.S. Department of Education’s First in the World Program), to place more than a thousand underrepresented and underprepared students in place to benefit
from higher education. The grant’s intent is to encourage both two-year and four-year completion rates by working with community college students to foster and support their transition to SUNY Oswego to complete a bachelor’s degree. Along with Cayuga Community College, SUNY Oswego will be working with Onondaga Community College, Mohawk Valley Community College, and On Point for College. “The collaborative four-year effort involves aligning coursework between the community colleges and Oswego in targeted degree programs, advisement and support for students in the program, a transfer bridge camp before they start classes at Oswego, and dual enrollment – enrolling students simultaneously in a community college and Oswego” (SUNY Oswego, U.S. Department of Education Release, September, 2014).

Finally, the College was recently awarded a $65,000 high needs grant from SUNY to transform former retail space at the Fulton campus into an occupational therapy assistant (OTA) laboratory.

2.4b Student Research, Entrepreneurship
Cayuga was involved with the Kauffman Foundation Campus Initiative from 2009-2011 and received grants in the amount of $3 million from the Foundation to create an environment of entrepreneurship which embraces innovation and creativity on campus. This led to collaborations with other SUNY campuses and Syracuse University. New courses and programs were developed under the entrepreneurship umbrella including wine studies, event management, and C3 Video Productions. The project, “Cayuga Community College Entrepreneurial Infusion” was recognized by a 2013 Leavey Award for Excellence in Private Enterprise Education from Freedoms Foundation, Valley Forge. The project was one of only eight selected nationally to receive this award. Cayuga will continue to provide educational opportunities for students to develop and advance their entrepreneurial interests.

2.4c Scholarship, Discovery, and Innovation
In response to a lack of evidence of the effectiveness and equivalence of online courses to enhance student learning, especially in lab-based science courses, Cayuga faculty conducted a study to compare conceptual learning of online and on-campus students in a two-semester anatomy and physiology course sequence. Two terms of students (N=397) completed standardized pre-test and post-test assessments designed to assess content knowledge and conceptual learning based on change scores before and after the intervention. An Analysis of Covariance (ANCOVA) was used to examine the effect of course modality on learning. The results of the study can be used to inform the ways in which learning in online anatomy and physiology courses parallels that of its physical on-campus counterpart. One of the most salient consequences of the study is the potential implications for SUNY and higher education institutions regarding research and support of online courses in the natural sciences, and further exploration of the potentials of such courses to attract and retain students.

2.4d Faculty/Student Research Mentoring
Through an ongoing effort to partner with SUNY Oswego on initiatives that benefit residents of Oswego County, the Provosts of Cayuga and Oswego have worked together on projects such as the First in the World Grant that supports college success initiatives for underrepresented students. This fall the institutions are working on another project and partnering with the Fulton City School District to provide a STEM Mentoring Program for 7th and 8th grade students. Cayuga faculty will team with SUNY Oswego’s STEM Mentoring coordinator to recruit college students in STEM programs from both
camps to serve as mentors to middle school students. The goals of the initiative include increasing 7-8th grade school children from underrepresented groups’ access to innovative STEM curriculum thereby impacting academic performance and retention; solidifying STEM pipeline through establishing a network of relationships from two-year colleges, to four-year institutions, continuing into graduate programs; and increasing interest in STEM fields across all cohorts.

2.5 **ENGAGEMENT**

2.5a **Workforce Development**
Cayuga Community College is partnering with the Novelis Corporation, a global leader in aluminum rolled products, to provide skills and training required for mechanical and electrical technicians. College faculty worked with Novelis engineers and leaders to identify courses that would provide the requisite technical foundation concepts. The first cohort of 7 students have already completed the program, and a second cohort of 15 students will start in the fall of 2015.

Through the Office of Workforce Development and Community Education, customized programs are delivered to multiple employers seeking to improve the skills of their workers. Contract training programs have been delivered at Welch Allyn, Inc., Hammond & Irving, ITT Goulds, Currier Plastics, The Fulton Companies, Pathfinder Bank, Huhtamaki Corporation, McIntosh Box & Pallet, Unity House, and more. Each year, the College has received SUNY contract training funds for projects selected through the grant application process.

The College works closely with the One-Stop Career Centers in Oswego and Cayuga counties to align programs with the occupational demand list. The One-Stop Center for Cayuga County is located on the College’s Auburn campus. The College is represented on both Workforce Investment Boards and participates in regional discussions and initiatives involving workforce development. The College actively participates in the Central New York Regional Economic Development Council committees and meetings.

2.5b **Alumni and Philanthropic Support**
The ACC / CCC Alumni Association provides outreach services and events with direct linkages to almost 25,000 current alumni via Spartan newsletters, Cayuga Alumni Voices electronic newsletters, participation in College Holiday Craft Fair, phone-a-thon, Commencement, and outreach to all members of the community through the highly successful alumni trips. The latter includes an annual guided tour of Gettysburg, and trips to various locations open to alumni and the greater Cayuga Community College community. Monies accrued through these activities enable the Alumni Association to continue to fund student functions, including commencement, book grants, scholarships and student engagement events. Throughout 2015 – 2016, the Alumni Association will continue to monitor and assess scholarship awards and book grants with the intention of awarding increased funds as budgets allow.

2.5c **Civic Engagement**
Cayuga students have many opportunities to engage in civic activities within both curricular and extra-curricular venues. The College partners with a myriad of community agencies ranging from the United Way, Habitat for Humanity and the American Red Cross. In some cases students earn academic credit for
their work, in other cases they engage on a purely voluntary basis. The College will work to expand such opportunities for the benefit of students and their communities.

2.5d Economic Impact

In 2008-09, Cayuga Community College contracted with Economic Modeling Specialists, Inc. to conduct an economic impact study. Findings include the following highlights:

- Students benefit from a positive 19% return on the investment of their time and money.
- Taxpayers experience a 12% return on their investment in Cayuga Community College.
- Cayuga Community College generates $267.8 million (4.6% of the area’s total income) in regional income annually. Three primary sources comprise this contribution:
  - $18.2 million net contribution to regional income is provided by college operations.
  - $223,200 is generated by student spending and related multiplier effects.
  - $249.3 million is created by the higher income of students still active in the workforce and associated multiplier effects.

Other benefits to service area communities including improved health, reduced crime, and reduced welfare and unemployment expenditures equaled approximately $1.2 million.

SECTION 3: Conclusion and Expected Impact

Cayuga Community College’s Performance Improvement Plan was crafted in the midst of its decennial self-study. Common themes center on institutional review, continuous improvement, fiscal stability, service to the community, and a focus on student success. These initiatives will enable the College to meet its mission to provide students with diverse learning opportunities to discover their passions and advance their personal and professional growth.

Summary of Goals

The initiatives outlined in this Performance Improvement Plan link directly to one or more elements of Cayuga’s new strategic plan:

1. Provide robust educational programs - Cayuga will align College programs and services with students’ academic needs, diverse interests and passions while satisfying the needs of employers.

2. Develop engaged citizens - Cayuga will develop engaged citizens by valuing a shared responsibility for learning in a supportive, accessible environment.

3. Ensure effective leadership - Cayuga will ensure institutional vibrancy by recruiting, developing and retaining effective, committed leaders.

4. Deepen community partnerships - Recognized as an essential resource, Cayuga will respond to community needs and promote mutually beneficial partnerships.
5. **Strive for state-of-the-art facilities** - Cayuga will provide facilities that meet institutional and programmatic goals.

6. **Provide responsible management and stewardship of the College’s finances** - Cayuga will serve as prudent stewards of the College’s financial resources.

**Projected Outcomes**
Cayuga’s success in meeting these objectives would result in greater student satisfaction, higher persistence, graduation, and transfer rates, deeper partnerships with area educational institutions and community agencies, and financial stability.