Fulton-Montgomery Community College
Performance Improvement Plan

Introduction

On March 21, 1963, Fulton-Montgomery Community College (FM) became the 27th campus of the State University of New York (SUNY), serving Fulton and Montgomery counties. It is located on a 194 acre campus at the foothills of the Adirondack Mountains, halfway between Johnstown and Amsterdam, NY, and is approximately 40 miles northwest of the New York State Capital (Albany) and 20 miles west of Saratoga County, NY. FM commenced offering classes in the fall semester of 1964 and moved to the current campus in 1968.

As of Fall 2014, FM offers a total of 40 two-year associate degree and one-year certificate programs with a total enrollment of 2,589 (1,523 full-time and 1,066 part-time). The majority of students were enrolled in transfer Associate of Arts (A.A.) or Associate of Science (A.S.) degree programs with 22% of students taking courses also enrolled in high school. The total number of non-credit students enrolled in 2013-2014 was 725. Seventy percent of courses were taught by full-time teaching faculty.

As of Fall 2014 there were 57 full-time teaching faculty, 28 Student and Academic Services Faculty, and 21 administrators.

FM offers a distance learning program with three associate degree programs. In Fall 2014, 29 courses were offered online. A majority of classes are taught in traditional face-to-face format.

In fall 2014, 13% of students were housed on-campus in three residential buildings owned and operated by Fulmont College Association (FCA) or in the Microtel Inn & Suites in Johnstown through an FCA contract.

Mission/Standing

FM’s mission is:

Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

That mission is driven by this vision:

Fulton-Montgomery Community College strives to be recognized as a model community college that offers quality education, excellence in student support, innovative approaches, and programs that reflect our values.

And guided by these core values:

- Excellence in education and teaching
- Student learning and scholarship
- Innovation
Among our peers, FM is distinguished and regarded as a leader in nanotechnology, automated manufacturing and allied health. To remain competitive, we must continue to invest in equipment, strengthen partnerships that provide equipment donations, maintain relations with industry through advisory boards and the DACUM process, and enhance wraparound services for students.

In our community, FM is regarded as a driver of economic development and leader for community development. Under the leadership of FM, the region has created the CEO Roundtable which is focused on creating a positive image and growth within the Fulton and Montgomery County Region. Additionally, the College led the development of a two-county Regional Business Development Plan that brought the two counties closer together for the purpose of economic growth, developing downtowns, marketing the Region and other initiatives.

**Program Mix and Distinct Programs or Activities**

Students have the opportunity to choose from 40 quality degree and certificate programs. The College’s allied health, electrical technology and computer science programs are designed to meet the needs of its service area and New York State as a whole. FM’s A.A. and A.S. programs, including the largest program General Studies, provide a strong foundation in the liberal arts and sciences preparing students for transfer to a baccalaureate institution. FM works closely with SUNY and private colleges and universities to ensure widely-accepted transferability of its transfer degrees.

FM is rich with experiential learning opportunities. Experiential learning occurs in internships (all students have the opportunity to include an internship in their course of study), participation in any of the College’s 34 student clubs and organizations, the service learning component of the Radiologic Technology program, the extensive lab work required by many programs and in the certificate in Individual Studies: Collaborative Career Learning (COCAL) requiring students to learn basic career skills at job sites.

We host an Educational Opportunity Program with 35 to 40 students each year. All EOP students also participate in the TRiO program that has proven to be very successful in assisting
at-risk students. The College will also receive funding from STEP and CSTEP grants. These new programs will result in the addition of six fulltime retention specialists concentrating on the academic success of our most at-risk and underserved students. This increase in resources employing proven, targeted and intensive retention strategies are expected to contribute significantly to raising both year to year retention and timely graduation rates for the College.

Post-Graduation Success

FM recognizes that SUNY System is negotiating an MOU with the New York State Labor Department so that we will be able to better track the job attainment of our graduates. This will supplement existing surveys, information from internships (which turn into full-time employment), and results from program faculty.

Alumni/Philanthropy

Fulton-Montgomery Community College Foundation recognizes the importance of building strong Alumni support and continues to experience success in raising money for the College. In 2009, it held a Capital Campaign which raised in excess of $2 million dollars. Most recently, in October 2015, the Foundation received a single bequest of over $2,000,000 – the largest ever in the College’s 50 plus year history

Strategic Plan

FM is in the process of developing a new strategic plan as the current plan, “College, Community, Collaboration 2011 – 2016,” is in its last year. Many of the goals of the current strategic plan align with SUNY’s strategic plan, “The Power of SUNY,” in the following ways:

- **SUNY and the Entrepreneurial Century**
  - Establish the Center for Employer Services
  - Better communicate available resources that support innovation

- **SUNY and the Seamless Education Pipeline**
  - Continue the Smart Scholars initiative with the Greater Amsterdam School District
  - Continue to offer “college in the high school” throughout the region
  - Continue to offer the Liberty Partnership with the Greater Amsterdam School District

- **SUNY and a Healthier New York**
  - Continue the Nursing Expansion Project in collaboration with area hospitals
**SUNY and the Vibrant Community**

- Infuse civility and professionalism into the curriculum and campus culture
- Faculty/staff address at least six community forums annually
- Conduct a gap analysis to determine the needs of the community and how FM can better meet those needs
- Continue to seek opportunities to provide forums for the presentation of the arts and intellectual discussions on campus that are open to the community

**SUNY and the World**

- Develop study abroad opportunities
- Integrate diversity into the curriculum
- Create an environment that welcomes people from diverse backgrounds
- Provide opportunities for faculty and staff to learn conversational Spanish

**Environmental factors**

The local environment presents the College with the following challenges and opportunities:

- Drop in the number of high school graduates – Figure 1 below shows that the number of high school graduates declined by 135 between 2010 and 2014. The New York State Office of Higher Education Research and Information Systems projects that the number of high school graduates will decline by 6.3% and 17.9% in Fulton and Montgomery Counties respectively between 2008 and 2018.

- High poverty rates and poor preparation for college in local high schools - Education statistics K-12 for both Amsterdam and Gloversville, the largest school districts in FM’s service area, shows a pattern of poverty and is categorized by the New York State Education Department as a rural school district with high student needs relative to the resource capacity of the District. In 2009-2010, the District served 3,673 students, of which 40% were eligible for free and reduced price lunch. Amsterdam High School (AHS) from which FM gets 12.96% of its student population struggles to serve 1,212 urban, suburban and rural students, of which 30% are Latino and 436 (28%) receive free or reduced lunch meals. Many AHS students are ill-prepared for college, many exhibit poor academic behaviors such as absenteeism (11%) and school suspension (22%). The graduation rate for AHS is 63%, with 37% of students dropping out before earning a high
school diploma. At Gloversville High School, 47% of students qualify for free or reduced lunch and of those low-income students only 34% graduate with a high school diploma. The District spends $8,024 per pupil, significantly less than the group of similar sized districts ($9,418) and the State as a whole ($10,874). Hence, as with AHS, the State of New York has classified Gloversville High as “rural with high student needs in comparison to district resources.”

Source: Basic Educational Data System (BEDS).

- Declining local population- the Census Bureau estimates that the population for both Fulton and Montgomery Counties declined slightly from 2010 to 2013.

- Low educational attainment – Both Montgomery (16.1%) and Fulton (14.5%) Counties had among the lowest percentages of their populations earning a B.A. in New York State. This presents both a challenge and an opportunity; a challenge in that it is an indication that the Region places a low value on education, and an opportunity as there is a large market from FM’s services.

- High poverty rates – the local counties have some of the highest poverty rates in the state with Montgomery County ranked 4th (19.2%) and Fulton County ranked 13th (16.5%) out of the 62 counties in New York.

- Lack of resources to fund capital projects – Total implementation of the Master Plan is slower than we would like due to a lack of local resources to match State dollars.

- Lack of public transportation – Students without their own transportation have difficulty getting to campus as public transportation in the two counties is limited.
Investment Fund

FM did not apply for these funds as it did not qualify for them.

Section 2: Specific SUNY Excell Priority Areas and Metrics

2.1 Access
1. Full Enrollment Picture

FM’s strategies for increasing and retaining new students are described in its 2015-2020 Enrollment Plan (see attached). Due to the drop in the number of local high school graduates, the plan calls for increasing recruitment from outside its traditional service area as shown in Table 1 below.

Table 1: First-time, Full-time Recruitment Targets

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>NYC</th>
<th>NY/Out of State</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>340</td>
<td>80</td>
<td>45</td>
<td>50</td>
<td>515</td>
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<tr>
<td>2016-2017</td>
<td>375</td>
<td>90</td>
<td>50</td>
<td>70</td>
<td>585</td>
</tr>
<tr>
<td>2017-2018</td>
<td>400</td>
<td>100</td>
<td>60</td>
<td>100</td>
<td>660</td>
</tr>
<tr>
<td>2018-2019</td>
<td>400</td>
<td>110</td>
<td>60</td>
<td>110</td>
<td>680</td>
</tr>
<tr>
<td>2019-2020</td>
<td>410</td>
<td>110</td>
<td>60</td>
<td>110</td>
<td>690</td>
</tr>
</tbody>
</table>

The College also plans on increasing non-traditional and concurrent enrollment to make up for the drop in high school graduates. Some of the initiatives FM has identified to recruit and retain these students are:

- A more proactive approach to retention - case management model for those in trouble.
- Market the jobs that FM prepares people for, not the programs offered.
- Explore modifying all evening classes to blended learning delivery in order to reduce time students are required on campus.
- Develop more 2 + 2 agreements with SUNY and other universities.
- Provide scholarships and on-campus work through funding by the Foundation.
• Develop different types of housing options: Quiet House, Themed House or Floor.

• Adjust the out-of-state tuition for target populations - MA, VT, NJ.

• Open student services offices a few nights per week to help students, particularly in the early parts of the semester.

• Create more social and recreational activities in the evenings.

The full list of the strategies is in the attached enrollment plan. Due to the challenges mentioned above, FM is projecting a modest increase in enrollment by 2020 to 2,805. Figure 2 below shows Fall 2020 enrollment by full/part-time status.

2. New York Residents

FM is committed to serving students from New York State. As shown in Table 2 below, over 90% of full-time and nearly all part-time enrollment is from New York. FM is also committed to serving local students. Sixty-five percent of full-time enrollment was from the two local counties in Fall 2014, including 581 high school students (from Fulton, Montgomery, or adjoining counties).

Due to declining numbers of local high school graduates and the desire to increase diversity on campus, the percent of traditional first-time enrollment from Fulton and Montgomery Counties
has been falling over the last five years. However, as outlined in its Enrollment Plan, FM is working towards growing local, non-traditional enrollment.

### Table 2: Enrollment by Region and Full/Part-Time

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td></td>
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<tr>
<td>FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulton</td>
<td>815</td>
<td>44</td>
<td>771</td>
<td>42</td>
<td>634</td>
</tr>
<tr>
<td>Montgomery</td>
<td>599</td>
<td>32</td>
<td>591</td>
<td>32</td>
<td>547</td>
</tr>
<tr>
<td>Other NY</td>
<td>321</td>
<td>17</td>
<td>342</td>
<td>19</td>
<td>428</td>
</tr>
<tr>
<td>Other States</td>
<td>16</td>
<td>0.9</td>
<td>7</td>
<td>0.4</td>
<td>8</td>
</tr>
<tr>
<td>International</td>
<td>112</td>
<td>6</td>
<td>116</td>
<td>6.4</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>1863</td>
<td>100</td>
<td>1827</td>
<td>100</td>
<td>1719</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulton</td>
<td>467</td>
<td>48</td>
<td>462</td>
<td>46</td>
<td>418</td>
</tr>
<tr>
<td>Montgomery</td>
<td>369</td>
<td>38</td>
<td>439</td>
<td>43</td>
<td>422</td>
</tr>
<tr>
<td>Other NY</td>
<td>129</td>
<td>13</td>
<td>107</td>
<td>11</td>
<td>123</td>
</tr>
<tr>
<td>Other States</td>
<td>2</td>
<td>0.2</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
</tr>
<tr>
<td>International</td>
<td>3</td>
<td>0.3</td>
<td>6</td>
<td>0.6</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>970</td>
<td>100</td>
<td>1015</td>
<td>100</td>
<td>967</td>
</tr>
</tbody>
</table>

Source: FM enrollment files

### 3. Diversity

FM is fully committed to serving an increasingly diverse local population and to employing a staff that mirrors that diversity. President Swanger was presented with the Corazon “Heart” Award by Centro Civico in Amsterdam and the Leadership Council on Inclusion (LCI) Presidential Award in 2011 in recognition of his role in these efforts.

#### 3.a. Students

Table 3 below compares the demographics of the College with the two Counties in its service area and New York State as a whole. As the reader can see, FM’s student body is more diverse than that of its service area but less diverse than the state as a whole.

According to the ‘June 2015 Data Brief: Diversity, Equity and Inclusion,’ FM doubled its percentage of underrepresented minorities from Fall 2005 to Fall 2014. This is likely to
continue to increase as FM increases its recruitment efforts outside its two local counties to reach the first-time, full-time enrollment targets provided above.

Table 3: Local and FM Demographics

<table>
<thead>
<tr>
<th>People QuickFacts</th>
<th>Fulton County</th>
<th>Montgomery County</th>
<th>New York</th>
<th>FM</th>
</tr>
</thead>
<tbody>
<tr>
<td>White alone, percent, 2014 (a)</td>
<td>95.6%</td>
<td>93.9%</td>
<td>70.4%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Black or African American alone, percent, 2014 (a)</td>
<td>2.0%</td>
<td>2.7%</td>
<td>17.6%</td>
<td>9.5%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone, percent, 2014 (a)</td>
<td>0.2%</td>
<td>0.5%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian alone, percent, 2014 (a)</td>
<td>0.7%</td>
<td>0.8%</td>
<td>8.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone, percent, 2014 (a)</td>
<td>Z</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races, percent, 2014</td>
<td>1.5%</td>
<td>1.9%</td>
<td>2.4%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hispanic or Latino, percent, 2014 (b)</td>
<td>2.8%</td>
<td>12.6%</td>
<td>18.6%</td>
<td>11.6%</td>
</tr>
<tr>
<td>White alone, not Hispanic or Latino, percent, 2014</td>
<td>93.3%</td>
<td>83.2%</td>
<td>56.5%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Foreign born persons, percent, 2009-2013</td>
<td>2.3%</td>
<td>3.5%</td>
<td>22.1%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Sources: Census Bureau and FM enrollment files

The College has also taken steps to ensure it is more welcoming to a diverse population. It has taken steps to ensure diversity and civility are integrated throughout the curriculum and that events on campus reflect its commitment to diversity. Some of these events were:

- A holiday gathering held to celebrate all cultures at holiday time, Kwanza, Christmas, Hanukkah, and others.
- Hosted Dr. Wayne Maines for a presentation on “Raising a Transgender Child.”
- Cultural Affairs Committee successfully held a Latin-themed party with food, salsa lessons, and entertainment by Alex Torres and the Latin Orchestra.
- Members of the LGBTQ club, GLOW, hosted the annual Beyond Tolerance Luncheon.
- Celebrated Black History month by showing the movie The Color Purple and other events.
- Race Kiosk on Campus - Students were able to sit in front of a kiosk that changed their physical appearance.
- Infuse diversity into the curriculum.
3.b. Faculty and Staff

The College has utilized a number of approaches to boost its recruitment of diverse candidates. Search guidelines were formalized that emphasize advocacy of qualified diverse candidates and Human Resource representatives participate in searches to ensure consideration of diverse applicants. In our recruiting ads FM has emphasized the diversity of our student population to make FM a more attractive employer to minority candidates. The College has used additional recruiting sources such as Capital District 100 Hispanic Women Inc., internet advertisement upgrades to target minority candidates, and Albany area sources such as Capital Area Help Wanted to attract a more diverse applicant pool. FM has had some very recent success hiring African American, Hispanic, and Asian faculty and other professionals. The FCA, the service provider for FM, has also taken steps to increase its diversity. Currently, 18% of its employees are underrepresented minorities.

4. Capacity

With the exception of its allied health programs, the College does not have a capacity problem. However, the College is fully engaged in OPEN SUNY.

2.2 Completions
5. Completions

FM is an institution dedicated to the success of its students. This dedication has been demonstrated by a robust, student-centered approach to wrap around student services. Over the past ten years this has primarily been accomplished via grant funded programs geared towards specific sub-populations of students. These programs have included a U.S. Department of Education TRiO Student Support Services program, a U.S. Department of Labor HEALTH grant program, and New York State funded Bridge and Educational Opportunity Programs (EOP). These programs have provided necessary services and resources to students most at-risk of non-completion and all have met or exceeded benchmarks for student retention and graduation.

Most recently, the College Leadership Team conducted several enrollment and retention planning retreats to discuss emerging nationwide trends of declining enrollments at community colleges. From these meetings, a new plan emphasizing both retention and completion emerged. Central to this plan are the following (which are expected to result in increasing student year to year retention 60% by 2020): development of a proactive, case management model for academic advisement; increase in the number of college personnel devoted to retention/completion of students; expansion of the TRiO model of intervention to non-TRiO
students who are at-risk; increased and intrusive early intervention strategies for at-risk student populations; provide more work/study opportunities for students; restructuring of remedial education to “transitional studies;” and, infusion of student success strategies into introductory courses. In order to execute this plan, personnel restructuring includes adding a Retention Counselor position and reassignment of the Director of Grant Funded Programs to Associate Dean for Student Retention and Success.

Additionally, FM has been awarded three new grant funded initiatives which will strongly enhance previous retention and completion efforts. These programs include an additional TRiO Student Support Services program to serve disabled students (Quest Program), a NYSED Collegiate Science and Technology Entry Program to serve at-risk students enrolled in STEM degrees, and a U.S. Health and Human Services consortium grant with Schenectady County Community College and Adirondack Community College to serve TANF eligible students in healthcare programs.

Figure 3 and Table 4 below show FM’s retention and completion targets through 2020.
6. Student Achievement Measure (SAM) and Voluntary Framework for Accountability (VFA)

FM submits data to SAM and the VFA. We understand that national education associations are advocating greater use of SAM and/or VFA data for the purpose of accountability. Both surveys measure graduation, transfer out, and persistence providing a more accurate picture of student success. Links to the most recent FM data are below. Copies are attached to this document.

SAM

VFA

7. Graduation Rates

FM’s commitment to increased graduation rates centers on our commitment to improved retention and improved student support. The College is committed to improved retention for all students; and, in particular, to reducing the achievement gap between at-risk students and their peers. Key activities include:

- Develop a more proactive approach to retention, particularly with “at-risk” populations. This includes developing models to identify at-risk students before they arrive on campus in order to provide the support they need to succeed.

- Restructure “Remedial Education” to “Transitional Studies” to remove the stigma of these classes and help students transition to college courses.

- Use the TRiO model as an example of effective retention of students for those in jeopardy.

- Move to an assigned advisor model.

- Appointed Director of Grants & Funded Programs to Associate Dean of Student Retention and Success.
• Change Director of Institutional Research and Effectiveness to Director of Institutional Research and Enrollment Analysis.

• Hire a retention specialist to work with the residential population.

• Grow the number of 2+2 programs.

• Fully implementing Degree Works.

A complete list of the activities can be found in the attached Enrollment Plan. FM expects its efforts to increase its 150% graduation rate to 30%.

8. Time to Degree

FM is committed to improving on-time completion to 2.5 years by 2020. The strategies in its Enrollment Plan aimed at improving retention and completion will also work to reduce the time to degree.

2.3 Success

9. SUNY Advantage

FM builds and maintains linkages to local businesses in the following ways:

• The President sits on the CEO Roundtable and Board of Directors of the Fulton County Center for Regional Growth.

• FM is actively involved in applied learning through its Individual Studies program described above.

• All students have an opportunity to engage in applied learning.

• The College works with local business to ensure its programs are relevant through the DACUM process.

• All career programs have advisory boards including representatives of local business.

• The College works with local businesses to develop new programs like the HVAC program.
• The Center for Employer Services is an employer’s “one-stop shop” to access anything that they may need from FM.

10. Financial Literacy

FM has implemented a number of measures to increase financial awareness and reduce default including:

• Designed a website to help students learn about financial literacy
• Contracted with Inceptia to evaluate characteristics of defaulters to design outreach services to keep students from ever defaulting
• Seminars for cohort groups to increase their knowledge of financial literacy and financial aid

FM is committed to doubling the number of students registered for SMART Track by 2018 and decreasing our default rate to 16%.

2.4 Inquiry
11. Total Sponsored Activity

N/A

12. Student hands-on research, entrepreneurship, etc.

N/A

13. Scholarship, Discovery and Innovation

N/A

2.5 Engagement
14. START-UP New York and beyond (businesses started / jobs created)

The College’s plan was approved in September 2015 and it is currently working with two companies.

15. Alumni / Philanthropic Support

See the above section on Alumni/Philanthropy.
16. Civic Engagement

FM currently tracks its civic engagement on the Strategic Plan Progress Matrix as it is part of its Strategic Plan. Efforts in this area include holding events on campus and presentations/volunteer work off campus. Members of the College community are members of local service organizations while students engage in volunteerism through college clubs. The College is investigating better methods to track these activities.

17. Economic Impact

FM worked with Economic Modeling Services International (EMSI) in 2011 to measure the economic impact of the College. EMSI estimated that FM made a net contribution to region income of $83.6 million.

Section 3: Conclusion and Expected Impact on FM

Fulton-Montgomery Community College is committed to the process of continuous improvement. As part of this process, it has set the goals for 2020 in Table 5 below. The improvements in retention and graduation will advance FM in its service to its students and community.

Table 5: Summary of Goals

<table>
<thead>
<tr>
<th>Area</th>
<th>Goal</th>
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<tbody>
<tr>
<td>Full-Time Enrollment</td>
<td>1655</td>
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<tr>
<td>Part-Time Enrollment</td>
<td>1150</td>
</tr>
<tr>
<td>Retention</td>
<td>60%</td>
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<tr>
<td>Time to Degree</td>
<td>2.5 years</td>
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<tr>
<td>3-Year Assoc. Grad rate</td>
<td>30%</td>
</tr>
<tr>
<td>Total Degrees Awarded</td>
<td>469</td>
</tr>
<tr>
<td>Student Default Rate</td>
<td>16%</td>
</tr>
</tbody>
</table>

Summary of Goals

By meeting the above retention goal, FM will have made progress in closing the gap in retention rates between itself and the average rate of its sector. Meeting the 3-year associate’s degree graduation rate goal will increase FM’s advantage over the current community college sector average.
By focusing on at-risk students, FM’s efforts at improving student success will close the gap between underrepresented students and their peers. This focus will also help SUNY reach its success goals by growing FM’s enrollment and number of graduates.

Every student will have an opportunity to include an internship into their course of study. Nearly every student will engage in applied learning through internships, lab work and service learning in courses required by their program and participation in student clubs and organizations.

FM will continue to strengthen its relationships with local businesses through advisory boards, the DACUM process and working directly with local businesses through organizations like the Fulton and Montgomery County Chamber of Commerce and CEO Roundtable.

**Projected Outcomes**

Fulton-Montgomery Community College’s commitment to continuous improvement will advance its standing in the community as both a respected institution of higher learning and driver of economic development. It will better prepare students for employment and more advanced studies. This will also serve the interests of the State of New York by providing a skilled workforce prepared for the high technology jobs of the future as well as SUNY by helping it meet the System’s student success goals.