FLCC Excels

Section 1: Campus Alignment with SUNY Excels and SUNY’s overall focus on completion

FLCC is a comprehensive community college affiliated with the State University of New York and sponsored by Ontario County. FLCC’s 250-acre park-like campus is located in the heart of the Finger Lakes in Canandaigua, N.Y. The College offers 54 degree and certificate programs. Most of our students come from within our geographic service area, the counties of Ontario, Seneca, Wayne and Yates, although we attract students from outside the region for several unique signature academic programs such as Environmental Conservation, Music Recording Technology and Instrumentation and Controls Technology. FLCC’s current enrollment is 6,800 full- and part-time students. In addition to our main campus, FLCC operates campus centers in Geneva, Newark and Victor. The College also operates two field stations: the Muller Field Station on Honeoye Lake and the East Hill Campus in Naples. In January of 2015, FLCC’s Viticulture and Wine Center, a fully functioning teaching winery to support our Viticulture and Wine program, opened in Geneva. For more information, see our website at www.flcc.edu

Finger Lakes Community College’s mission is to serve as a dynamic learning resource, empowering our students to succeed and fueling the cultural and economic vitality of the region. Among our peers, FLCC distinguishes itself with unique academic programs, our Learning Framework for general education, a data-driven institutional effectiveness model, exceptionally strong linkages to the local community, close relationships with regional school districts, a “winning with character” athletics program, integrated and proactive student services, and a coaching model of academic support for our most vulnerable populations. Our strategic plan is used by Middle States as a model document and the College’s Board of Trustees has linked resources to planning with a multi-year $750,000 Board-designated fund to support projects designed to move the strategic plan forward. The College has developed close relationships with local business and industry, including cooperative non-credit programs to train machinists, as well as robust CNA programs. FLCC has a robust online program in place and was selected to be a Wave One Open SUNY campus. Online student duplicated headcount at FLCC increased 269% from 2007 through 2012. Currently, FLCC offers eleven academic programs entirely online and twenty-four academic programs at least 50%
online. During the 2014-15 academic year, we offered 444 online sections. While some colleges that are just beginning to venture into online delivery may anticipate a surge of enrollment growth in this area, we project slower growth and more of an emphasis on continuing to increase the success rate of students in online courses.

To remain competitive with its peer institutions, FLCC must monitor and respond to emerging local educational needs, for both credit and non-credit programming; continue to develop and assess the success of programs designed to support retention of first-year students; create programming to meet the needs of the adult market; strengthen our campus centers; and build a fourth revenue stream through grants and private giving.

Finger Lakes Community College is currently in the implementation phase of our 2014-18 Strategic Plan. This plan was developed over a period of eighteen months through our shared governance process, with considerable input from the communities we serve. The completed plan includes updated statements of our mission, vision and values, as well as an Academic Focus Area, two Operational Goals and two Strategic Goals. Each goal is supported by specific measures with time-bound targets. The full plan can be accessed at: http://flcc.edu/pdf/StrategicPlan.pdf

The accompanying Strategic Plan Project Book defines terms, establishes methodology for data collection and includes annual targets for each measure. Progress toward strategic goals is measured in a dashboard format and reported to our Board of Trustees and to College Council in October and April. The 2014-18 Strategic Plan is the foundation for five-year master plans for each college division, annual operational plans for departments and annual individual performance goals. It is a living document with measures and targets that may be adjusted through our governance system, as appropriate, over the course of the life of the plan.

Our strategic plan was designed specifically to guide the direction of Finger Lakes Community College in our mission to serve as a dynamic learning resource, empowering our students to succeed and fueling the cultural and economic vitality of the region. FLCC strategic plan metrics and targets address areas of local focus and include graduate proficiency in written communication (academic focus area); financial strength and institutional effectiveness (operational goals) and student completion and regional educational leadership (strategic goals). While there is considerable alignment with SUNY Excels goals, FLCC’s strategic plan is designed primarily to serve local needs and to guide our college’s individual strategic direction.

FLCC’s 2014-18 Strategic Plan aligns with The Power of SUNY 2020 areas of focus as outlined below:

**Access:** provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic professional and vocational postsecondary programs...offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions

As a community college, access is central to our mission. Access, as described in The Power of SUNY, is aligned with our second strategic goal on Regional Educational Leadership. Activities surrounding this goal focus on connecting our faculty and staff directly with their counterparts in the region’s high schools to foster conversations on what it means to be “college ready” and to strengthen the pipeline from area high schools into Finger Lakes Community College. In addition, we have moved to a tuition-free for families model for concurrent enrollment and have seen a substantial increase in the number of high school students in our area that have completed FLCC courses before high school graduation. FLCC is the higher
education partner for the new Finger Lakes P-Tech high school that has just enrolled its first entering class of almost 50 students; these students, many of whom may not have otherwise pursued higher education, will be provided an opportunity to complete an associate’s degree while completing their high school requirements in as little as four years for both. Finally, FLCC has representatives who has been engaged in local efforts in Geneva New York, the largest city in our service area, to support the cradle to career project Geneva 2020. All of these efforts support our access mission.

Our Strategic Plan, in Strategic Goal One, also focuses on providing increased access to state or industry recognized credentials and to the New York State High School Equivalency diploma through successful completion of the Test Assessing Secondary Completion (TASC).

Operational Goal Two on institutional effectiveness includes a series of applicable metrics from the VFA. On the institutional effectiveness dashboard we track a number of measures associated with access including total amount of scholarships awarded to FLCC students; number of students enrolled in concurrent enrollment courses; successful completion of the TASC and the percent of TASC graduates who continue in higher education; and the percent of local high school juniors who take the Accuplacer placement instrument and place in college composition and mathematics.

Completion: recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society; promotes appropriate program articulation between its state-operated institutions and its community colleges. Increase degree/award production non-degree completion and services that support student completion; enable those we serve to achieve their goals.

FLCC’s 2014-18 strategic plan has a significant focus on completion. Strategic Goal One states, “The College will contribute to sustainable futures for our students and the cultural and economic vitality of the region by increasing the number of certificates, degrees or other credentials our students complete.” We anticipate that this goal will be attained primarily through intensive retention efforts that are funded both through the college’s operating budget as well as investment of the aforementioned board designated strategic funds that will be described in section two of this document. Our Professional Development and Continuing Education (PDCE) department continues to work with local business and industry to identify non-credit industry-recognized credentials that the College can offer as we work to align the skills of the local workforce with the needs of employers such as a highly successful Mechatronics training program offered in partnership with local industry.

Operational Goal Two on institutional effectiveness includes a series of applicable metrics from the VFA. On the institutional effectiveness dashboard we track a number of measures associated with completion, including the percent of students that reach credit thresholds by the end of year two; percent of students retained from year one to year two; percent of credit hours successfully completed at end of year two; number of students earning an associate’s degree with a transfer path; number of students earning an associate’s degree with a career path; number of students earning a certificate; percent of students still enrolled at the end of year four; percent of students who left the institution at the end of one year with more than 25 credits but no degree or award granted; percent of students who left the institution at the end of one year with fewer than 25 credits but no degree or award granted; number of awards in Career and Technical Education (CTE); and number of state or industry recognized credentials awarded.

Success: encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service. Robust system
and campus supports for student success; students are prepared for the most successful possible launch into further education, career and citizenship.

FLCC’s strategic plan focuses on the College taking a leadership role in the creation of regional networks and cooperative relationships with service area school districts, per Strategic Goal Two: Regional Educational Leadership, as outlined above. While we do offer career advising, internships and job placement support, these activities are not included as specific focus elements of the 2014-18 Strategic Plan. While not specifically noted within our strategic plan, last year FLCC was designated as a “veteran-friendly campus”.

**Inquiry:** encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement. Increase external investment in SUNY research. Continue to increase the level of confidence external entities have in SUNY.

While “inquiry” is a fundamental value of our academic program and is imbedded in data-driven decision-making at FLCC, specific research-related goals are not included in the College’s 2014-18 Strategic Plan, as teaching rather than research is the primary mission of community colleges.

However, inquiry links to our strategic plan in Operational Goal One: Financial Strength. Measure O1.2 includes a target related to grants awarded through the Office of Resource Development. Nearly half of the grant funding at FLCC in 2014-15 was associated with research-related projects, including the Community College Undergraduate Research Initiative (CCURI), our National Science Foundation initiative.

Below are brief descriptions of the research related grants at FLCC in the 2014-15 academic year:

**Community College Undergraduate Research Initiative (CCURI), National Science Foundation, Year 4 and Supplement ($1,126,561 in 2014-15); Extension for 2015-18 ($1.5M)**
The CCURI national dissemination project involves the establishment of an adoptable model of reform to support community college efforts nationwide to 1) shift to project and PBL-based coursework; 2) enhance student learning in science; 3) enhance faculty professional development; 4) recruit and retain science students by engaging them in research projects; and 5) connect to four-year college science programs and undergraduate research efforts. The project addresses many of the barriers associated with conducting undergraduate research at the community college level. In 2014-2015, the project was expanded to Hispanic Serving Institutions. We recently received word that the project has been extended until 2018 with additional funding of $1.5M.

FLCC is the only community college ever to receive this type of NSF grant.

**Canandaigua Lake Sampling, Canandaigua Watershed**
FLCC assists in the monitoring and management of Canandaigua Lake through an active research and public education effort. This project continues the on-lake program and invasive species reconnaissance (water chestnut) in the West River, and updates to the land use/land cover shape files for the watershed. The data collected through these annual programs have helped educate students with real, local and practical examples in several college classes. The information and periodic summary reports are also made available to local communities to help guide their environmental planning process.
**Honeoye Lake Aquatic Macrophyte Study**
Over the past thirty years, Honeoye Lake conditions have been altered by many factors. As these environmental changes occurred, responses in the aquatic plant communities were inevitable. To document these responses, a long-term aquatic vegetation sampling program was established. This year’s research will reveal any additional changes in the aquatic plant community structure and document any new conditions that may be affecting the lake.

**Finger Lakes Partnership for Regional Invasive Species Management (FL PRISM), NYS Department of Environmental Conservation and the NYS Environmental Protection Fund**
FLCC works with the Finger Lakes Institute at Hobart and William Smith College to begin to fill in the gap in knowledge regarding invasive species in Loon Lake and the surrounding areas. The objective is to document the fish and macrophyte communities in the lake, and plants in the surrounding upland landscape.

**Mercury Dynamics in Finger Lakes Fish and Invertebrates**
The goals of the FLCC component of this project are to collect replicate samples of several fish species from Honeoye, Canandaigua, Seneca, Cayuga and Owasco Lakes using a variety of sampling techniques. The information obtained informs an understudied aspect of water resource health – the concentration of heavy metal contaminants, specifically, mercury in aquatic food-webs and, especially, in fish consumed by the general public in the Finger Lakes region.

**Engagement:** SUNY's engagement – our economic, societal, and cultural impact on New York State, and beyond; Engage with and share the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state...for the purpose of enhancing the well-being of the people of the state of New York...and the health of local economies and quality of life; translating innovation into new ideas, products, devices, services and businesses to benefit communities and society.

FLCC has very strong relationships with business and industry in our region. Our career and certificate programs have active advisory committees that are dedicated to ensuring that our programs remain relevant to local needs. Our 2014-18 Strategic Plan Strategic Goal One on student completion includes a measure related to the number of state or industry recognized credentials awarded. In addition, the institutional effectiveness dashboard associated with Operation Goal Two includes measures of the number of awards in Career and Technical Education (CTE), the number of CTE awards with accreditation, and non-credit workforce enrollment.

FLCC’s START-UP New York plan has been approved and amended several times in order to meet the needs of potential partners in our region. Currently, FLCC has three START-UP NY businesses operating in Victor NY near the college’s Victor Campus Center. Construction Robotics, an innovative business that builds robotic masonry machinery, employs two FLCC alumni and several co-op students each semester. Students from FLCC’s Instrumentation and Controls Technology (ICT) program are especially well suited to CR’s needs. IdeaBoxx, a manufacturer of “green” cleaning products for the food and medical industries, is also under FLCC’s START-UP umbrella, and draws on the FLCC biotechnology and environmental conservation programs. ClearCove Systems was transferred from the RIT TFA to FLCC’s TFA in order to help them achieve their business goals. RIT’s space was not well suited to their wastewater/bio-digestion business and an FLCC designated facility in Victor fit their model as well as gave them access to field technicians from FLCC’s ICT and Environmental programs.
FLCC currently has two additional business applications under review, and is waiting for approval of the amended plan. The college works closely with the Ontario County IDA and other regional economic development groups in vetting and supporting START-UP applicants, some of whom have been referred to other agencies where better opportunities existed for their growth and development.

In addition to the collaborative development of our strategic plan, for the last academic year and continuing into this year, the college community has been engaged in a robust, college-wide dialog to re-imagine the answer to our question “what makes an FLCC degree?” Prompted by the curricular reform work of the SUNY Seamless Transfer initiative, and continuing awareness of shifts in accreditation expectations, the FLCC community committed to creating a general education plan that would allow us to maintain a unique campus culture and honor the rich history of FLCC while meeting the needs of our service area and fulfilling the expectations of external stakeholders. The curricular and assessment structure that has arisen from this conversation is our FLCC Learning Framework. The Learning Framework is an outcomes driven model that articulates the values, cross cutting skills, and expected learning outcomes for all FLCC students to ensure that they meet SUNY and Middle States expectations while developing competency in the following areas: written and oral communication, scientific and quantitative reasoning, critical thinking, technological literacy, information literacy, cultural and global citizenship and an understanding of values, ethics and diverse perspectives. It is an innovative model which puts student learning at the center and encourages the development of a strong sense of campus community. The institutional learning outcomes of our Framework guide all learning experiences at FLCC and connect co-curricular and non-cognitive learning outcomes to the curricular outcomes across all academic programs and certificates. The overarching values within our Framework are inquiry, interconnectedness, perseverance and vitality.

This consistent and cohesive focus on student learning as the center of FLCC’s academic mission is the foundation upon which we are developing effective enrollment, retention and completion efforts and interventions; we recognize that when students are effectively engaged in meaningful learning and skill development, they become better equipped to persist and complete their academic journeys.

Coupled with our shared Learning Framework, FLCC has moved to develop integrated student support services that provide personalized support to students while aligning services into co-located offices so that students do not need to navigate a maze of “siloed” offices in order to receive the assistance and support they desire. Our One Stop Center is an excellent example of this model of shared services for the benefit of student assistance and includes admissions, financial aid, registrar and student account functions. More recently, our office of Academic Success and Access Programs has brought together what were historically disparate services, including the Write Place writing center, the Math Tutoring Center, the science “Incubator” tutoring center, general tutoring center, testing and disability services, and EOP services. By creating a one stop of sorts for academic interventions, students are more readily served, even when they may not be able to articulate all of their academic needs. This comprehensive support office is linked directly with the teaching faculty via our use of the Starfish early alert system.

**Section Two: Specific SUNY Excels Priority Areas and Metrics**

Finger Lakes Community College is committed to excellence and continuous improvement in all aspects of our operation. In order to determine FLCC’s future values for the metrics within the FLCC Excels worksheet, projection analysis was used. A projection analysis is a forecasting method which uses real data points from the past to best predict future data points. Separate forecasts were created for each required metric within
the SUNY Excels worksheet. Ascertaining the best fit values required the use of two formulas. The first formula gives a rough estimate by forecasting the original data out to the future date required by SUNY. The second formula refines the projections by using a combination of past real data and formula one’s forecasted data which subsequently creates a clearer prediction. Additionally, depending on the values provided by the forecast, some discretion may have been applied to further refine the final figures. In a number of cases, figures were adjusted to account for environmental factors which are likely to impact the metric, either positively or negatively, during the timeframe under consideration. Information regarding those factors is contained in the “notes” section of the worksheet.

Since we were asked to provide projections for each of the metrics rather than goals, we worked to provide as accurate a forecast as possible. The projections take into account the significant efforts that are underway or will be initiated in coming years to make a positive impact on the metric. Unfortunately, in many cases, our efforts will likely serve to mitigate a number of negative environmental factors more than produce significant positive results. Therefore, while we will be making very strong efforts in many of these areas, the projections are intended to be realistic and may indicate that we expect to achieve only modest gains on some of the metrics.

This section will outline specific metrics included in SUNY Excels which are key focus areas at FLCC. Our plan focuses on the following metrics:

- **TABLE ONE:**
  - Total Student Headcount Enrollment

- **TABLE TWO:**
  - Student Enrollment Beyond Fall Census

- **TABLE EIGHT:**
  - First Year Retention for First-time (Full-time and Part-time)
  - First Year Retention for Transfer Matriculated Students

- **TABLE NINE:**
  - Graduation Rates of First-time, Full-time Students

- **TABLE TEN:**
  - Graduation Rates of Full-time Transfer Students

- **TABLE ELEVEN:**
  - First-time and Transfer Student Time to Degree

**TABLE ONE: Total Student Headcount Enrollment**

**TABLE TWO: Student Enrollment Beyond Fall Census**

**Enrollment growth**

The projection model predicts a steady decrease in overall enrollment from Fall 2014 through Fall 2020, for a number of reasons. The projected decline in regional high school graduates presents a challenge, particularly beginning in 2016 through 2019 where high school graduating classes are predicted to decrease by 3% per year. Recent enrollment increases seen at FLCC were the result of a strategic change to “tuition-free to families” concurrent enrollment in high schools, and the positive impact of that change will stabilize over time. The unemployment rate in the Finger Lakes region has decreased almost 1% from March 2014 (6.5%) to March 2015 (5.6%). The unemployment rate in Ontario County, the College’s sponsor, was 5.4% in March 2014 compared to 6.2% in March 2015. Enrollment at community colleges is directly affected by labor market conditions. Additionally, although it is not yet clear what the outcome will be, if increases to the minimum wage are implemented in our service area, we may feel the impact of prospective students
seeking or maintaining work rather than enrolling in higher education; of course this is a variable upon which the college has little influence.

There has been increased competition from private four-year colleges in the greater Rochester area and the application of high discount rates at these institutions to attract first-time, full-time freshmen has had a negative impact on our enrollment. FLCC has a difficult time competing with private colleges' discount rates due to our lack of unrestricted scholarship funds. Another concern is declining financial resources for students, including cost of attendance increases (tuition/fees), in part due to lagging state aid, constraints on sponsor funding due to tax cap mandates and the tightening of federal and state financial aid regulations due to burgeoning student loan default rates. Similar to other community colleges in the Western and Central New York region, the cost of attendance at FLCC has increased significantly (22%) from 2008 to 2014.

**TABLE ONE: Total Students**

Demographic, economic and other factors are anticipated to negatively impact community college enrollment in the short term. The projection model predicts an overall enrollment decline from Fall 2014 through Fall 2020. However, through our intensive efforts in this area, we are anticipating a modest increase above the projected enrollment figures during this period.

<table>
<thead>
<tr>
<th>Projection Model</th>
<th>Total Students</th>
<th>Plan Fall 2018: 6,539</th>
<th>Plan Fall 2020: 6,499</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLCC Projection:</td>
<td>Total Students</td>
<td>Plan Fall 2018: 6,575</td>
<td>Plan Fall 2020: 6,525</td>
</tr>
</tbody>
</table>

**TABLE TWO: Student Enrollment Beyond Fall Census**

As these enrollment figures include both full-time and part-time credit students as well as non-credit instructional activity, we anticipate an increase on this metric and will work diligently to focus on achieving that increase.

<table>
<thead>
<tr>
<th>Projection Model</th>
<th>Unduplicated Academic Year Headcount</th>
<th>2018-19: 9,660</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Non-credit Activity</td>
<td>2020-21: 9,600</td>
</tr>
<tr>
<td></td>
<td>2018-19: 1,438</td>
<td>2020-21: 1,128</td>
</tr>
<tr>
<td></td>
<td>Total Census and Beyond Students</td>
<td>2018-19: 11,098</td>
</tr>
<tr>
<td></td>
<td>2020-21: 10,731</td>
<td></td>
</tr>
<tr>
<td>FLCC Projections:</td>
<td>Unduplicated Academic Year Headcount</td>
<td>2018-19: 9,660</td>
</tr>
<tr>
<td></td>
<td>Total Non-credit Activity</td>
<td>2020-21: 9,600</td>
</tr>
<tr>
<td></td>
<td>2018-19: 2,000</td>
<td>2020-21: 2,200</td>
</tr>
<tr>
<td></td>
<td>Total Census and Beyond Students</td>
<td>2018-19: 11,660</td>
</tr>
<tr>
<td></td>
<td>2020-21: 11,800</td>
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</tbody>
</table>

**Strategy to achieve FLCC enrollment projections on Tables One and Two:**

The College has a number of initiatives underway or in the planning stages that will address these metrics:

- Current unduplicated academic year headcount includes a 54% concurrent enrollment increase in 2014-15.
- The College will work to continue to increase concurrent enrollment yield (versus Advanced Placement options)
- FLCC’s shift from full-time to part-time students positively impacts these headcount projections.
- The College’s strategic plan goal focuses on increasing the number of industry-recognized credentials awarded each year. PDCE will continue to build skills relevant based training programs specific to employer and industry need. Intensive recruitment efforts will be needed to fill classes as unemployment rates continue to decline. Efforts to work with area local high schools to identify students without plans to continue on to traditional two or four year colleges will be targeted for these training programs.
- An Upstate Revitalization Initiative (URI) project in collaboration with Genesee Community College, if awarded, will positively impact these projections.
- FLCC is working in cooperation with Wayne-Finger Lakes BOCES on a new P-Tech high school, which opened Fall 2015. We project 38 students in the initial cohort and 50 additional students each year, which will positively impact our part-time enrollment in the out-years.
- FLCC’s newly remodeled and expanded Geneva Campus Center will open in January 2016.
- There is an opportunity to expand FLCC’s signature Viticulture and Wine Technology program which is enabled by the opening of the College’s new Viticulture and Wine Center in February 2015.
- The College is in the process of developing delivery models and programs to meet the needs of the underserved adult market. That project should be implemented by 2018 and we anticipate will have a positive impact on enrollment by 2020.
- As part of the College’s strategic plan, we have undergone a project to strengthen dialogue between FLCC faculty, school district administrators and high school teachers to increase communication and collaboration between the College and service area school districts with the goal of improving students’ college readiness. More open, positive communication will also likely have an impact on the relationship between high school teachers and FLCC, and may have the side benefit of helping to increase our yield from regional high schools.
- We are working to strengthen collaboration between Enrollment Management and Academic Affairs to increase faculty involvement in recruitment event planning and implementation, as well as identify opportunities for new markets.
- FLCC continues to focus effort to further strengthen the diversity and cultural competency of students at the College, to reflect the increasing diversity of our population. Since 2009, the percent of our student population that is made up of underrepresented minorities has increased 36.6%. Our Hispanic student population has increased by 59.8% during this timeframe. Expanded recruitment efforts in the New York metropolitan area will positively impact our enrollment.
- FLCC has a robust online program in place and was selected to be a Wave One Open SUNY campus. Online student duplicated headcount at FLCC increased 269% from 2007 through 2012. Currently, FLCC offers eleven academic programs entirely online and twenty-four academic programs at least 50% online. During the 2014-15 academic year, we offered 444 online sections. While some colleges that are just beginning to venture into online delivery may anticipate a surge of enrollment growth in this area, we project slower growth and more of an emphasis on continuing to increase the success rate of students in online courses.
- More severe enrollment decline of credit students will be mitigated by significant efforts to increase retention (addressed in detail later in this document).

## TABLE EIGHT: FIRST YEAR RETENTION FOR FIRST-TIME (FULL-TIME AND PART-TIME) AND TRANSFER MATRICULATED STUDENTS

FLCC has put considerable effort into fall to fall retention of first-time students, as it is clear that this is the timeframe when our students are most likely to leave the college. In Fall of 2013, our first-time, full-time fall to fall retention rate fell below 50% for the first time, which was of great concern to the college.
community. In Fall 2014, the rate was above 55% and we continue to focus on improving this metric. It is because of those strong institution-wide efforts that we anticipate to out-perform the projection model on this measure.

**First-time Full-time Student Retention**

<table>
<thead>
<tr>
<th></th>
<th>Projection Model</th>
<th>FLCC Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Fall 2018:</td>
<td>52.6%</td>
<td>Fall 2018: 62%</td>
</tr>
<tr>
<td>Plan Fall 2020:</td>
<td>52.3%</td>
<td>Fall 2020: 64%</td>
</tr>
</tbody>
</table>

**First-time Part-time Student Retention**

<table>
<thead>
<tr>
<th></th>
<th>Projection Model</th>
<th>FLCC Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Fall 2018:</td>
<td>42.2%</td>
<td>Fall 2018: 45%</td>
</tr>
<tr>
<td>Plan Fall 2020:</td>
<td>40.0%</td>
<td>Fall 2020: 46%</td>
</tr>
</tbody>
</table>

A Non-Returning Student Report issued by our Institutional Effectiveness Office identified the following areas of concern that impact on first year student retention:

- Aspiring Nurse (students who have a goal of entering the College’s Nursing program but are not yet academically prepared) headcount is increasing; however, the number of these students admitted to the nursing program is decreasing. The fall to fall persistence of aspiring nurses is lower than the rest of the college and is on the decline.
- Eighty-seven percent of first-time, full-time students that are placed on probation do not return the following fall semester. Probation is the strongest prediction variable for fall to fall persistence.
- Negative persistence variables include probation, low income, receiving Pell, being of African American or Hispanic origin, placing into remediation and applying to the college and registering for courses within seven days of the beginning of the semester.
- Positive persistence variables include participation in the Gemini concurrent enrollment program in high school, living on campus, being a student worked, being a student athlete or being a part of Phi Theta Kappa.
- Online student fall headcount has increased 269% over the last six years. For online students, the fall to fall persistence rate in 2012 was 30%. Students that placed into remedial coursework were least likely to succeed in online courses.

**Campus efforts to improve fall to fall retention of full-time and part-time students and transfer students:**

A Board-designated fund of $250,000 was established in January 2014 to support new initiatives designed to positively impact strategic plan measures. An internal RFP process was implemented to solicit proposals from members of the campus community. More than twenty proposals were received through the RFP process and ultimately five projects were funded in the spring of 2014. Project initiators created assessment plans which included goals and measurable outcomes.

The first group of strategic plan projects included:

**Aspiring Nurses**

The Aspiring Nurses Project seeks to increase fall-to-fall persistence of students who begin their careers at FLCC as students seeking admissions to our Nursing degree but who are not yet academically prepared for the program. This is an at-risk population with especially low completion rates. In Fall 2013, there were a total of 478 (289 full time, 189 part time) aspiring nurses. Unfortunately, the vast majority have shown they
cannot do so effectively. This project is designed to correct this problem by providing students with a personal coach. In its first year, fall to fall retention of Aspiring Nurses increased from 47% to 57%.

**The Incubator – We Culture Success**
The Incubator, proposed by science faculty members, is a dynamic space for science students to practice, meet and review with tutors, instructors and peers. The design and implementation for this space focuses on increasing success in core science courses and providing a habitat for our A.S. Liberal Arts and Science students to connect with each other as well as faculty and staff. Our data suggest that 30-40% of our students are not earning grades sufficient to graduate or transfer. This project aims to culture success in the form of improved grades, increased year over year persistence and increased graduation rates.

**Regional Educational Continuum**
With the summative outcome of improving matriculating FLCC students’ college readiness, this project has developed an ongoing cooperation between area high school teachers and FLCC faculty, aimed at improving the mutual understanding of college readiness and how this translates to student preparation. Concretely, this cooperation is designed to yield an alignment of academic outcomes from high school through the first two years of college for the general education areas shared by both high school and FLCC curricula as well as the creation of common assessment practices based on this alignment.

**Women’s Leadership**
Historically women face different challenges than men. Leadership programs are one way to encourage skill development and personal growth. This project links FLCC female students, females enrolled in the TASC program (formerly GED) and high school/middle school girls within the local community. We believe linking these three sub-populations is a unique approach to a leadership program that provides benefits to each of the sub-groups who are engaged.

**All Write**
The 2014-18 FLCC Strategic Plan’s single academic focus is to improve our students’ proficiency in writing. In order to fulfill this promise, a comprehensive professional development program is required to increase and improve instructional and curricular writing-based practices across all disciplines. This proposal maps the steps of a professional development intervention that will ultimately impact every student enrolled at our College as well as a large share of our faculty, both full-time and adjunct. A five-year plan creates cohorts of Faculty Learning Communities (FLCs) across all disciplines and levels who collaborate toward a shared vocabulary, understanding of writing, and set of core writing-based teaching practices. The plan additionally addresses essential writing support for this initiative through improvements to students’ and faculty’s use of the Write Place, our writing tutoring center.

The Board of Trustees set aside an additional $500,000 for strategic plan initiatives in the second year of the plan. Current projects will continue and an RFP for new strategic plan projects was issued in January of 2015. Ultimately these additional strategic plan projects were selected for implementation:

**College Achievement Program (CAP)**
Approximately 30 percent of first-time, full-time students typically will be placed on academic probation at the end of a fall semester and students who are placed on academic probation are at high risk to leave the institution. The 2014 Non-Returning Student Report, issued by our Office of Institutional Effectiveness
provides this statistic: 87 percent of first-time, full-time students who are placed on probation do not return the following fall semester.

This project takes a proactive approach. Using a predictive analytics model, students who enter with characteristics that indicate they are at high risk to be on academic probation in the fall semester will be identified and a number of initiatives, including a personal coach, which will support their success. Of course, the model will certainly not predict all students who will be placed on probation so additional interventions will be developed for faculty advisors to effectively support students on probation.

The LEAP program focuses specifically on developing and implementing a peer mentor program designed for students of color attending FLCC. Working collaboratively within the CAP program, current students of color will be trained to serve as mentors to first-time students of color. The goal is to increase retention rates of students of color. Students who are potential tutors will be identified in 2015-16 and the mentoring project will begin in 2016-17.

Required Student Textbook Library Collection
Research has shown that there is a direct relationship between the access to course materials and student academic success. Presently, the Charles J. Meder Library textbook reserve collection relies mainly on faculty textbook donations. This initiative expands the Library textbook reserve collection to ensure that all students have access to the required texts necessary to be successful in their coursework at FLCC.

Persistence Task Force Recommendation
In the Fall of 2014, the president established a Persistence Task Force and charged the group to create an Action Plan to include what the group identified as vulnerable cohort groups, general barriers to persistence, and current exemplary practices that should be expanded. The Action Plan could include new initiatives, expansions of exemplary current practices or changes to current practice.

After considerable study of this topic, the members of the task force focused on the following key point:

The average full time student spends more than 200 hours per semester/400 hours per year in the classroom with our faculty. Together, with the time students spend outside the classroom interacting with faculty and student service staff, a full-time student spends upward of 500 hours per year interacting with college employees. If this college is going to make serious inroads toward improving our student persistence rates, it must make an investment in providing the resources and training our faculty and staff need to continuously improve their craft.

The Persistence Task Force’s final report recommended significant enhancements to our Center for Teaching and Learning focused on fostering the use of high-impact teaching practices by both full time and adjunct faculty. The project is designed to fully engage our students and create impactful teaching, learning and service strategies that help our students persist to graduation. In combination with current and future strategic plan projects, along with supports already in place at the college, this project will round out a comprehensive approach which we anticipate will have a significant impact on student retention at FLCC.

TABLE NINE: Graduation Rates of First-time, Full-time Students
We anticipate that our efforts targeting first year retention will ultimately impact positively the College’s graduation rates. We will work to out-perform the projection model on two-year, three-year and four-year graduation rates.
Projection Model:
- Two-year graduation rate: Plan 2020: 13.9%
- Three-year graduation rate: Plan 2020: 30%
- Four-year graduation rate: Plan 2020: 30.1%

FLCC Projections:
- Two-year graduation rate: Plan 2020: 17%
- Three-year graduation rate: Plan 2020: 33%
- Four-year graduation rate: Plan 2020: 36%

Despite lagging behind other community colleges in our first-year retention rate, FLCC has traditionally outperformed the community college sector average in graduation rates. This underscores the fact we have strong retention after the first year.

- SUNY sector average for two-year graduation rate is 10.9%; FLCC as of Fall 2014 is 14.8%
- SUNY sector average for three-year graduation rate is 22.9%; FLCC as of Fall 2014 is 26.3%
- SUNY sector average for four-year graduation rate is 27.8%; FLCC as of Fall 2014 is 29.1%

Our projections on improving graduation rates are aggressive. Significant efforts to address the first year retention rate will positively impact this metric, which already represents an institutional strength.

TABLE TEN: Graduation Rates of Full-time Transfer Students
We anticipate that our efforts targeting first year retention will ultimately impact positively the College’s graduation rates for all students, including our transfer students. We will work to out-perform the projection model on two-year, three-year and four-year graduation rates.

Projection Model:
- One-year graduation rate: Plan 2020: 4.9% FLCC Projection: 5.0%
- Two-year graduation rate: Plan 2020: 27.8% FLCC Projection: 29%
- Three-year graduation rate: Plan 2020: 36.6% FLCC Projection: 40%

To focus particularly on improving graduation rates of transfer students, planning will begin in Fall 2015 to establish interventions to focus on transfer student timely graduation. FLCC has traditionally been in line with or above the community college sector averages in this category. With increased focus on retention and completion that are already underway, we anticipate that we will out-perform the sector in this category. Current sector averages are: One year graduation rate: 5.2%; Two year graduation rate: 22.1%; Three year graduation rate: 30.9%

TABLE 11 First-time and Transfer Student Time to Degree

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<tbody>
<tr>
<td></td>
<td>FLCC Projection</td>
<td>First-time (Native)</td>
<td>Plan 2018-19: 3.25</td>
<td>Plan 2020-21: 3.00</td>
<td>Transfers in</td>
<td>Plan 2018-19: 3.00</td>
<td>Plan 2020-21: 3.00</td>
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FLCC has completed curricular work to limit associate degree credit requirements to no more than 64 credit hours. The recent curricular changes limiting degree credit requirements should have a positive impact on time to degree for our students. It is a standard practice for community colleges to look at time to degree in terms of one and one half the standard time (three years for a “two year degree”), FLCC projects to lower our time to degree to an average of three years by 2018-19 and hold at that improved level. Please note: this change will have a negative impact on Tables One and Two.

Section 3: Conclusion and Expected Impact on Finger Lakes Community College

We recognize that the overarching goal of SUNY Excels is continuous improvement. FLCC’s most aggressive projections with SUNY Excels are in the following areas: Total Student Headcount Enrollment; Student Enrollment Beyond Fall Census; First Year Retention for First-time (Full-time and Part-time); First Year Retention for Transfer Matriculated Students; Graduation Rates of First-time, Full-time Students; Graduation Rates of Full-time Transfer Students; First-time and Transfer Student Time to Degree. We believe that the metrics we have identified as priority areas are aligned closely with both the FLCC Strategic Plan and with SUNY Excels.

While goal-setting is certainly an admirable activity, at FLCC we are most concerned with careful projection of likely outcomes, based on historical data, external influences and focused efforts within the campus to impact the outcome positively. The projections in our plan were crafted that way. They reflect a sincere effort on the part of the campus community to make progress on the metrics that we believe are most critical for our students, the communities we serve, and the state of New York. Our projections also reflect reality. While it would have been easy for us to simply put a number that “looks good” in each section of our plan, we resisted the temptation to do that. Instead, we believe that to make this exercise valuable for both our college and for SUNY as a whole it was important that we carefully analyze each factor and make the best judgment possible on how much our strong efforts will realistically impact the metric by 2020.

The faculty, staff and administration of FLCC are in agreement with the Faculty Council of Community Colleges that performance measures should be used for purposes of continuous improvement and not for inappropriate comparisons among institutions and programs with different missions and populations. We also urge SUNY to adopt procedures for amending performance measures and their systems as part of a process of continuous improvement for the System and its campuses.

As a result of FLCC’s strategic focus, both in our strategic plan and with FLCC Excels, we anticipate that the College will have progressed significantly in the following areas by 2020:

- FLCC will have eliminated the gap between its performance in retention and graduation rates and those of its sector and national peers. Since two-thirds of FLCC alumni remain in our region, more graduates will have an important impact on the local economy. Supportive programming will be in place and showing positive results in addressing the needs of our most vulnerable populations.

- FLCC will have built upon current industry partnerships to increase the number of non-credit industry-recognized credentials awarded each year. In addition, at least five internal articulation agreements will allow students to move on a career ladder from non-credit to credit-bearing programs.
• FLCC’s relationship with regional school districts will continue to grow and develop. Communication between high school teachers and our faculty on what it means to be “college ready” will inform programming and result in fewer students arriving in need of developmental coursework.

• FLCC’s faculty and staff will have benefited from significant exposure to high-impact teaching, learning and leadership practices, and will have implemented these practices across the college, resulting in an improved student learning experience.

• FLCC will be known as a community college that graduates students who are proficient in composition as well as discipline specific writing skills as a result of a college-wide effort.

• FLCC will have strengthened its business and community partnerships and maximized the opportunities available through START-UP New York.