Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion

In this section, please provide information about how your institution’s current or proposed strategic focus (i.e., plan name, years covered, and a hyperlink to the plan) broadly aligns with the five priority areas of SUNY Excels and Chancellor Zimpher’s System-wide completion goals.

Mohawk Valley Community College (MVCC) is proud to serve Oneida County as an anchor institution in a region poised to reverse decades of economic decline. Founded in 1946 as one of five technical institutes, MVCC has remained committed to career education and has continued to provide one of the most comprehensive arrays of career programs in New York. As the community has changed throughout the decades, so has the College by evolving to also include comprehensive transfer programs. Over the past twenty years, the area has seen a dramatic influx of refugees and immigrants. More than 25 languages are spoken at MVCC, which has responded by creating extensive ESL offerings. Staying true to our roots as the first community college in New York, MVCC was a member of the beta group for the Voluntary Framework of Accountability, an early participant in SAM, implemented DegreeWorks prior to the system-wide effort, and became the first community college within SUNY to join the national Achieving the Dream network to improve completion rates of low-income and minority students.

The Mohawk Valley region is now at a tipping point with major economic and social shifts underway that will require MVCC to make focused investments to maximize precious resources. Accordingly, the College recently updated its Strategic Plan through an extensive community engagement process involving nearly 400 community members, 200 students, and 300 faculty and staff. Entitled Catalyst 2020, the Plan is intended to cover academic years 2015-2016 through 2019-2020. Five broad strategic goals have been identified, along with specific objectives that address community needs and SUNY Excels priorities. With updated vision, mission, and values statements, MVCC is ready to leverage Catalyst 2020 and accelerate several institutional initiatives for greater impact during the next few years. Generic and somewhat ambiguously complex wording have been replaced with simple, clear-cut strategic goals and objectives to guide departmental planning and drive positive change.

The five strategic goals of Catalyst 2020 are as follows:
1. **INCREASE STUDENT COMPLETION**
   - Increase the fall to fall retention rate.
   - Increase the graduation rate.
   - Increase the student success rate.

2. **STRENGTHEN THE EDUCATIONAL PIPELINE**
   - Strengthen outreach efforts to increase the number of K-12 career and educational opportunities.
   - Strengthen university partnerships to increase the number of bachelor and graduate program partners to five and number of students enrolled in completer programs.
   - Strengthen transfer success by increasing the percentage of AS and AS graduates, and students without a credential who transfer to a four-year institution.

3. **ADVANCE DIVERSITY AND INCLUSIVENESS**
   - Advance faculty and staff recruitment to better reflect the percentage of ethnic and racial diversity evident in the MVCC student population;
   - Advance student recruitment, offerings, and services to support and increase the percentage of adult students (25 years or older) as a percentage of the total student population.
   - Advance the understanding of universal design by integrating UDL standards into 18 gateway course toolkits.

4. **EXPAND APPLIED LEARNING**
   - Expand the number of students completing internships and service learning experiences.
   - Expand the number of sites for internships and service learning experiences.

5. **DEVELOP THE WORKFORCE AND COMMUNITY**
   - Develop or redevelop programs (credit and noncredit) annually to meet community needs.
   - Develop five community partnerships annually with educational impact.

*A data definition sheet with specific benchmarks for each objective is currently in development.

**Section 2: Specific SUNY Excels Priority Areas and Metrics**

In this section, specifically address your plans for continuous improvement and excellence in the five areas of Access, Completion, Success, Inquiry, and Engagement, including Chancellor Zimpher’s pledge to increase the number of SUNY graduates to 150,000 each year by 2020. Be specific about future plans and investments, with a particular focus on initiatives that will have the most impact on advancing your goals in these areas.

**MVCC PRIORITY AREAS**

Through an online survey and follow-up campus forums, faculty and staff were actively engaged in determining our SUNY Excels priority focus areas. Survey responses revealed six priorities that emerged as more pressing than the other eleven measures.

1. **Full Enrollment Picture – What are your plans for enrollment growth?** As you think about your Planned Goals for 2018-19 and 2020-21, be sure to comment in the context of the overall system goal a path to 100,000 increase by 2020 (Open SUNY).

   MVCC’s enrollment projections incorporate both internal and external factors as we navigate
demographic shifts and the inherent conflicts in the access versus completion dynamic. Since 2008, MVCC has enrolled between 27% (2009) and 30% (2012) of all graduating seniors in Oneida County for the fall semester following high school graduation. As a result, these graduates constitute the highest number of our enrolled students at the start of every academic year. But demographic projections estimate a roughly flat high school population in Oneida County for the next four years. In view of such forecasts, great efforts will have to be made to increase student retention through Achieving the Dream and Title III initiatives. Additionally, expanded evening class scheduling to support working adults, increased support for special populations such as returning veterans, and expansion of the honors program should all have positive effects on enrollment in the future.

During the 2009-2012 recession, enrollment increased accordingly. Since then, however, the region’s economy has rebounded and enrollment has decreased. Therefore, extra outreach efforts are necessary—not to pursue unachievable gains, but to mitigate and stabilize decline. For example, as enrollment has shrunk during the past two years, staff have called over 2,000 students each summer to encourage them to register. The most consistent response from unenrolled students were “had to stop out because of more hours at work” or “got a full-time job” or “got a great financial aid package from a private transfer school.” With New York state and regional populations fairly stable, MVCC is positioning itself to grow its international student population, building on a large ESL program to offer an accelerated ESL program and taking advantage of space available in the residence halls. The goal is to build to total of 150 international students within the next five years.

Internally, the completion agenda has prompted difficult, evidence-based decisions that help completion but hurt enrollment. For example, 76% of students who registered after the first day of classes did not successfully complete the semester. Therefore, we eliminated late registration, resulting in a nearly 80 FTE decline. Additionally, our nursing program suffered from a shortage of qualified faculty and our national pass rates needed to improve. To respond, we decreased the entering class from 120 to 80 (by 40 FTEs in two consecutive years). Another major concern was that pre-nursing students in the General Studies major had swelled to more than 800 students biding their time taking pre-requisites and hoping for admission to the nursing program. By adjusting our nursing program admissions procedures, that population is now down to 150 students. Fortunately, a number of these students were able to find a pathway in one of five allied programs launched or redeveloped in the past five years.

Although the overall enrollment trend in MVCC’s Center for Corporate and Community Education has been down for several years, this is likely to reverse. The region is experiencing major private and public investment in nanotechnology through the Nano Utica initiative, with the arrival of employers and a planned 1,500 jobs expected. Further, the college is working closely with academic and economic development experts to attract Unmanned Aerial Systems employers to the region.

2. **Completions – Describe your campus efforts to increase the total number of degrees and certificates awarded.**

Several features of MVCC’s student body are unique, affecting persistence, retention, and graduation:

- Nearly two-thirds of MVCC students are Pell eligible and more than half are Pell recipients;
- Our large number of technical programs impose rigorous math and science requirements;
- MVCC’s student body is more traditional with regard to age (enrolling directly from high school) than is typical of community colleges in general;
- MVCC has a higher percentage of full-time students than is typical;
- Oneida County has large numbers of refugees and immigrants who are enrolling in increasing numbers, but may lack fundamentals.
MVCC is currently in the first year of implementing a student success plan as part of our work with the Achieving the Dream Network (ATD), which emphasizes retention and graduation. The ATD process engages the full campus community in developing, coordinating, and institutionalizing a holistic process of data-driven evaluation, prioritization, planning, and implementation of institutional and instructional changes. This approach specifically targets the improvement of student progression, degree completion, and transition into career or further formal education. With support from an ATD leadership coach and a data coach, MVCC is taking a comprehensive approach to evaluating data to determine which student success initiatives need to be piloted and scaled, which need to be continued, and which should be discontinued. A first annual data summit was held in January, 2015, engaging more than 300 faculty and staff in analyzing student success data.

MVCC will continue to implement new programs, services, and policies that build off the data-driven foundations of ATD. For example, the college recently received a five-year Title III federal grant titled “Pathways to Graduation” (P2G) and is based primarily on issues and initiatives identified through the ATD experience.

As you think about your Planned Goals for 2018-19 and 2020-21 (see Attachment 2), be sure to comment on your institution’s plans in the context of the overall system goal of 150K by 2020.

As part of the completion/seamless transfer agenda, MVCC has reduced the number of credits required to complete associate degrees. An additional strategy was the creation of more stackable certificates to accelerate student momentum, increase completions, and tighten the alignment of curriculum throughout all programs. Along with ATD and P2G efforts, this is intended to increase retention and graduation numbers. To increase completions across the SUNY system, great effort should be made to automate the reverse transfer function through Degreeworks. If a student transfers from a community college, automatic degree audits should be completed to transfer credits back to the community college against the associate degree requirements. In addition, a new framework of state-reimbursable FTE stackable microcredentials is needed. For example, courses could be bundled into badges that could stack into what might be called a “Specialist Diploma” capped between 12 and 15 semester credits and leading directly to employment or promotion. On the horizon, the potential for new credit-bearing microcredentials holds great promise for MVCC given the extensive short-term, non-credit workforce trainings currently offered. MVCC and many other community colleges are perfectly positioned to develop these microcredentials based on the table below, which displays the recent number of completions in non-credit, short-term workforce training programs. The 610 “completers” over the past three years could have been even more if the programs were for credit; eligible for financial aid; priced at credit tuition levels; and not dependent on grant funding or student self-pay to cover tuition.

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Assistant</td>
<td>119</td>
<td>43</td>
<td>83</td>
<td>245</td>
</tr>
<tr>
<td>PCA/HHA Combined</td>
<td>10</td>
<td>18</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>74</td>
<td>68</td>
<td>64</td>
<td>206</td>
</tr>
<tr>
<td>Pharmacy Tech</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Brownfield</td>
<td>74</td>
<td>9</td>
<td>34</td>
<td>117</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>287</strong></td>
<td><strong>138</strong></td>
<td><strong>185</strong></td>
<td><strong>610</strong></td>
</tr>
</tbody>
</table>

3. **Student Achievement / Success (SAM)** – As you know SUNY was the first system in the country to adopt the Student Achievement Measure (SAM). SUNY campuses are still working to collect data for SAM; for now we are tracking SUNY Success Rates using the same formula as SAM. Briefly comment on student achievement overall and your campus efforts to enhance
In January, 2013, MVCC hosted Jim Simpson from the Florida College at Jacksonville as a plenary speaker and workshop facilitator. The focus of the visit was to explore a framework for increasing graduation rates based on evidence-based best practices. During the following eighteen months, MVCC implemented several critical process changes:

- Mandatory Student Orientation Advising and Registration (SOAR!) sessions for all degree-seeking students;
- Complete redesign of the ED 100 College Seminar course for first-year students with the embedded feature of the Gallup Strengthsfinder assessment tool;
- Joined the Achieving the Dream Network (as mentioned above);
- Eliminated open late registration;
- Replaced single-point of failure graduation fee with a smaller, front-loaded student support fee;
- Conducted more-frequent institutionally-driven degree audits for students with 64 or more credit hours, which has resulted in more than 400 students receiving their degree without having to apply (having already satisfied degree requirements but not applied for graduation);
- Pursued reverse transfer processes with top receiving institutions;
- Lowered the average degree program requirements from 68 credits to 64 as the result of the SUNY seamless transfer initiative;
- Continued to implement design team recommendations impacting student intake, student support, professional development, program review, learning communities, service learning, internships, and honors program;
- Became the first SUNY community college to implement DegreeWorks;
- Became an early partner with Inceptia to lower student loan default;
- Continued to refine academic advising processes;
- Changed testing platforms and adjusted cut-off scores and process for placement testing;
- Redesigned developmental math curriculum;
- Developed, assessed, and modified support programs for students on academic probation;
- Regularly participate in the National Community College Benchmarking Project and Community College Survey of Student Engagement;
- Added a full-time staff member to the Office of Institutional Research and Analysis to bring the staffing to 3.5 full-time employees;
- Moved completion of Academic Program Reviews from 27% to 100% in four years to identify and implement necessary program improvements.

More recently, MVCC joined the Quantway/Statway efforts and is now implementing the Pathways to Graduation initiative funded by a Title III grant. Finally, while MVCC is and will remain an active participant in SAM, the Voluntary Framework of Accountability provides a more accurate picture of student success for community colleges and will be used for our Strategic Plan, which has been updated with clear objectives and data definitions to provide for more useful benchmarking.

4. **Program Capacity** – Describe your plans to improve the alignment of programs and course capacity with need and demand, including expanded online delivery through Open SUNY.

MVCC takes pride in maintaining a program catalog aligned with high-demand regional
workforce needs. Partnerships and close ties exist with every major employer in the area and the academic program mix mirrors the top employment sectors.

<table>
<thead>
<tr>
<th><em>Top 10 Largest Occupations (Oneida)</em></th>
<th>Supporting Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salesperson</td>
<td>Business Management</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>Personal Care Aide (non-credit)</td>
</tr>
<tr>
<td>Food Prep Workers</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>Nursing</td>
</tr>
<tr>
<td>Cashiers</td>
<td>Office Professional</td>
</tr>
<tr>
<td>Customer Service Reps</td>
<td>Business Management</td>
</tr>
<tr>
<td>Secretaries and Admin. Assistants</td>
<td>Office Professional</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>Office Professional</td>
</tr>
<tr>
<td>Janitorial Services</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>Certified Nursing Assistant</td>
</tr>
</tbody>
</table>

*NYS Department of Labor

In addition, MVCC responds quickly to new economic growth sectors with degree and certificate programs. MVCC is a partner with the local Workforce Development Board (WDB), setting direction for its Perkins program, and is also a major partner in the WDB’s Workforce Innovation Fund. This project targets area students who have dropped out of college, encouraging them to return and enter our new programs aligned with the region’s emerging high-growth fields. Operated by the WDB through a federal grant, the project seeks to enhance online learning delivery through Open SUNY and through aligning workforce development, certificate, and degree programs regionally with partner SUNY colleges between the Utica-Rome region and Southern Tier. Examples of program alignment with emerging economic development priorities are displayed in the following table.

<table>
<thead>
<tr>
<th>Economic Development Priorities</th>
<th>MVCC Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cybersecurity</td>
<td>Cybersecurity</td>
</tr>
<tr>
<td>Aviation Maintenance</td>
<td>Airframe &amp;Powerplant</td>
</tr>
<tr>
<td>Machining</td>
<td>CNC Machinist</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>Mechatronics; Mechanical Engineering; Semiconductor Mfg</td>
</tr>
<tr>
<td>Nanotechnology</td>
<td>Electrical Engineering &amp; Electrical Technician</td>
</tr>
<tr>
<td>Unmanned Aerial Systems</td>
<td>Under development</td>
</tr>
</tbody>
</table>

5. Diversity – Describe your plans to further strengthen the diversity and cultural competency of students at your institution, to reflect the increasing diversity of our population.

MVCC strongly supports student diversity and a greater understanding of a global view. The college has developed an array of pre-college programming connections with the Utica City School District, which on average is home to 95% of Oneida County’s minority high school graduates. These programs, including Dual Credit, Upward Bound, STEP, Bridge, and Gear-Up, help historically underrepresented minority students prepare for college. The city of Utica, where one in five residents is an immigrant or a refugee from a war-torn nation, is a showplace of racial and ethnic diversity. MVCC is working to serve immigrant and refugee students by bolstering its ESL offerings on campus and in the community. The college’s success in developing campus diversity is shown in the data provided by SUNY, demonstrating that the percentage of underrepresented minorities on campus increased 37.3% from 2009 to 2014. The actual increase is even greater; the largest Utica refugee community is classified as Asian (most recently and significantly, Burmese), a category that increased 102% from 2009 to 2014.
MVCC will continue to attract non-traditional students and vulnerable populations. The college operates a federally-funded Educational Opportunity Center that helps low-income/first-generation adults with admission and academic remediation. Further, the College believes that its historic mission of providing non-traditional students with a new start includes assisting those recovering from unwise past choices that may create barriers to their future. Hence the New Directions program, in which three staff provide comprehensive support for ex-offenders at the college who are turning their lives around through education. Typically, 120-140 students are enrolled in the program each semester.

The college also has an award-winning Diversity and Global View (DGV) graduation requirement that helps students develop a stronger sense of multiculturalism. This requirement is fundamental to MVCC’s commitment to raising student awareness of the increasingly diverse, globalized environment and was developed by college faculty as a step toward providing essential preparation for the post-college world of work. Degree-seeking students must complete one DGV-designated course, four online Blackboard tutorials (these explore topics essential for understanding the multicultural world) and complete an appropriate assessment, and confirmed attendance at four DGV-designated events (a wide range of activities from speakers to international days and more) through our nationally-recognized Cultural Series. Certificate-seeking students must complete two online Blackboard tutorials and confirmed attendance at two DGV-designated events. From Fall 2008 semester forward, all incoming students, students who change their majors, and re-matriculated students must fulfill the DGV requirement for graduation.

Plans to strengthen diversity efforts are anchored in Catalyst 2020 with diversity among five strategic goals for the College. Taking SUNY policy on diversity very seriously, MVCC intends to diversify the racial and ethnic profile of faculty and staff to better mirror the student population, increase the percentage of adult students, and integrate Universal Design for Learning standards into the 18 gateway courses identified in the Achieving the Dream and Title III Pathways to Graduation efforts. Also describe your plans to further strengthen the diversity of faculty and staff at your institution. You will be provided state and regional diversity profiles for reference.

MVCC’s Strategic Plan, Catalyst 2020, identifies diversity as one of five major strategic goals. That goal has multiple measures, including the staff and faculty profile, which needs to better reflect the level of diversity evident in the MVCC student body. MVCC recognizes that this is a major challenge as the student community becomes increasingly diverse—indeed, far more so than the surrounding region. Further, limits on the numbers of new positions in a time of limited growth will curtail the opportunities for recruitment. However, we are committed to working with community-based partners to fill positions from within the pockets of diversity that do exist within the region, and to conducting the broadest possible hiring searches to attract diverse faculty and staff who can provide students top-quality academic experiences. Increased training of screening committee members; enhanced recruitment efforts; and the development of a comprehensive diversity and inclusion plan will be major priorities.

6. Applied Learning

SUNY Advantage – this represents campus selected initiatives and programs that make up the set of things that go beyond basic curriculum to support student future success (e.g., hands-on research, applied learning, study abroad/ multi-cultural experiences, enhanced co-curricular supports and opportunities, etc.).

In 2011, MVCC launched an effort to strengthen its internship offerings. Although internships are hardly new at MVCC, their decentralized development has been uneven, with differing standards and procedures. To solve this problem, an Internship Design Team developed a plan for an Internship
Center that will streamline and standardize experiential learning opportunities across the college.

**Please describe your plans for improvement in this area.**

MVCC has submitted a SUNY Investment Fund Proposal for a Career Transitions Lab that will provide lab equipment along with an initial staff who will guide students in their use of EMSI Career Coach software and facilitate résumé writing and interviewing workshops. Additional grant proposals are in motion to add two more full-time employees to the existing three already in Career Services. The Internship Center will serve as a one-stop hub for experiential learning, allowing students to gain crucial workforce skills and enabling employers to tap into local talent and energy of the upcoming generation. As mentioned earlier, expanding applied learning is one of five strategic goals in *Catalyst 2020*.

**ACCESS**

**NYS Residents Served by SUNY – Describe your plans for increasing the number of NYS residents served by your institution, including those served beyond what is reported in SUNY student data submissions. Use the Excel template to report these numbers.**

MVCC’s Educational Opportunity Center annually serves more than 1,000 first-generation, low-income individuals through extensive outreach efforts. A strategic partnership with the OnPoint for College program brings nearly 200 new students from disadvantaged backgrounds to credit-bearing programs each fall. MVCC is applying for a Community Schools grant to build upon the success of the EOC and implement a comprehensive model to serve even more of our many Pell eligible students.

Through a new partnership with Hayner-Hoyt Construction, MVCC is moving the thINCubator (The Home of Innovative New Companies) to a larger downtown Utica location. Additionally, the Carpentry/Masonry program is being moved from the Rome Campus to a customized space located between the new home of the thINCubator and the Utica office of Hayner-Hoyt Construction. The $30 million redevelopment of the Rome Campus has added community convening space as a major emphasis to create a deeper sense of connection and create a community hub environment. Additionally, we continue to diversify our community education offerings, cultivate employer relationships for workforce training, and promote our award-winning cultural series that annually attracts tens of thousands to campus for events.

**COMPLETION**

**Graduation Rates – Describe campus goals and plans to increase graduation rates at both the four- and six-year level for four year for baccalaureate institutions and at the two and three-year level for associate institutions.**

MVCC exists to provide opportunity. By that standard, we can certainly point to success, having achieved a 45% increase in associate degrees awarded between 2008-2009 and 2013-2014. MVCC did this by keeping completion and retention rates roughly stable despite a massive influx of students underprepared for college work. However, it’s clear that efforts must go beyond simply maintaining these levels of completion and retention.

Since graduation would seem to be a natural function of enrollment, it may be hard to envision continued increases in the number of graduates each year without correspondingly significant enrollment increases, particularly with flat to declining high school graduation projections. A change to this pattern may be the coming economic transformation of the region with nanotechnology and other STEM-related industries that will require a massive retooling of the collective workforce skillset.
**Time to Degree - Describe plans to reduce average time-to-degree.**

Of all the SUNY Excels data, Time to Degree is the most confusing, as it’s difficult to discern how the figures were calculated. However, the recent comprehensive curriculum review prompted by the SUNY Seamless Transfer initiative will significantly affect students’ time to degree. With many programs changing their requirements from over 70 credits to 64, positive results should occur over the next few years. Additionally, the recent Pathways to Graduation Title III grant, along with our Achieving the Dream efforts, continued adjustments to advisement procedures, and further implementation of DegreeWorks should also help accelerate student completion.

Given our students’ low-income profile, the College will also aggressively respond to the Community Schools RFP to develop and implement a more comprehensive approach to address the needs of students living in poverty—the most daunting obstacle to degree completion. The increased focus on completion has allowed MVCC to intentionally integrate new efforts with ATD serving as the base for P2G and P2G serving as a base for the Community Schools proposal.

**Does your campus have a finish-in-4 or finish-in-2 guarantee program? If not, what are your plans to implement one? If yes, report on participation and the effect the program is having on time to degree.**

MVCC does not currently have a “Finish in 2” guarantee program. However, we are very active in the statewide deliberations about developing criteria to create one. Rather than proceeding in isolation, however, MVCC will continue to participate in the broader conversation and become an early supporter and adopter of whatever takes shape statewide.

**Compared to peers, within and outside SUNY, detail steps you are taking to continue to improve. You can also discuss your institution’s involvement in SUNY-wide initiatives such as seamless transfer, degree works, and Open SUNY, and the anticipated impact on your undergraduate graduation rates.**

MVCC has been using DegreeWorks to support effective completion since 2011, and will continue to utilize that tool. The recent $2.2 million federal Title III grant designed by our ATD implementation team has tremendous potential to improve our students’ time to degree performance. MVCC also has the facilities management program registered in Open SUNY and was an early completer in submitting all programs for approval in the seamless transfer initiative.

**Please include efforts to narrow gaps between URM and non-URM.**

MVCC’s Achieving the Dream effort has identified low-income students as its target population. Through technology- and reading-focused interventions developed in the ATD process, the student success rate of all races and ethnicities should be improved. This will help narrow any existing performance gaps between the URM and non-URM populations. Further, most of MVCC’s pre-college programming is aimed at the URM population to boost their skills before they arrive on campus, thereby increasing the likelihood of their eventual success. In addition, a successful Community Schools grant would greatly facilitate the implementation of a comprehensive model recently developed at the college for serving students in poverty – which tend to be disproportionately unrepresented minorities.

**SUCCESS**

**What does your campus uniquely offer that you feel is critical to student success?**
More than 70% of full-time faculty and staff have completed the Gallup organization’s Strengthsfinder assessment, as do all matriculating students in the ED100-College Seminar course to create a strengths-based foundation for their education and career planning. Strengths provides students with a new vocabulary to think about themselves, increase confidence, and develop strengths-based strategies for academic success.

Extensive professional development offerings encourage faculty and staff to explore and share best practices and stay current on trends in education. An important component is the New Faculty Institute, which enables both full- and part-timers to attend diversity-related training workshops.

While many community colleges have residence halls, student clubs and organizations, and cultural programming, MVCC is outstanding in this regard. As the first community college in New York to provide dormitories, MVCC has thirty more years of experience with campus life than any other community college in the State. This has allowed us to more fully develop an academic focus in our residence halls and integrate student life with our Cultural Series. In addition, we have developed our unique DGV graduation requirement. And we have an innovative academic success program for our 300+ student-athletes, a designated office of Adult Learner Services, and the New Directions program, which provides support to our hundreds of returning citizens (ex-offenders).

Describe your efforts to increase participation for all students, including both URM and non-URM.

The major Achieving the Dream initiatives target all low-income students, regardless of race. MVCC believes this is the best way to ensure that the largest possible number of students will benefit. Faculty are enthusiastically involved and have taken lead roles in addressing achievement gaps, particularly in mathematics, responding proactively to alarming data on students’ unsatisfactory first-semester results. Since the college developed the LGBT Workgroup, more than a hundred faculty and staff have received Safe Space and related training. Additionally, great strides have been made to transform the honors program, resulting in much greater student participation each semester.

Involvement with pipeline and grant-funded programs such as Gear Up, Upward Bound, STEP, and CSTEP ensures that MVCC is providing support to URM, low income, and first generation students. MVCC is partnering with area high schools in the P-TECH program, designed to increase the numbers of students pursuing technology majors and careers. In addition, MVCC has a strong, long-established ESL program that meets the needs of refugees and immigrant populations in our region, and will serve as a foundation for increased recruitment of international students without TOEFL scores high enough to qualify for admission to most SUNY colleges.

In addition to campus-specific efforts, comment on plans to participate in SUNY-wide enabling initiatives and projects.

As evidenced by the alignment of the Catalyst 2020 Strategic Plan and the Power of SUNY and SUNY Excels measures, MVCC is very much connected with SUNY-wide enabling initiatives. The following are just a few specific efforts:

- **SUNY And the Entrepreneurial Century**: supporting business startups in the thINCubator;
- **SUNY And the Educational Pipeline**: Catalyst 2020 strategic goal, extensive dual credit, Upward Bound, GEAR Up, STEP, P-TECH, SUNY Oneonta teacher education Bachelor’s completion and SUNY Cortland Master’s in literacy completion (both offered on campus), and new University Partners and Transfer Center;
- **SUNY And the World**: Catalyst 2020 strategic goal to enhance diversity, Diversity and Global
View graduation requirement, primary enrollment goal of attracting international students, decade-long partnership with Kien Giang Community College in Vietnam with annual visiting professor and faculty/staff exchange program;

- **SUNY Works:** SUNY Investment Fund application to establish a student transitions lab;
- **SUNY Applied Learning:** *Catalyst 2020* strategic goal to expand applied learning;
- **SUNY Completion Agenda:** *Catalyst 2020* strategic goal to increase student completion along with several initiatives described in this Performance Improvement Plan;
- **Quantway/Statway:** One of initial ten community colleges to participate;
- **Open SUNY:** Facilities Management program, University Partners and Transfer Center;
- **DegreeWorks and Smart Track:** Implemented DegreeWorks and Inceptia even before SUNY system-wide adoption;
- **SUNY and the Vibrant Community:** Educational Opportunity Center, extensive community use of campus facilities, and Team MVCC, which coordinates employee and student participation in community events, raising more than $25,000 annually for community organizations.

**Financial Literacy** – Please describe campus efforts, through SUNY Smart Track and other initiatives, to promote smart student borrowing, decrease student default rates, and increase the financial knowledge of all students. Be sure to document the impact your efforts are having on the measures you are tracking to support performance in this area.

MVCC will continue to include SUNY Smart Track Financial Literacy Modules on its website and direct students to that site. In addition, the office plans to create a voice-over series to provide further information on filing for aid and repayment options. Several default prevention programs are planned to assist in decreasing the default rate. First is a partnership with Inceptia through its Aversion Program, which focuses on students who have not contacted their servicers after graduation or termination from MVCC. Inceptia will reach out to such students and inform them of repayment or other options such as forbearance or deferment to ensure that the students do not default. Additional default-prevention programs will include the creation of loan repayment workshops to discuss repayment options and strategies, as well as financial literacy programs offered through SUNY Administration.

**INQUIRY**

**Total Sponsored Activity** – Please describe your plans to increase total sponsored activity. This should include plans for raising research expenditures but also noteworthy efforts related to increasing industry-sponsored activity, grants in high-priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc. Please report on efforts to identify and track inclusive excellence in this area.

MVCC has aggressively pursued grant funding to support key initiatives. The College has contracted for the services of two writers who assist faculty, staff, and administration in pursuing and filing grants. Because of this commitment, the college has increased its grant funding as shown below:

<table>
<thead>
<tr>
<th>GRANTS SUMMARY</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Dollars Awarded</td>
<td>$3,576,742</td>
<td>$708,658</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Annual Dollars Under Management</td>
<td>$2,718,655</td>
<td>$1,403,948</td>
</tr>
<tr>
<td>Competitive Applications Submitted</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Competitive Awards Received</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>% of Successful Applications</td>
<td>44%</td>
<td>36%</td>
</tr>
</tbody>
</table>

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

To rejuvenate the Oneida County region, Mohawk Valley Community College developed a focus on spurring entrepreneurship to create not only new jobs, but the kind of entrepreneurial spirit that characterized the region in the late 19th and early 20th centuries, when the community was a hotbed of growth and innovation. As part of that mission, MVCC established The Home of Innovative New Companies (thINCubator) in the heart of downtown Utica in 2013. The location is part of the thINCubator’s mission—to revitalize the community through entrepreneurship. The location also affords room to expand and easy access to several colleges.

In its initial months of operation, the thINCubator had seven companies begin (and four finish) a twelve-week educational program. One team successfully made it to the NYS business plan finals. Now that the thINCubator is fully equipped and staffed, the college will seek to convert this initial momentum into job-creating businesses.

During 2014, the thINCubator:

- Launched physical incubation space;
- Held dozens of informational meetings with local entrepreneurs to create a support network for launch of the physical incubation space;
- Created an Innovation Roundtable comprising two dozen organizations dedicated to driving entrepreneurship and creating alignment of community resources to support new venture creation;
- Created a mentor network of experienced entrepreneurs to serve as role models and coaches for student entrepreneurs;
- Created an EDGE pre-class program to assist companies developing their business plans. One graduate won $20,000 in the regional business plan contest;
- Held several community-based events to assist under-served populations in understanding the requirements of business start-ups.

With designation in the past year as the regional innovation hotspot, the program has hired a full-time director, greatly increased the number of events and participating startup teams, and outgrown the initial space. In short, the thINCubator has moved quickly to become the lead local base of entrepreneurial operations, so activity previously confined to campus now takes place in the community.

**Scholarship, Discovery and Innovation** – Some of the SUNY Excels metrics selected by the SUNY Excels Steering Committee and approved by the SUNY Board of Trustees will require system and campus shared commitment to report and collect the data, and possibly make changes to our campus data submissions to standardize collection of this data going forward.

Although this category is not central to MVCC’s mission or Strategic Plan, innovation is a key feature of our organization. MVCC has a history of identifying and responding to trends, and we have structures in place to continue such engagement. This year, for example, we established Hawk Vision, a faculty/staff team that’s now developing a framework to facilitate on-going dialogue on the future of
education. This group will also create mechanisms to identify where and how innovation is occurring at MVCC and help bring it to scale throughout the organization. In addition, the recent success of bi-annual innovation grants from the MVCC Foundation has helped accelerate student success initiatives, such as a robust undergraduate research program, as well as new curriculum development and outreach.

While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure it, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

MVCC does not currently measure scholarship, discovery, and innovation.

ENGAGEMENT

START-UP New York and beyond (businesses started / jobs created) – With the introduction of START-UP NY, campuses were provided a new tool to foster, build, and sustain robust linkages with business and industry to support both academic and economic development.

In this section, campuses should report on efforts to build linkages with business and industry (including, but not limited to, those under the START-UP NY umbrella).

Communication is an integral part of MVCC’s commitment to broad engagement with private sector stakeholders, engaging them in problem solving and leadership. The college has extensive community connections through its active role on the Mohawk Valley Regional Economic Development Council, the regional Workforce Development Board, the Perkins Career and Technical Committee, and extensive workforce development and customized training. These linkages ensure that MVCC is fully attuned to employers’ needs. In addition, we maintain a range of advisory boards that connect key publics within the college community and beyond.

MVCC is also a very active participant in Start-UP NY efforts, although to this point, has experienced success in facilitating only one new business, Pro Drones USA. Despite only projecting five jobs in the next five years, the company is in the Unmanned Aerial Systems cluster and the first to establish operations in proximity to the FAA approved test site for UAS use in commercial airspace.

Explain how those linkages support the academic mission of the campus, citing specific metrics (as applicable) such as the number of experiential learning experiences provided to students, number of jobs created, number of students and alumni starting new business and/or working in START-UP NY businesses, collaborations with faculty, new patents developed, etc.

MVCC has a 293-acre space at the Griffiss Business and Industrial Park set aside for START-UP NY activity. Although no businesses have yet arrived in that space, we are in discussions with several businesses and the local economic development agency. Participants in the program would generate positive economic benefits through the creation of jobs. The local economy has been diversifying its business environment with investments in Nanotechnology, Cyber Security, and now Unmanned Aerial System/Drone research and manufacturing. Adding businesses from these high-growth sectors would further the diversification and development of the local economy and would also spur expansion of local support businesses such as materials suppliers, transportation, and so on.

MVCC has assumed a leadership role leveraging its community and business connections to begin cultivating a startup ecosystem in the area. The thINCubator’s designation as an Innovative Hotspot for the region, reinforced by the embracing of a community-based approach, will accelerate efforts to establish and strengthen linkages to support new business startups.

Alumni / Philanthropic Support – Describe your plans and strategies for enhancing alumni
engagement in campus activities, advocacy projects, and student support, as well as your plans to increase the level of alumni support and donorship. Additionally, briefly describe the case statement and status of your (current or planned) capital campaign including individual campus goals, and how the work that your institution has been doing aligns with the system-wide, multi-year target of $5B target by 2020-21.

In 2010, the MVCC Foundation embarked on its first-ever major gifts campaign to raise $7 million for the College. With the assistance of a consultant specializing in community college fundraising, the Foundation conducted a feasibility study to assess proposed strategies. The feedback gleaned from this study helped identify four major initiatives, and launched the Challenge and Opportunity campaign to raise $7 million. As of August 2015, the Foundation had raised a total of $7.1 million through cash, pledges, and in-kind gifts. Riding the momentum generated by this success, the Foundation increased its goal to $13 million, which will include support of scholarships and special initiatives at the college:

- **Rome Campus Campaign ($1M):** The goal of this campaign is $1 million for enhancements to the Rome Campus expansion and increase Foundation scholarships. Monies raised will fund the purchase of additional equipment and technology needed completion of the expansion, and will create additional scholarship opportunities for students. State-of-the-art technology and furnishings will promote student preparedness, reinforce academic programs, and make college more affordable.

- **MVCC Athletics Campaign ($2.5M):** The goal of this campaign is $2.5 million to complete the athletics master plan. This campaign for new/upgraded outdoor facilities will address the space needs of the MVCC athletics department, and provide a richer experience for students and community members alike. New facilities will also help MVCC with recruitment of student athletes.

- **MVCC Presidential Scholarship ($2.5M):** The goal of this campaign is to endow the MVCC full-tuition Presidential Scholarship, which grants Oneida County high-school students graduating in the top 10% of their class a full-tuition scholarship (less any financial aid received). Endowing this scholarship will give more students an excellent educational opportunity conveniently close to home.

The MVCC Foundation has successfully garnered ongoing support in the form of multi-year pledges from local companies, grants from private foundations, in-kind gifts, and annual contributions from alumni. Moving forward, the Foundation will increase fundraising efforts by soliciting added assistance from alumni and other current donors. The number of alumni reunions and events will increase with the goal of maintaining and strengthening connections with MVCC graduates, and the Foundation will continue to expand our Planned Giving Program as a way to identify and secure additional support.

**Civic Engagement –** While reporting on your plans for this metric, we would appreciate your comments and perspective on data collection and reporting for this measure – for example, does your campus measure civic or community engagement, how do you measure it, how would you recommend we define, collect and measure this item, etc.?

As a community college, MVCC embraces civic engagement on both regional and local levels as a top priority. Faculty, staff, and students support local and national charitable events through our Team MVCC community involvement efforts. For each of the past five years, Team MVCC has raised more than $20,000 for the community and involved several hundred members of the college community. Every year, the Alumni Association organizes blood drives and other events to give back to the
community as well.

The college anticipates that civic engagement will only increase as additional efforts to expand community outreach continue. For example, a recent volunteer generation program was launched through grant support to recruit 210 volunteers in partnership with community service agencies to reduce hunger in the region.

As for data collection and reporting, MVCC measures the amount of funding raised as well as the numbers of donors/participants and the number of community agency partners. These three metrics have served as the most relevant measurements for this activity.

Economic Impact – While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure economic impact, how do you measure it, are you planning a study, etc.?

In 2010 MVCC participated in a comprehensive economic impact study for all community colleges within SUNY. This study was conducted by EMSI and demonstrated that MVCC had an annual regional economic impact of $221 million.

Section 3: Conclusion and Expected Impact on your Campus

Provide an overview of your campus’s performance improvement plan and a statement on the broader impacts of the proposed activities on your campus – students, faculty and staff and the wider community – and more broadly the State of New York.

While in the process of developing a performance management system during the past two years, MVCC has been in a parallel process of preparing to actively engage the new 21st Century realities. Participation in the Achieving the Dream network has already yielded visible results, redirecting the organizational culture toward better, more intentional use of data focused on improving student performance. These efforts influenced the design of Catalyst 2020, our updated Strategic Plan with its five clear goals and thirteen metrics.

The Performance Improvement Plan highlights important areas of organizational performance—many of which are central to the college’s Strategic Plan—and aligns efforts with those of SUNY to maximize collective results throughout New York State. The six priorities in this Performance Improvement Plan were determined through an extensive and collaborative process and serve as critical foci for our most important initiatives:

- Full Enrollment Picture – critical to the access agenda and drives our financial resource engine;
- Completions – Pathways to Completion Title III grant will accelerate results in this area;
- Student Achievement – Achieving the Dream membership and activity bring focus here;
- Program Capacity – significantly important, given economic development shifts in the region;
- Diversity – substantial refugee and immigrant populations in the area require attention;
- Applied Learning – years of analysis and prototyping have created position for growth.

MVCC will continue to make progress on other measures included in the Performance Improvement Plan as well. However, efforts over the past two years have focused principally on creating significant alignment of meaningful activity, secured and centered resources for coordinated initiatives, and performance tracking over time. These commitments ensure that the college, serving our students and the region as a whole, will continue to function as a model of excellence, operating from a position of strength.