DUTCHESS
COMMUNITY COLLEGE

Performance Improvement Plan
October 2015

Section 1

Introduction

Dutchess Community College (DCC) is a mid-sized community college in Poughkeepsie, NY, in the heart of the mid-Hudson Valley. With a population of about 300,000, spread across 825 square miles, Dutchess County is comprised of 30 municipalities. Its most densely populated areas are the City and Town of Poughkeepsie, Wappinger, Fishkill and East Fishkill. The southern part of the county, also served by a satellite location, DCC South, is suburban in character, with many of its residents commuting to jobs in New York City. The northern and eastern regions of the county maintain a rural quality.

The county is experiencing increasing diversity, with the Hispanic and multiracial populations expected to grow over the next few decades, according to the U.S. Census Bureau. Countywide, 23% of residents are black or Hispanic, while in the City of Poughkeepsie, just minutes from campus, these minorities represent half the residents. In fall 2015, 18% of students were Hispanic and 12% were black. Additionally, there are pockets in the county – most notably the cities of Poughkeepsie and Beacon – where high school graduation rates are low and work needs to be done to increase the number of young people who pursue a postsecondary education.

Countywide, about 87% of today's high school students continue on directly to college – and with a capture rate of 35%, DCC attracts more of them than any other single college or university in the nation. One-third of county residents 25 years and older do not have a postsecondary credential. Many of those who do, are returning to college for retraining as a result of drastic downsizing by IBM, which for decades had been the county’s largest employer.

With 535 full-time-equivalent faculty and staff, DCC currently serves 9,543 students in 54 programs at the associate degree and certificate levels. Traditional students make up the largest share – 79% – of our population, with those aged 23-34 comprising 14% and those 35 and over 6%. Nearly 81% of matriculated students are enrolled in A.S. and A.A. programs, 18% in A.A.S. and 1% in Certificate programs. As an open access institution, DCC serves students with a range of experiences, abilities and challenges. Typically, 51% of new and transfer students are underprepared for college-level work and require one or more remedial course.

Just over 72% of DCC students are Dutchess County residents; another 22% are from the surrounding counties of Putnam, Ulster and Orange. Another 5% of students are from
elsewhere in New York state and some international, primarily as the result of a 465-bed residence hall that opened in 2012.

Dutchess Community College students tend to stay in the area to work and raise their families. Three-quarters of our 40,000 alumni live in New York and half reside within a one-hour drive of campus.

On the noncredit side, the College serves another 10,000 students per year through Community Services and Special Programs offerings, including workforce and vocational training, ESL and High School Equivalency programs.

Mission, Vision, Values, Goals

The mission of Dutchess Community College is to offer educational opportunities that prepare individuals to realize their full potential and contribute to a diverse and global society. The institution aspires to be an innovative, transformative community of learners that promotes exemplary success. The Values of Excellence, Access, Diversity, Collaboration and Accountability, and these five goals support the mission and vision:

- Increase student success
- Promote collaborative campus culture
- Enhance institutional effectiveness
- Contribute to the vitality of the region through community engagement
- Embrace diversity as an integral part of the institution’s identity

Since 1957, Dutchess Community College has provided a quality, affordable education to the residents of the region. As evidenced by the predominance of A.A. and A.S. degrees awarded by the College, the majority of students attend with the goal of transferring for a baccalaureate degree, and they do so very successfully. The majority of DCC students transfer to SUNY colleges and universities – SUNY New Paltz is our top transfer school – as well as to other outstanding institutions, including Cornell, RPI, Smith, Vassar, Marist, NYU, Pace, and Penn State.

Within the community, the College is regarded as an essential resource that enables students to get an excellent, affordable start on a four-year degree or a career track. Prominent members of the community – including the past and current county executive and a state Supreme Court justice – are DCC graduates. The College also plays a large role in serving the community through cultural offerings, pre-college programs, facility sharing, service and applied learning initiatives, workforce development and outreach efforts.

Under the stewardship of Dr. Pamela Edington, who assumed the presidency of the College in August 2014, the College has taken on a leadership role in developing collaborative partnerships to enhance the region’s economic development and address quality of life issues. She is a board member of Hudson Valley Pattern for Progress and the Women’s Enterprise Development Center, and on the advisory boards of Mid-Hudson Regional Hospital and Gateway to Entrepreneurial Tomorrows.
Programs and Activities

DCC offers 26 Associate in Art and Associate in Science programs designed primarily for students whose goal is to earn a four-year degree, 15 Associate in Applied Science programs for those who wish to enter the workforce after graduation and 13 certificate programs for those seeking career skills. The College Catalog was posted digitally on our website two years ago to enable prospective and current students to easily find information and negotiate between programs and course descriptions. A complete redesign of the website is underway to further enhance the user experience.

Our Liberal Arts and Sciences and Human Services programs provide a strong foundation for social workers, scientists, doctors and lawyers, while the Criminal Justice program prepares students for public service in law enforcement. Engineering and Computer Science programs prepare students for technical fields and Adolescent and Early Childhood Education tracks prepare tomorrow’s teachers, and facilitate transfer for those continuing at SUNY New Paltz.

DCC’s Arts and Communications offerings prepare graduates for careers in the performing and visual arts, videography and general communications. Business programs prepare students for a variety of careers in both the public and private sectors, as well as for entrepreneurial opportunities. The Nursing and Allied Sciences programs produce our region’s nurses (70% are DCC graduates), firefighters and paramedics, as well as other medical personnel. The College also offers Exercise Science and Wellness and Aviation.

Through a unique partnership with Marist College, students who wish to attend the nearby private institution but who are underprepared for college attend DCC for two years and then enter Marist as juniors.

The College is conducting a review of its academic programs and exploring opportunities to enhance their alignment with the region’s job needs. As part of this initiative DCC partnered with the local Workforce Investment Board last spring to secure a Gap Analysis report from EMSI (Economic Modeling Specialists International). The findings indicate that the region’s economy is primarily driven by government, health care, social assistance and retail trade industries. High-skill occupational categories that are projected to see dependable job growth over the next 10 years include healthcare practitioners and technical occupations, as well as business and financial operations occupations. DCC is interested in expanding its offerings in these areas, but would need additional financial support for the significant investment in equipment, facilities and programming required, especially in the healthcare area.

DCC also is reviewing its course delivery methods and is working to expand its online offerings, along with a closer affiliation with Open SUNY, and developing hybrid programs that would be of particular interest to adult learners.

Service and Applied Learning have been brought to the forefront under the College’s new president, who has significant experience in these areas from her work at prior institutions. A coordinator of Service Learning was hired four months ago, and after workshops were conducted with faculty, students and some 25 community organizations, several initiatives are
underway that align curricula with the agencies’ needs. The College has participated in SUNY Applied Learning Task Force activities and an Applied Learning Task Force has been meeting to advance opportunities for students to utilize their classroom skills in a real-world setting.

**Strategic Plan/Excels Goals**

DCC is in the process of completing its five-year strategic plan, which aligns with SUNY’s priorities and outcomes. Elements include:

- Increasing overall retention and completion rates
- Increasing access, retention and completion rates for under-represented minorities
- Decreasing time to degree
- Stabilizing and growing enrollment, increasing access
- Reducing student default rate
- Increasing diversity among faculty and staff

**Section 2**

**Access/Enrollment**

DCC has experienced a decline in enrollment over the past three years, as the number of high school graduates continues to shrink. DCC is particularly vulnerable, as 79% of our students are traditional, the majority of our programs are transfer, and face-to-face instruction is the primary course delivery method. Full-time students comprise 63% of the on-campus population.

Students coming to DCC from high school present challenges regarding remediation. DCC’s own numbers and those in “The Diploma Disconnect,” a report by Hudson Valley Pattern for Progress, reflect students’ unpreparedness for college-level work. Also, graduation rates fluctuate dramatically across Dutchess County, from 50% in the City of Poughkeepsie, where every student receives free lunch, to over 90% in the wealthier districts.

The College has the expertise necessary to work with local school districts to improve preparedness and graduation rates, and thereby increase educational opportunities for all students. To broaden the College’s footprint in the public schools, additional funding is required.

Academically motivated students have found great success in the College’s concurrent program, which serves more than 2,800 students enrolled in 196 course sections taught in the region’s 20 high schools. Despite the decline in high school graduates, this significant program continues to grow, as evidenced by the 29 sections added this fall. Success of the program is measured not only in the number of students who successfully complete the coursework, but in the number of those who continue their studies at DCC. At present, 23% of concurrent students enroll at the College after high school graduation, and growth in this population is expected.
These students tend to be among our most successful, as they come to the College with credits, prepared for the workload and committed to completion.

According to the U.S. census, one-third of Dutchess County residents 25 years and older do not have a postsecondary credential. The College has experienced a decline in the number of part-time adult students over the years, and is committed to putting resources toward serving this nontraditional population through programmatic and recruiting initiatives. A College-initiated Adult Learning Task Force will further identify and address the needs of this population, and the College’s recent membership in the Education Advisory Board – a performance improvement partner to more than 1,000 colleges – will provide access to the best practice research, data analytics and consulting services to help DCC better serve this population.

Work already is underway to increase adult enrollment. For example, an accelerated hybrid business program is under development for launch by 2017, and additional opportunities are under review. Efforts continue to enhance linkages between non-credit and credit offerings so students can seamlessly enter degree- or certificate-bearing programs after completing vocational training, or our ESL or high school equivalency programs. The process of granting experiential learning credits also is being reviewed.

As part of the College’s renewed focus on adults, and our commitment to support those who have served our country, we have enhanced outreach and services to veterans. A dedicated Veterans Resource Center has just opened to provide targeted services and support to the 166 veterans and active military currently studying at DCC. Additional resources are being sought to meet the needs of this special population.

In addition to growing enrollment for the populations outlined above, the College also will focus on re-enrolling students who have stopped out.

As part of its access and enrollment strategies, the College has been reviewing the physical limitations of its main campus. Classroom and faculty office space are at a premium, as are dedicated spaces for students to gather for study and relaxation. Additional investment in facilities, especially given the College’s aging infrastructure, is required to continue to attract students and provide the high level of instruction and engagement for which DCC has earned a reputation.

Through concentrated targeting of limited resources, the College projects minimal growth over the next five years. Increased funding would permit expanded outreach and services, especially for underserved populations. Projections for 2016-20:

- Fall 2016: -3%
- Fall 2017: Flat
- Fall 2018: +2%
- Fall 2019: +2%
- Fall 2020: +2%
Diversity

In refreshing its Mission, Vision and Goals in spring 2015, the College named Diversity as an institutional goal, with the commitment to “Embrace diversity as an integral part our institutional identity.” While the percent of under-represented students is on the rise at DCC, we must step up efforts to ensure and increase access for this population.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>65.1%</td>
<td>68.0%</td>
<td>66.5%</td>
<td>64.3%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Minority Combined</td>
<td>27.1%</td>
<td>29.3%</td>
<td>31.8%</td>
<td>32.4%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>1.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7.3%</td>
<td>2.2%</td>
<td>1.0%</td>
<td>2.2%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

In 2014 the College began a significant collaboration with the Poughkeepsie City School District on a $2.6 million P-TECH initiative. The program launched the summer of 2015 with a cohort of 50 rising 9th graders. When the program is fully enrolled over the next five years, 300 primarily minority students will earn both a high school diploma and an associate degree in engineering or electrical technology within six years. The College’s heightened involvement in the school district and visibility with parents and students is expected to result in additional enrollments – and better completion rates – in this typically under-represented group.

For inner-city minority youths aged 18-24, DCC’s Office of Community Services has, for the past five years, partnered with Nubian Directions’ Youth Build Program. This year-long offering includes the DCC High School Equivalency program plus a contextualized building trade program. Construction skills areas include shop safety, electrical wiring, plumbing, dry wall, carpentry, painting and proper use of tools and machinery. Green applications, energy efficiency and special projects are incorporated into all aspects of this program as well as the practical experience for internal and external projects. Successful completion of this program provides graduates with the opportunity to earn Pre-Apprenticeship and construction-safety certifications. To provide a pathway to the college for the successful graduates, DCC has approved four proficiency credits toward the College’s construction technology degree program.

Another opportunity to better serve under-represented minorities, especially the Hispanic population, is by facilitating their transition from our state-approved ESL and HSE programs to degree- or certificate-bearing programs on the credit side. More than 80% of the students served by the College’s ESL and HSE programs identify as Hispanic or non-white. Increased funding would enable the College to provide the labor-intensive support these typically underserved individuals require – both for enrollment and completion.

The College also will be reviewing the locations at which it offers both credit and non-credit classes, to ensure services are accessible to underserved populations. For example, opportunities to expand to sites in the cities of Poughkeepsie and Beacon are under consideration.
On the faculty and staff front, the College is working to increase the number of employees who identify as an under-represented minority. A representative Diversity Council tasked with leading on this imperative has been convened by the president and plans are to appoint a diversity officer by January 2017.

Retention and Completion

To improve the retention of first-time students from the current 62%, the College is redesigning the onboarding and first-year experience, based on best practices and the results of an EAB Enrollment Pain Point Audit. The College will continue to develop closer alliances with parents and school districts to increase students’ preparedness for college. If the College is successful in securing a $3 million SUNY 2020 grant through the Hudson Valley Educational Consortium, it plans to create a one-stop Welcome Center, to expand the StarFish student early alert and tracking system, and implement Ad Astra scheduling software which would reduce the registration conflicts that restrict completion and align course offerings with student demand.

New to the College this semester is a TRIO program supported by a U.S. Dept. of Education grant of $220,000/year for the next five years. Approximately 140 students will be served by the program, which should increase the number of disadvantaged, low-income, first-generation and/or disabled students who successfully complete. Target outcomes include:

- 64% of participants will persist from one academic year to the beginning of the next, or graduate and/or transfer to a four-year institution.
- 74% of participants will stay in good academic standing.
- 32% of new participants served each year will graduate with an associate degree or certificate within four years.
- 19% of new participants served each year will receive an associate degree or certificate and transfer to a four-year institution within four years.

The College is very optimistic about the potential of the TRIO program to affect retention and completion rates, given the success of other programs, outlined below, available to serve populations most at risk at DCC.

FOCUS is a semester-based program that improves students' academic skills, fosters personal development and creates a supportive learning community. FOCUS students take an English course, Reading Course and College Success Skills Course together and form relationships with faculty and advisors that increase their academic success. Peer mentoring, financial aid guidance, tutoring and academic advising further enhance students' relationship with DCC.

CSTEP, which also is offered at DCC, is a similar program that specifically supports students in the science, technology and health disciplines.

The College also offers a highly successful four-week summer program called SmartStart for incoming freshmen whose Compass scores place them into two or more remedial courses. Students who participate are twice as likely to graduate from DCC as those who are eligible but choose not to participate. Typically, the number of students testing into college-level English 101 grows to a remarkable 54% at the end of the program. The more students we can test into
college-level courses will decrease the average time to degree and increase graduation rates. Additional funding would allow the expansion of the program to more students, and enable customization of the program to improve outcomes, particularly for the county’s growing Hispanic population.

**FOCUS and SmartStart Fall to Spring Persistence**

<table>
<thead>
<tr>
<th>Year</th>
<th>DCC</th>
<th>FOCUS</th>
<th>SmartStart</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>72%</td>
<td>85.9%</td>
<td>91%</td>
</tr>
<tr>
<td>2010</td>
<td>70%</td>
<td>89.1%</td>
<td>88.2%</td>
</tr>
<tr>
<td>2011</td>
<td>71%</td>
<td>79.1%</td>
<td>91.7%</td>
</tr>
<tr>
<td>2012</td>
<td>69%</td>
<td>83.5%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2013</td>
<td>71%</td>
<td>85.7%</td>
<td>83.9%</td>
</tr>
<tr>
<td>2014</td>
<td>75.1%</td>
<td>75.9%</td>
<td>86.5%</td>
</tr>
</tbody>
</table>

The College has sought additional state funding to expand its Educational Opportunity Program from 119 to 135 students. Retention for EOP students exceeds that of the College’s general population by 12 - 25%. There are many success stories; one recent student who went through EOP was homeless through high school, graduated from DCC in four semesters despite needing several remedial courses, and is now studying pre-law at Binghamton University.

**EOP Fall to Spring Persistence**

<table>
<thead>
<tr>
<th>Year</th>
<th>DCC</th>
<th>EOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>72%</td>
<td>97%</td>
</tr>
<tr>
<td>2010</td>
<td>70%</td>
<td>86%</td>
</tr>
<tr>
<td>2011</td>
<td>71%</td>
<td>88%</td>
</tr>
<tr>
<td>2012</td>
<td>69%</td>
<td>90%</td>
</tr>
<tr>
<td>2013</td>
<td>71%</td>
<td>89%</td>
</tr>
<tr>
<td>2014</td>
<td>75.1%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Another way in which DCC has worked to ensure that students are prepared for college-level coursework is by conducting placement testing in the high schools. There have been challenges the past few years in schools being able to free up class time for the testing. Early testing, while a proven benefit, is an additional expense for the College.

Many of the initiatives DCC is working on serve the general population but are especially important supports for under-represented minorities. With the addition of the TRIO program and possible expansion of EOP, the College expects to increase fall to spring retention for this population from 73.6% to match the current main cohort rate of 75.1% by 2020. We also project that the two-year completion rate for under-represented minorities will increase from 8.1% to the main cohort rate of 11.2%.

Students who participate in the College’s many support programs and who take advantage of tutoring and other academic services are far more likely to be retained and to complete.
Financial resources are required to maintain and expand these efforts. While the College has invested in a grant writer position to help secure additional public and private funding, and is working with the DCC Foundation to identify opportunities for philanthropic support, it is important for the state to commit base funding on which we can rely to sustain student success initiatives over the long term.

The College also is exploring ways to recruit more of the county’s high-achieving students, who have no remedial needs, often come to college with earned credits, and transfer or graduate in a timely manner. Through a $2 million DCC Foundation endowment from a generous benefactor, the College has for 11 years offered the Conklin Scholarship for Academic Excellence, which enables Dutchess County high school students who graduate in the top 10% of their class to attend DCC tuition-free for up to two years. We currently have 43 freshmen and 20 sophomores in the Conklin Scholars program; many are the second or third in their families to benefit from this remarkable opportunity. More than 88% of these students graduate or transfer, and average time to degree is 2.0 years. Efforts are underway to expand this kind of merit-based scholarship to other academic achievers who fall below the top-10% threshold.

Given the challenges facing many of our students and enhanced efforts on retention within the context of limited resources, the College projects increasing first-time/full-time fall-to-fall retention rates from 62% as follows:

<table>
<thead>
<tr>
<th>Entering Fall</th>
<th>Returning Fall</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>2016</td>
<td>64.5%</td>
</tr>
<tr>
<td>2016</td>
<td>2017</td>
<td>66.0%</td>
</tr>
<tr>
<td>2017</td>
<td>2018</td>
<td>66.5%</td>
</tr>
<tr>
<td>2018</td>
<td>2019</td>
<td>67.0%</td>
</tr>
<tr>
<td>2019</td>
<td>2020</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

With additional, sustained funding, the College would have a chance of achieving the SUNY target of 70% for the fall 2017 cohort.

**Graduation and Time to Degree**

With a first-time/full-time three-year graduation rate of about 23%, DCC is in the top third when benchmarked against its peer SUNY institutions. For the fall 2012 main cohort, 11.2% completed in two years, 14.7% transferred without completion and 45.1% still were enrolled. For under-represented minorities, the figures are 8.1%, 15% and 45%. While the numbers of minorities who transfer and are retained are on par with the main population, the College is working to eliminate the three-point gap in completion rates.

The College is committing significant resources to major initiatives expected to increase overall graduation rates and decrease time to degree:

- Full implementation of Degree Works by fall 2016
• Redesigning the college advising process to improve services to students and remove barriers to completion.

With current resources, the College expects its 23.2% three-year graduation rate for first-time/full-time associate degree students to increase incrementally:

<table>
<thead>
<tr>
<th>Entering</th>
<th>Three-Year Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>26.5%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>27.5%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>28.2%</td>
</tr>
</tbody>
</table>

With additional funding for the initiatives below, progress could be accelerated and SUNY’s 30% target exceeded.

• Expansion of the StarFish early alert program to impact more students
• Enhancement of course scheduling to remove obstacles to graduation
• Increased attention on the “murky middle,” the two-fifths of students who have first-year GPAs of between 2.0 and 3.0 and don’t complete
• Introduction of structured pathways and meta-majors
• Making Accuplacer placement test preparation tools available to all incoming students
• Expansion of professional development for faculty and staff
• Better alignment of faculty time to foster and support additional student engagement
• Increased number of full-time faculty and staff

With more than 50% of DCC students placing into at least one remedial class, and 26% into two or more, decreasing time to degree from our current 3.69 years to just 3 years will be a challenge – and require extensive investments in personnel. The College will continue to deliver remediation in innovative ways, such as our successful course for non-STEM majors that combines a five-week remedial MAT092 with a 10-week MAT118. Those sections of MAT118 have a success rate in the 70% range. We also will experiment with adapted remediation models for STEM students.

Financial Literacy

The College has been very proactive in outreach to high schools and parent and community groups, educating them on financing a college education and the responsibilities associated with loan debt. Working with students on financial literacy is a labor-intensive endeavor, and under-represented minorities who may have little experience or expertise in successfully managing finances require additional intervention.

DCC has done much work to promote financial literacy, and has reduced its student default rate to 15.8%, below the national average of 19.1%.
We showcase SUNY Smart Track on the financial aid portion of our website. Through the various intro seminars and other presentations for students we demonstrate how to navigate the modules of SUNY Smart Track.

We have an additional financial literacy tool available to students, Cash Course. The student can access this through their myDCC account, on their welcome page through the Dollars and Sense section. This is a tool that is funded by National Endowment for Financial Education and provides additional financial literacy tools. We also provide information to students on this resource, so that they may utilize the tools provided.

Counselors actively advise students on the loan acceptance process and the importance of minimizing debt.

DCC is working with Financial Aid TV, a service that provides both stock and custom videos for students, and has been proven to increase financial literacy.

For students who have entered into repayment, the College has contracted with Financial Services – Higher Education Solutions, which works with students to facilitate deferments, forbearances and loan rehabilitation needed to avoid loan defaults. This has proven very successful and has decreased our cohort default rate from 19.0% at the highest to 15.8% for our most recent cohort year. This is impressive, when you look at the fact that in the year with a 19% cohort default rate we had only 693 borrowers with 132 going into default and for our most recent cohort default rate we had 1234 borrowers with only 195 going into default.

Additional funds are being sought to expand financial aid services and create a program similar to Single Stop, which would increase students’ awareness of – and access to – public resources. The College also needs support to purchase American Student Assistance’s SALT product, which is a collaborative approach to student financial success.

DCC has demonstrated that it is skilled in reducing its student default rate, and with additional resources, could meet the SUNY target of 10%.

**Engagement**

The college worked closely with the Deputy Dutchess County Commissioner of Strategic Planning and other county stakeholders on our START-UP NY Campus Plan that received state approval in July 2015. DCC is now actively soliciting businesses to the tax-free areas designated in that plan. Currently, we have two information management firms, one manufacturer, and two aerospace firms in the pipeline.

- A managed hosting and disaster recovery firm that provides business continuity and rapid recovery solutions looking to expand their facility and plans to make a $30 million investment upgrading the property.
- An aerospace firm on building a 30,000 sq. ft. cold storage building adjacent to their facility at the Dutchess County Airport.
- A small start-up that produces an energy efficient data storage device is looking for office and warehouse space.
• A firm interested in moving light manufacturing and back office operations to Dutchess County from CT.
• An airport operations firm with multiple locations throughout the Northeast.

DCC also is a member of the “Think Dutchess Alliance for Business,” a collaborative of the Dutchess IDA, EDC, WIB, Chamber of Commerce, Tourism, and the Small Business Development Center. The focus of the group is to be of greater assistance to businesses by eliminating duplicity, confusion and waste. The College also participates in a similar group in Putnam County called the Red Carpet Team. Other groups with which the College partners include Gateways to Entrepreneurial Tomorrows and Hudson Valley Pattern for Progress, on whose board our president serves.

Building, maintaining and expanding these external relationships is critical but time intensive. Dutchess Community College will need additional support in order to fully engage in sustained economic development activities.

Alumni/Philanthropic Support

The College has set forth a goal for the DCC Foundation to increase its $9 million in assets 50% by 2020-2021. An RFP to secure a consulting firm to conduct a campaign readiness assessment and work on strategic and development plans is underway. A major capital campaign is expected to launch in the next two years when the College will celebrate its 60th anniversary.

In the short term, the Foundation will focus on elements including alumni affairs, major giving, annual giving, planned giving, events, corporation and foundation outreach and direct mail.

Identifying alumni is a challenge. This year’s Foundation budget allocates $7,000 to help identify and locate our alumni. We will contract with Blackbaud for additional ways to reach and engage our alumni and are looking for ways to partner with faculty to further identify and cultivate alumni. Given the large numbers of DCC students who transfer to SUNY institutions, greater information sharing within SUNY regarding transfer students would be especially helpful.

Civic Engagement

The amount of community engagement by DCC as an institution, and its employees as individuals, is impressive. Our faculty, staff and students support and collaborate with hundreds of organizations annually through volunteerism, advocacy, service, contributions and board participation.

The College is partnering with the community in the revitalization of the nearby City of Poughkeepsie, which has the highest level of poverty and one of the state’s lowest-performing high schools.
The College was a founding member of the Poughkeepsie Alliance, which works in partnership with the private, public and nonprofit sectors, and city residents to promote the economic revitalization of the city. The Alliance collaborates across sectors to identify issues, develop solutions, inform policies and practices, and mobilize action that fosters renewal and economic development.

Through the newly launched Service Learning program and the expansion of other Applied Learning experiences at DCC, our faculty, staff and students are becoming increasingly involved in helping local nonprofits, community organizations, schools and others achieve goals that are linked to the College curricula. Once fully implemented, recently acquired Lyon software will enable the College to accurately track civic engagement campus-wide.

**Economic Impact**

The College was included in the 2011 SUNY economic study produced by EMSI. The findings confirmed DCC’s positive impact on both individuals and the community, and assisted in leveraging support from the county and local donors.

- For every dollar students invest in DCC, they receive a cumulative $5.30 in higher future income.
- New York benefits from improved health and reduced welfare, unemployment and crime, saving the public some $1.8 million per year.
- Taxpayers see a rate of return of 9.9% on their investment in DCC.
- The net added income generated by DCC operations and the spending of non-local students contribute a total of $45.2 million in income to the Dutchess County economy each year.

Additional funding will be required to update these economic impact studies on a regular basis.
Section 3

Conclusion

Dutchess Community College is a proud member of the State University of New York system of higher education and is committed to doing our part to improve overall SUNY success outcomes. We seek to improve in retention, graduation, time to degree, enrollment, and student loan default rates, while actively participating in local and regional economic development and serving an increasingly diverse community.

Our ambitious but realistic projections for improvement are based on augmenting current levels of funding as well as redirection of resources to priority areas. While the College is committed to pursuing grants and other external sources of funding to support our goals, it is critical that our efforts be matched with stable and sustainable support from the state.

Goal Highlights

- After a projected dip in enrollment, the College will stabilize and then grow by 2% each year from fall 2018 through fall 2020.
- Fall-to-fall retention rates of first-time/full-time students will increase 6% by fall 2019.
- The gap between the two-year completion rate of minorities versus the general population will be closed.
- Three-year graduation rates will increase 5% by fall 2018.
- Time to degree will drop by an average of 8 months.
- The student default rate will drop to 10%.
- DCC Foundation assets will grow 50% by 2020-2021.

Strategic Highlights

- Outreach and new learning options for adult learners, veterans and under-represented minorities will be enhanced.
- The number of incoming students who require remediation will be reduced below 50% through collaboration with local school districts.
- The onboarding and first-year experience for new students will be redesigned.
- Full implementation of the new TRIO program will increase success of at-risk students.
- The student advising process will be redesigned to shorten time to degree.
- Degree Works will be fully implemented by fall 2016.
- The College will increase the number of faculty and staff who identify as minorities.
- START-UP NY initiatives will be completed.
- Community and economic partnerships will be strengthened, particularly in the City of Poughkeepsie.