SUNY Excels 2015 Performance Improvement Plan
SUNY Sullivan

CAMPUS INFORMATION

<table>
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<tr>
<th>Campus:</th>
<th>SUNY Sullivan</th>
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<tr>
<td>President:</td>
<td>Karin M. Hilgersom, Ph.D.</td>
</tr>
<tr>
<td>Chief Academic Officer:</td>
<td>Robert E. Schultz, Ph.D.</td>
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<tr>
<td>Chief Financial Officer:</td>
<td>Susan Horton</td>
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Section 1: Campus Alignment with SUNY Excels and SUNY’s overall focus on completion.

INTRODUCTION

SUNY Sullivan is a comprehensive, two-year college located in Loch Sheldrake, NY, which provides a program mix that includes transfer preparatory degrees, and career and technical education degrees designed to meet workforce needs. With 138 full-time faculty and staff, and 59 adjuncts, SUNY Sullivan serves 1,083 students in 39 degree and certificate programs at the associate’s level.

A variety of students attend SUNY Sullivan including local community, out-of-county, out-of-state and international. The campus recently developed an international program, which we hope to build upon in the coming years. SUNY Sullivan hosts a variety of ethnic groups on campus, which break down as of fall 2014 as follows: 49.66% white, 20.09% African American, 18.09% Hispanic and 1.40% Asian.

SUNY Sullivan is proud of its outstanding faculty, several of whom have received awards. Earlier this year Diane Riegal, Professor of Business and Culinary Arts, won the prestigious 2015 Accreditation Council for Business Schools and Programs International Teaching Excellence Award.

MISSION

The missions of SUNY Sullivan is to provide programs and resources that educate, inspire, and empower students and the broader community. Through excellence in teaching and learning, we prepare students for a diverse and interconnected world, and we support positive economic and social change within Sullivan County and beyond. We model sustainable actions and promote socially, environmentally, and economically responsible citizenship through an overarching culture of excellence.

Among our peers, SUNY Sullivan is regarded as a leader in sustainability. Our campus commitment to environmental and social responsibility informs everything we do, from operations to curriculum. Our Green Building Maintenance and Management AAS Program was one of the first of its kind in the nation. Our campus operates on a geothermal heating and cooling system and the recent installation of a 2 MW photovoltaic solar array now feeds the grid with low cost, sustainable electricity. In addition, SUNY Sullivan students assisted in the installation of an on-campus green roof that resulted in both lower heating and cooling costs, and campus beautification. SUNY Sullivan is also a contender for a New York State Green Innovation Grant (GIGP), which would create a unique, campus storm-water collection system to collect and manage storm-water as well as enhance the campus. These combined efforts have resulted in a Second Nature Climate Leadership Award nomination, for the second year in a row. This award recognizes innovative and advanced leadership in sustainability, climate mitigation, and resilience at signatory campuses of the American College & University Presidents’ Climate Commitment. These
awards are based on demonstrated innovative advances, embedded opportunities and student preparedness in relation to sustainability and climate action.

**PROGRAM MIX / DISTINCT PROGRAMS OR ACTIVITIES**

Our academic program mix includes a variety of programs and certificates designed to meet state needs. According to the New York State Department of Labor Long-Term Occupational Employment Projections 2012-2022, more than one third of our 39 degree and certificate programs offer education and training in occupations that will experience greater than 10% statewide growth to 2022. In particular Fitness Trainers, Medical Assistants, and Restaurant Cooks can expect to see employment grow by 21.3%, 26.8% and 31% respectively. In the context of student transfer, the faculty of SUNY Sullivan has historically taken great pride and care in imparting to students a strong foundational knowledge in the liberal arts and sciences through such longstanding principal programs as Liberal Arts and Sciences AA, and Liberal Arts and Sciences AS, as well as more recent additions in Liberal Arts and Sciences: Childhood Education (TET) AA, Liberal Arts and Sciences: Health Sciences AS, Liberal Arts and Sciences: Humanities AA and Liberal Arts and Sciences: Psychology AS. In response to the SUNY Transfer Mobility Initiative, college faculty moreover identified English, History and Biology as significant transfer tracks of interest to students in the general Liberal Arts and Sciences AA and AS programs. Re-registration of these tracks is currently in process with SUNY Program Review. Programs under development in new and emerging fields include Nourishment Arts and Sciences AOS and Sustainability Studies AA.

The proposed Healthy World Studies and Tech Transfer Institute (HWI) will be the signature facility that reinvents the campus, providing new academic programs and internship opportunities for students focused on healthy people, healthy food and watershed, and a healthy economy. SUNY Sullivan feels this facility is necessary to rebrand the college, and its enhanced mix of program offerings will result in increased enrollments.

The proposed Nourishment Arts and Sciences program, which will be housed in the HWI, will integrate healthy agricultural practices, nutrition science and culinary arts training, and will provide students with the tools and education they’ll need to win jobs in new Sullivan County resorts and casinos. This program will be unique to SUNY Sullivan, and the addition of an entrepreneurial education component will enable our students to add value to their career options. The HWI will add space to expand the college’s Nursing and Respiratory Care programs. Early planning is working toward adding Ultrasound Technology in an effort to expand healthcare program offerings. Green Building Management will also be relocated and expanded. Additional space needed to increase capacity for the Culinary Arts and Hospitality programs will include a beautiful new restaurant/teaching kitchen that emphasizes healthy culinary options. Graduates in these programs can expect to find stable employment due to: 1) demand within the county’s largest health care employers, including The Center for Discovery, New Hope Community, Sullivan ARC, Catskill Regional Medical Center, and Crystal Run Healthcare; 2) expansion resulting from the county’s successful casino bid; and 3) increased residential and commercial demand for renewable energy, and innovations triggered by applied research pertaining to green technology.

**HYBRID, ONLINE PROGRAMS & OTHER**

In recent years SUNY Sullivan expanded online program offerings though its collaboration with the Hudson Valley Education Consortium (HVEC). The college has taken a leadership role in developing the Green Building Maintenance and Management program, which is offered to all students in the Consortium. Green Building Maintenance and Management is also available through OPEN SUNY Plus. Students in this exceptionally forward-looking program learn skills and knowledge necessary to make decisions about the management and maintenance of modern, energy efficient building systems. In collaboration with our partner HVEC institutions, the college also offers Emergency Management and
Fire Protection Technology to our students fully online. (Emergency Management is the first program to be team taught by faculty on two different HVEC campuses, Rockland and Sullivan.) The HVEC expects to add an online Public Health AS program to its mix in the near future. SUNY Sullivan also offers a variety of online classes during fall and spring semesters. Classes in winter and summer semesters are predominantly held online with the exception of those involving hands-on learning, and Community Learning course offerings.

SUNY Sullivan is home to a Mid-Hudson region SMARTT Lab (SUNY Manufacturing Alliance for Research and Technology Transfer). This lab assists local manufacturers in research and development when looking for ways to create product improvements, and increase efficiencies. The college has developed a 24-credit certificate and coordination with industry to train employees is underway. The college is working with TSEC on this effort.

The college’s Community Learning classes offer faculty, staff, students, and residents in the region the ability to participate in a number of non-credit, hands-on learning opportunities such as beginner’s beer brewing, sushi making, cake decorating and a variety of cooking-related classes that explore wine tasting, hors d’oeuvres, appetizers and desserts.

POST-GRADUATION SUCCESS

SUNY Sullivan 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 yielded from our career placement office and information from internships which turn into full-time employment.

SUNY Sullivan recently enhanced graduate and post-graduate services offered to its students by creating a Career Development, Job Placement and Transfer Services Office. Located within the college’s Learning Center, this office provides career planning resources and assistance to help currently enrolled students achieve their goals. As many of our students choose to transfer upon graduation, the Career Center offers assistance to those transferring to a four-year college or university. The Career Center is also very active in advertising local employment opportunities to the college community.

STRATEGIC PLAN/EXCELS GOALS

In 2013 the SUNY Sullivan Board of Trustees approved the 2013-2018 SUNY Sullivan Strategic Plan (http://www.sunysullivan.edu/aboutsullivan/StrategicPlan8-20-13ApprovedbyBOTon8-15-13.pdf). This strategic planning framework was constructed by the Strategic Planning and Institutional Assessment Committee (SPIA), comprised of faculty, staff and board members. The Plan aligns with many of SUNY’s Six Big Ideas, particularly SUNY and a Healthier New York, SUNY and an Energy-Smart New York, SUNY and the Vibrant Community and SUNY and the World, as well as the five priority areas of SUNY Excels.

The Strategic Plan is a guide that will steer campus efforts over the course of the next five years. The SPIA Committee continues to meet regularly to ensure specifics of campus work are in alignment with the plan’s focus and to make adjustments, if necessary. A few examples of successful Strategic Plan adherence that align with SUNY Excels goals include:

- **Objective 1.4 – Provide high quality student support through tutoring, advising/mentoring, and information services via the library and technology services.** Prior to the beginning of the 2014-2015 academic year the college renovated space in the library to create a Learning Commons dedicated to tutoring services in most subject areas. Mentoring constitutes one of three primary foundations of the college’s new FYE Metamorphosis course, required of all first-time, full-time students. It also stands as the primary strategy within the college’s new academic probation program and is stressed as a key component of the new intrusive advising strategy encouraged by the Learning Center.
Objective 1.5 – Improve student retention and progress toward certificate/degree completion and transfer: From fall 2014 to fall 2015 SUNY Sullivan increased its first-year retention rate by 9.9%.

Objective 2.1 – Provide transformative academic experiences beyond the classroom: Applied learning opportunities exist in many areas for students at SUNY Sullivan, from credit-bearing venues, such as healthcare program clinicals and externships, culinary program public lunches and dinners, field work in K-12 settings, or participation in the Baccalaureate & Beyond / RSVP Programs of Purchase College to less formal volunteerism. The campus is particularly proud that every semester students in our FYE course, Metamorphosis, engage in community service and/or campus creativity and improvement projects.

Objective 2.2 – Teach the value of diversity and diverse perspectives: In addition to relevant academic course offerings the College delivers robust, co-curricular diversity and cultural competency programming in support of our changing student demographics.

Objective 2.4 – Cultivate an interactive, safe, beautiful, and sustainable campus environment for commuter and resident students: Recognizing the importance sense of place and community play in encouraging student persistence and completion, the college has undertaken an aggressive campaign to remodel and beautify an aging campus physical plant, resulting in renovation of student common areas, including the cafeteria, student union, E-lobby and the second floor library for the creation of the Learning Commons. The college’s Landscape Committee has also begun to improve campus grounds, and if SUNY Sullivan is a recipient of a GIGP grant, select areas will be transformed to enhance outdoor, student spaces.

Objective 3.1 – Expand partnerships leading to service learning and internship opportunities for students: SUNY Sullivan and the Center for Discovery have agreed that students in both Computer Information Systems and Computer Graphics/Graphic Design programs will be able to undertake internships at the Center’s new Maker-Bot lab nearly in Hurleyville, once completed. College administration has held discussions with executives of Montreign Resort Casino regarding internships and coops for students in Business Administration, Criminal Justice, Culinary Arts, Sports Management, and Fitness in the planned Sullivan County casino and Adelaar recreational facilities.

Objective 3.2—Bring partners together to assist in the facilitation of economic development. The College has seriously responded to every START-UP NY inquiry received, has met and negotiated with those presenting sound proposals, and has submitted several START-UP NY plans, the first of which was originally approved in spring 2014 and the last of which is currently pending approval.

Objective 3.3 – Expand community learning offerings that enrich individuals from the community: Each year the college offers a variety of community learning classes that are tailored to a variety of interests: Creative Writing & Expression, Craft Beer & Brewing, Sushi Making, Business and Planning, Dessert Making, etc. The annual Women’s Conference has grown to maximum capacity, offering community members informative sessions on subjects ranging from health care to gardening.

Objective 4.2 – Redesign curriculum to offer competency-based and/or accelerated options for students: SUNY Sullivan recently ran a summer bridge program for students who placed into developmental Math and English classes. Although the pilot group was small, students who completed the program were able to re-take placement exams prior to the fall semester; 62% of the Math participants and 50% of the English participants successfully progressed to college-level courses in fall 2015. The Division of Liberal Arts and Humanities also runs an ALP-based Writing Studio course to enable students, who test into Developmental English, to take English Composition at the same time for credit. We have also partnered with Rockland Community College on an IITG grant to incorporate ePortfolios into our Writing Studio program.

Objective 4.3—Identify and pilot alternative and innovative educational delivery systems. In our HVEC and Open SUNY Plus Green Building Maintenance and Management Program, students learn both asynchronously through Blackboard and synchronously through Collaborate.
• **Objective 4.4** – Expand access to higher education by using off-campus locations: SUNY Sullivan continues to offer college-level courses to eligible high schools and is working to develop a more robust early admit program. In addition to delivering our Green Building Maintenance and Management Program through the HVEC and Open SUNY Plus, we offer our Liberal Arts and Sciences: Humanities AA Program to inmates at the Sullivan Correctional Facility in collaboration with Hudson Link for Higher Education in Prison, and are currently in negotiations to begin offering credit and community learning courses at the former Narrowsburg Central School.

• **Objective 6.2** – Implement and advertise the SUNY Sullivan Sustainability Plan, which includes strategies relating to education, operations, and administration. Sustainable campus operations translate into budgetary economies, which in turn translate into keeping a cap on tuition, thereby maintaining affordability. Some recent initiatives in this respect include a 2 MW solar array, campus geothermal system, renovated chemistry labs with green fume hoods, composting food waste, solar and wind systems, and green HVAC.

These examples illustrate the engagement of the campus community towards the Strategic Plan and how college personnel at all levels take the Plan’s objectives into consideration when formulating and framing new ideas and initiatives.

SUNY Sullivan is setting goals in each SUNY Excels focus area as shown in Section 2 of this report. However, priority areas of focus include:

• Continue to increase retention efforts for first and second year students;
• Increase graduation rates, through a focus on completion;
• Explore creative solutions to increase enrollment by in-county, in-state, out-of-state and international students, and through the Healthy World Institute;

You will see in Section 2 of this report that we have made the strongest commitments for growth or improvement in these areas.

**ENVIRONMENTAL FACTORS**

SUNY Sullivan makes the commitments enumerated in this Performance Improvement Plan with the full knowledge that as an institution we are faced with the following challenges and responsibilities:

• Significant enrollment declines over the past two years, possibly due to competition from SUNY community colleges with new residence halls.
• A budgetary shortfall projected for the current academic year as a result of tuition revenue declines and increasing costs of retiree healthcare benefits.
• Retrenchments in staffing over recent years, resulting in an administrative staff stretched thin.
• Low faculty salaries compared to other SUNY community colleges: new contract negotiations with the Professional Staff Association begin in January 2016.
• Most science laboratories in dire need of renovation.
• Residence hall management issues. The College does not hold direct control over the management of the residence halls, currently operated by the Sullivan Dormitory Corporation. The Dorm Corp, which has also experienced budgetary difficulties, cannot at present afford to make the cosmetic upgrades to common spaces needed to improve quality of residential life.

**INVESTMENT FUND**

SUNY Sullivan, in collaboration with its Hudson Valley Educational Consortium partners received approval of its white paper and submitted a complete proposal, entitled *Achieve 60 by 2020*, to SUNY’s Investment Fund.
Achieve 60 by 2020 is an innovative, evidence-based, comprehensive effort that will provide the Mid-Hudson region’s six community colleges (Dutchess Community College, SUNY Orange, Rockland Community College, SUNY Sullivan, SUNY Ulster, and Westchester Community College, which collectively enroll nearly 44,000 students) with new tools, new ways of collaborating to achieve goals, and a new way of serving their communities focused on SUNY system goals by: 1) expanding essential one-time capital investments in technology to transform delivery of instruction, student support, and management practices on HVEC campuses; 2) establishing high-impact networked improvement communities of practice among HVEC partners for sharing best practices to campus and system goals; and 3) developing a Mid-Hudson strategic campaign to increase college completion throughout the area.

The project represents a significant, scalable, and ground-breaking effort to focus the region’s attention on SUNY’s Completion Agenda and Excels' benchmarks as it provides each campus with support in implementing its individual campus performance improvement plan.

SUNY Sullivan on its own also received approval of its Investment Fund white paper and submitted a complete proposal to establish a new on-campus Educational Opportunity Program that would leverage lessons learned from some of our most innovative and successful retention programs, such as the mentor-centric FYE Metamorphosis course, ALP-based Writing Studio course, summer Bridge Program, along with a dedicated mental health counselor for students with mental health issues. These elements would be folded into EOP’s proven case management approach to students, an inherently diagnostic approach that strategically employs personal counseling, academic advising, tutoring, skill development workshops, supplemental instruction, and mentoring. Our EOP proposal aligns with our PIP strategic priorities in that we project 65 total additional EOP graduates by 2020, helping us to raise the overall college graduation rate to slightly over 28%, just shy of the SUNY 30% goal.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access 1. Full Enrollment Picture

SUNY Sullivan is projecting a modest 12% increase in overall enrollment in 2020-21 from 2015-16.

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<th>Actual Fall 2014</th>
<th>Actual Fall 2015</th>
<th>Plan Fall 2016</th>
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<th>Plan Fall 2018</th>
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<tr>
<td>Fall Enrollments</td>
<td>1,643</td>
<td>1,595</td>
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<td>1,770</td>
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Projected Sullivan County high school graduates are expected to increase 13% in 2020 from 2015 (http://www.highered.nysed.gov/oris). On average over the past 6 years 21% of Sullivan County high school graduates have attended SUNY Sullivan in the academic year immediately following their graduation, and by 2020-21, 25% will attend SUNY Sullivan. We expect to achieve this target in part through expanding recruitment of Latino students, who are growing in numbers in Sullivan County.

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<tr>
<td>SC High School Graduates</td>
<td>593</td>
<td>583</td>
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<td>588</td>
<td>621</td>
<td>610</td>
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<td>Enrolled SUNY Sullivan Following Fall</td>
<td>139</td>
<td>123</td>
<td>121</td>
<td>129</td>
<td>143</td>
<td>146</td>
<td>163</td>
<td>168</td>
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<tr>
<td>Percentage:</td>
<td>23%</td>
<td>21%</td>
<td>20%</td>
<td>22%</td>
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<td>21%</td>
<td>25%</td>
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According to the US Census, only 10% of adults 25 years of age or older in Sullivan County have an associate’s degree and 20% hold a bachelor’s degree or higher. We propose to target the 70% of the population without a higher education degree through marketing and recruitment initiatives specifically designed for the non-traditional student and gradually raise enrollment of students age 24-44 to 25%. Part of the recruitment focus within this group will be on undocumented Latino immigrants.

Currently, through a partnership with SUNY New Paltz international students may attend SUNY Sullivan for their first two years, obtain an associate’s degree and then transfer to SUNY New Paltz. We are committed to this program and have plans to increase international enrollment to 40 students by 2020-21, slightly above 2% of total enrollment.

To recap, enrollment strategies will target Latino high school students, non-traditional adults in the 24-44 age group including undocumented Latino immigrants, and a set number of international students.

2. NYS Residents Served by SUNY

98% of SUNY Sullivan students are New York State residents, 71% are Sullivan County residents. As 70% of Sullivan County area residents hold only a high school diploma or GED (US Census), SUNY Sullivan plans to increase marketing efforts to reach out to local area, New York State residents to guide and support them toward obtaining higher education.

529 area high school students are concurrently enrolled in SUNY Sullivan. We anticipate that population to increase to 765 by 2020-21.

3. Diversity

According to the US Census, 15% of Sullivan County residents are of Hispanic origin (11,329), a group that has grown over 7% in the past four years. The Hispanic student population represents 18% of SUNY Sullivan enrollment, which the College plans to grow to 25% of total enrollment by 2020-21. African Americans currently constitute 20.09% and Asians 1.4% of total SUNY Sullivan enrollments. Given population trends in Sullivan County and New York State, we anticipate SUNY Sullivan will be a minority-serving institution by 2020 with the following demographics in terms of race and ethnicity:

In addition to academic course offerings that treat matters of ethnicity, race, class, gender, sexual orientation, and disability, among others, SUNY Sullivan has attempted to deliver robust, co-curricular diversity and cultural competency programming in support of our changing student demographics. Regularly scheduled annual events have included women-centric film and theater, Black History Month game shows, guest speakers on subjects such as perceptions of African-American fatherhood, African-American and Hispanic-themed movie nights, panel discussion on prejudice, anti-bullying activities, field
trips to the Museum of Jewish Heritage, foods of different cultures, and disability drama. The College moreover elected to start a chapter of The National Society of Leadership and Success in order to offer students the opportunity to hear and interact via live webcast with inspirational speakers and role models from a cross-section of American culture. Some of the recent and upcoming speakers are Stephan Bardo, Sheryl Wudunn, Arianna Huffington, Al Roker, Jesse Eisenberg, and John Leguizamo.

SUNY Sullivan has made a conscious effort to enhance its ability to attract and retain a diverse staff. To increase our knowledge and understanding of effective diversity practices, our Assistant Director of Human Resources was sent to a Cornell University training program on the Fundamentals of Diversity and Inclusion. The learning from this program is now influencing the design and implementation of the College’s human resource programs and practices. For example, recruitment advertising is now posted in diversity-related magazines and websites, as well as with the career centers at colleges having high numbers of minority graduates in fields relevant to our hiring needs. (Our advertising budget was increased to enable these steps.)

4. Capacity

Next Generation Job Linkage Program

SUNY Sullivan engages in several ongoing activities to ensure that its programs are providing regional employers with a talent pipeline. These activities include:

- **Academic Program Reviews** – all academic programs are reviewed every five-years. One element of the review, particularly for AAS and AOS degrees and certificates, is the relevance of the program to the regional labor market. To determine the relevance to the labor market, the program review considers three factors: (1) where graduates are working (e.g., are they employed in a field relevant to their degree); (2) projected jobs for future graduates based on labor market projections; and (3) the alignment of the program learning objectives and curriculum content to the knowledge, skills and abilities sought by employers in relevant fields. (Employer advisory councils are especially helpful in assessing alignment.) Based upon feedback, learning objectives and curriculum content may be revised to improve alignment to the labor market, or programs may even be eliminated.

- **Labor Market Scans** – SUNY Sullivan has a license for EMSI Analyst, a labor market analysis software program. This program is useful in academic program reviews (see above), and in identifying new programs to consider adding to the college’s program profile/mix. The labor market scan considers: what occupations are projected to have significant vacancies, the education and training required for these occupations, the existing programs already preparing graduates for these positions, the geographic location of the vacancies.

- **Career Development and Transfer Activities** – the services provided through SUNY Sullivan’s Career Development and Transfer office are a critical support to the college’s efforts to build a talent pipeline for regional employers. The office’s outreach to employers helps to validate the results of the labor market scans and provides qualitative insights to the academic program reviews. The office’s work with students helps to ensure their success in the job market.

- **Collaborations** – SUNY Sullivan engages in several collaborations that collectively contribute to building a talent pipeline. Within the county, college participation in the Sullivan County Partnership for Economic Development, the Sullivan County Workforce Investment Board, and the Sullivan County Chamber of Commerce provide a direct line to emerging employer need. For example, these entities, and others, have come together to form a workforce development committee to prepare for the development and opening of the Montreign Casino and Adelaar entertainment resort. One outcome of this collaboration will be the formation of the Catskill Hospitality Institute at the college. The Institute will offer bridge programs to individuals interested in entering the hospitality and
tourism industry, degree and certificate programs to prepare graduates for specific positions, and continuing education and professional development programs to advance works in their careers.

SUNY Sullivan’s ongoing review and adjustment of its capacity is based on a consideration of three factors:

- **Labor market demand** – as noted above, labor market scans play an important part in SUNY Sullivan efforts to build a talent pipeline for regional employers. The data from the scans are especially valuable in separating potential destination programs (i.e., program with universal appeal that will attract students from a wide geography) from programs that are targeted to the local and regional labor market. Considerations of capacity attempt to balance destination programs with local/regional programs. Labor market data also play a role in assessing program sustainability. A degree program requires an ongoing stream of students to support the program, whereas a shorter or smaller labor market demand may be addressed by a non-credit or certificate program.

- **Supply** – considerations of supply (i.e., the characteristics of the labor market segment that a program seeks to attract) also play a critical part in assessing capacity. For example, SUNY Sullivan’s is engaged in efforts to better attract members of the Latino community to its programs. These efforts must take into account the need for ESL supports for these students. Different labor market segments will have different needs and require different types of supports. The ability to provide these supports is a key part of capacity.

- **Resource assessment** – the final factor that contributes to an assessment of capacity is a review of the resources necessary to implement and sustain the proposed program. Critical resources include facility space and equipment, information technology needs, qualified instructors, and finances.

With respect to Open SUNY the College recently submitted SUNY program revisions to disaggregate Simulation and Game Development as well as Computer Programming from our Computer Information Systems AAS program. If approved as stand-alone programs, the College intends to re-register Simulation and Game Development for distance education delivery and propose it to Open SUNY as a fully online program.

### 2.2 Completion 5. Completions

Faculty and staff at SUNY Sullivan have recently recommitted to providing students the augmented support they need to succeed and attain their higher education goals. We are already increasing retention and plan to continue to do so by focusing on initiatives in several areas identified as either problematic or propitious: quality of life, mentoring/advising, and tutoring.

- **Quality of life and “things to do”** have been issues of concern on campus in recent years. To improve quality of life, cosmetic improvements have been made to physical spaces throughout the campus and more are planned. Thanks to a one-time gift restricted to athletics, the college was able to make enhancements to the field house as well as upgrades to almost all athletic equipment. The College administration, faculty and staff have made concerted efforts to increase extracurricular activities so that both resident and commuter students have more to do. Our new non-credit Performing Arts Program allows students to participate in three plays per year as actors, stage techs, and most certainly spectators; the Performing Arts Director has also brought external theatre companies to campus for short performances and runs frequent karaoke nights throughout the semester. The Student Engagement Committee, a standing committee of Faculty Council, takes on projects, which involve students in activities held on campus. Lately the Engagement Committee has run programs every Thursday afternoon, highlighting fun and educational pursuits, such as Salsa Y Salsa, Kale Day, and Food Paired with Music. To offer students engagement opportunities beyond our campus and community SUNY Sullivan started a chapter of The National Society of Leadership and Success.
In order to improve student retention the College has been adopting a case management approach to advising and mentoring. All faculty now advise at least 20 students and are expected to find ways to meet with them several times per semester, not only for purposes of academic advising, but also just to touch base. Faculty teaching our Metamorphosis courses are required to mentor and advise intrusively or proactively through meetings with students during which they discuss academic progress after receipt of the third-week, fifth-week and mid-term progress reports. Instructors in our ALP-based Writing Studio course, which combines Developmental English with Composition I, all understand that mentoring will be an important part of their course workload. Mentoring forms the key student-faculty relationship in our new academic probation program as well. Following these same strategies, SUNY Sullivan recently requested SUNY Expanded Investment and Performance Funds to develop a new on-campus Educational Opportunity Program (EOP) that will exploit lessons learned from some of the above programs. If approved, we plan to fold these elements into EOP’s proven case management approach to students.

Augmenting tutoring services to historically disadvantaged and underperforming students represents an essential ingredient in their recipe for success. SUNY Sullivan renovated space in the library to create a Learning Commons dedicated to tutoring services, expanded tutoring to more subject areas, and is now planning to dedicate more resources to staff development in order to achieve more successful tutoring practices.

In part, as a result of the above efforts, we have raised our fall to spring retention from 71% fall 2010 to 82% fall 2014, and are focusing not only on fall to fall retention, but on what happens beyond that, when we lose 40% of initial cohorts. As retention is essential to completion, we intend to concentrate efforts on increasing our first-year retention rate from where it stands currently at 60.2% to 70% by 2020 and gradually increasing second-year retention by 1-2% per year to 2020. Coupled with a campaign to award more certificates as students progress, an increase in associate degree graduates due to our proposed EOP, and slow but steady growth in healthcare graduates, our 2020 goal of an additional 72 graduates, or 32% over 2014, is realistically achievable.

6. Student Achievement / Success (SAM)

SUNY Sullivan has submitted data to SAM for the past two years. In addition, we have been submitting data to the VFA (Voluntary Framework of Accountability) for the past three years. The measures in SAM and the VFA provide us with a more accurate picture of the success of the community college student. We expect over the next five years our data to show an increase in 6-year graduation rates to 46%, a decrease in those transferring without graduating to 25% as well as a decrease in those students who left higher education to 21%.
7. Graduation Rates

We expect the two-year first-time, full-time graduation rate to remain fairly constant at 11.3%, although we project the three-year graduation rates to increase to 28.1% over the next five years, due largely to the retention and completion initiatives enumerated above.

At SUNY Sullivan we feel that cracking the secret of developmental education is key to fostering student completion, as it can easily break the first-time college student. With that in mind, SUNY Sullivan has kept pace or even outpaced its peers in the area of developmental English, where, as noted earlier, we have been utilizing an ALP-based Writing Studio program. Student outcomes for this program in terms of success and retention generally surpass the outcomes of students in our conventional Composition I courses. However, we have lagged behind with respect to innovations in developmental math, although math faculty recently have decided to investigate Quantway/Statway approaches and have contacted Rockland Community College, which is ahead of the game, for assistance.

SUNY Sullivan met all seamless transfer requirements, through program credit reductions, and one waiver approval. We are now awaiting approval of three transfer tracks in English, History and Biology for our general Liberal Arts and Sciences AA and AS programs.

Until very recently Degree Works has been a stumbling block for SUNY Sullivan, a Jenzabar institution. However, through the programming efforts of our internal IT staff in conjunction with SICAS, it appears most programming problems have been solved. We believe at this point, we need only to complete more scribing to make sure interactive tracks populate correctly; then test, localize and go live.

The acceptance of our Green Building Maintenance and Management Program into Open SUNY Plus, although an excellent opportunity for the College and students throughout the state, has also been slow going, with very little enrollment growth outside of HVEC students. We still believe there is great opportunity in Open SUNY, are committed to our participation and intend to propose additional programs as noted above to increase enrollments.

8. Time to Degree

As our time to degree has fallen 12.7% over the past five years, we project that by 2020 it should average around 2.7 years without too much additional intervention. If we are successful in bringing an Educational Opportunity Program to SUNY Sullivan, we anticipate bringing that number down lower and closer to the 2.5 year SUNY goal.

While we organize annual completion days, and utilize Jenzabar auditing software to identify students close to graduation, we do not at current have a finish-in-2 guarantee program, but with guidance from SUNY we welcome the opportunity to start one.

2.3 Success 9. SUNY Advantage

SUNY Sullivan provides a number of active and experiential learning opportunities for its students and the community at large. The college’s Culinary Arts Program introduces students to fundamental concepts, skills and techniques of food preparation and baking, and to basic sustainable food and farming practices. Students in this program participate in restaurant operations and bakery management courses, which offer real-world experiences in running a restaurant and a bakery café.

Other SUNY Sullivan experiential learning offerings include: select, on-campus Green Building Maintenance and Management courses, wherein students can participate in campus composting activities, solar panel and wind turbine maintenance or other green projects; the Computer Information Systems – Simulation and Game Development program through which students may participate in game jams for charity and intern in summer boot camps; our health program clinicals in nursing, respiratory
care and Medical assisting; field work in K-12 schools for students in Childhood Education (TET); an Entrepreneurship course where students work in teams to prepare a business plan for an actual local business; paid, for-credit off-campus business internships in various county businesses and non-profits; Graphic Arts students create and submit works to Bethel Woods and other local businesses for advertising and publicity use; students present research papers at our annual Honor Symposium, as well as at the Beacon Conference; the college runs a non-credit Performing Arts Program, which allows students to participate on multiple levels in three dramatic productions per year; and lastly the college has a strong collaboration with the Baccalaureate & Beyond / RSVP Programs of Purchase College in which our students enthusiastically participate each year. Over the past eleven years a total of 81 SUNY Sullivan students have been afforded the opportunity to conduct faculty-guided research through these two programs.

Unique to our campus is our FYE Metamorphosis course, required of all first-time, full-time students. Based largely upon transformative Self-Determination Theory, the threefold goals of Metamorphosis encompass improving academic and personal success through mentoring, creating a culture of excellence through service learning and campus engagement, and demonstrating critical self-analysis in the development of personal and professional identity. Examples of some of the service learning and campus engagement projects students have undertaken in recent years include: Toys for Tots drive, activities at local Boys and Girls Club, fundraising to obtain a guide dog for a county resident, hosting developmentally disabled individuals at events and theatre productions, supplying foster care survival packs to Sullivan County CASA, campus hiking trail restoration, and creation of a memorial garden.

In order to increase participation in meaningful learning activities outside of the classroom, all division chairs have been assigned the goal in the current academic year of identifying additional applied learning opportunities related to each academic program. The Division Chair, who coordinates our Metamorphosis Program, has also been instructed to encourage more service learning out in the community. For the future, the College administration and Montreign Resort Casino have agreed in principle to offer student internships and coops at the new casino and related recreational facilities to be built in the town of Thompson. Likewise, the College and the Center for Discovery have agreed to offer internships to students in Computer Information Systems as well as Graphics Arts at a new maker bot lab nearby in Hurleyville. Also in the works is a collaboration with New Hope Community to operate a 2-acre vegetable farm on our campus at which our students will be able to work alongside developmentally disabled residents from New Hope, earning internship credits in either Human Services or the proposed Nourishment Arts Program. With the goal of encouraging more underrepresented minority students to participate in research, SUNY Sullivan submitted an NSF Scholarships in Science, Technology, Engineering and Math (S-STEM) grant application through the Hudson Valley Educational Consortium in partnership with SUNY Purchase that would provide scholarships to academically talented but financially needy students, enabling them to major in STEM programs as well as participate in unique paid internships over the summer on the Purchase campus.

The Vice President for Academic and Student Affairs and the Career Placement and Transfer Advisor serve on the Provost’s Advisory Task Force on Applied Learning. We submitted our Applied Learning Campus Commitment, attended the regional Applied Learning Steering Committee meeting in spring 2015 and look forward to attending the upcoming Applied Learning Conference in Albany as well as reviewing the recommendations/draft plan of the Advisory Council.
10. Financial Literacy

The most significant and relevant indicator of our efforts to improve student financial literacy may be found in our improved student default rate. SUNY Sullivan’s 2012 three-year cohort default rate is 15%. The two previous years the cohort default rate was 28%. We attribute this success to several initiatives:

1. While we comply with all federal and state regulations, we have enhanced and augmented those efforts by providing information literacy sessions to all incoming students. During these sessions, all costs related to attendance and the Smart Track are carefully covered. Students (and parents) are encouraged to borrow money responsibly and reduce loan borrowing to only the amount necessary. If loans are necessary, repayment terms are covered in detail so that the borrower understands the consequences of non-payment. Additionally, students are guided through the process of obtaining their Certificate of Residency to ensure that students submit those in a timely manner and are not billed for out-of-state rates. Our efforts are aimed at having “informed consumers,” as is consistent with SUNY Smart Track guidelines.

Another key component of these information literacy sessions is a full explanation of satisfactory progress with regard to financial aid. Students are informed that they “earn” their financial aid by attending classes and passing their courses. Third week, fifth week, and midterm reporting ensures that we have the appropriate information to intervene with students who are not on track to earn their aid.

2. SUNY Sullivan has partnered with Inceptia to help defaulted students enter repayment.

3. Financial Aid workshops are offered by some instructors of the first year experience courses. Typically these workshops are held prior to the next semester’s registration so that students are prompted to ensure financial aid is in place and all outstanding bills are addressed.

Since the implementation of these initiatives, our default rate has significantly declined.

2.4 Inquiry 11. Total Sponsored Activity

N/A

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

As a community college our students have fewer opportunities for hand-on research than students at 4-year institutions. However, each summer we do send students to SUNY Purchase to participate in the Bridges / RSVP Programs, where they do indeed conduct faculty-supervised research. The experience for the students invariably proves to be transformative, as perhaps for the first time in their lives they take ownership of their own learning.

While students do undertake entrepreneurship projects in a handful of Business and Culinary Arts courses, such as Entrepreneurship or Bakery Management, we do not currently capture this data in our SIRIS data submission, but would be willing to do so in the future.

13. Scholarship, Discovery and Innovation

Again, as a community college, we do not expect faculty to demonstrate scholarship in publications, citations, performances, exhibits, etc., although many of our faculty do indeed publish scholarly books, articles, works of fiction, or perform and/or exhibit in public venues. Such information is tracked via the annual reports of faculty, but we have not as yet compiled any of it into an electronic database.
2.5 Engagement

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

With a rural 405-acre campus and a focus on sustainability and technology, SUNY Sullivan expects to form partnerships with companies wishing to expand or relocate to the state of New York whose focus and business missions align with those of the college. To this end, SUNY Sullivan has sought to establish partnerships with businesses, particularly in the manufacturing sector, whose focus resides in one of three areas: green technologies and innovation, software development and services, and food and beverage manufacturing and packaging that assists local producers move from farm to market. These strategic areas of emphasis align with the concept of the Healthy World Studies and Tech Transfer Institute (Healthy World Institute) approved by the SUNY Sullivan Board of Trustees in November 2013. The Healthy World Institute will be dedicated to applied learning, food and beverage technology transfer, entrepreneurship, green technology and food shed management, and software application development.

SUNY Sullivan’s START-UP NY plan, which includes an 18-acre commerce park, was originally approved in spring 2014. The plan, which was recently amended to include a vacant classroom on campus as well as the vacant Narrowsburg Central School, is currently in the mandatory 30-day comment period. Businesses locating in the college’s approved START-UP NY locations will further the college’s mission by helping the college serve as a valued resource (civic, educational, and economic) for the communities in Sullivan County; improving student success and completion through hands-on learning; helping to foster a vibrant, student-centered campus through internships and potential employment opportunities on the campus; and by leading to the possible expansion of existing academic programs or the development of new programs that meet the needs of our students, community, state and the world. These businesses will also benefit through access to a pipeline to future talent that can help to eliminate the skill shortages that confront many growing companies.

The academic programs offered by SUNY Sullivan that will benefit from partnerships with companies in the START-UP NY Program, and whose students represent a pool of future talent, include: Business Administration, Computer Information Systems and Digital Art and Media programs, Green Building Maintenance and Management, non-credit Manufacturing Training, and the proposed Nourishment Arts & Science Program.

While SUNY Sullivan awaits the first business to relocate on or near the college campus under the START-UP NY umbrella, the college continues to work closely with the Sullivan County Partnership for Economic Development and the Mid-Hudson office of Empire State Development to identify and vet potential partners.

15. Alumni / Philanthropic Support

Two years ago SUNY Sullivan formalized its alumni association. The association has begun to receive much interest and momentum. Currently the alumni contact list includes 4,000 alums who receive updates, events, and information about the college and the Foundation. This contact is done through various uses of social media and outreach is starting to yield positive results. Two former alum have recently accepted leadership roles as new president and vice president. One of the alumni association’s goals is to offer current students and alumni the opportunity to obtain internships and staff positions through alums who own or manage small businesses and organizations. Small fundraising initiatives will begin this year as well as an alumni dinner that will encompass all class years and will take place in the spring of 2016 in New York City.
16. Civic Engagement

At present SUNY Sullivan does not collect data on civic engagement other than reports and information received either through faculty/staff annual reports or anecdotally from those who engage students regularly in service learning and volunteerism.

17. Economic Impact

In 2011, SUNY Sullivan contracted with EMSI to conduct a study of the economic impact of the college. The report provided two analyses: an investment analysis and an economic growth analysis. The metrics reported in each analysis included:

**Investment Analysis**

- **Student Perspective**
  - # students served – SUNY Sullivan served 2,363 credit students and 2,169 non-credit students in the 2008-2009 reporting year covered by this economic impact study.
  - Average earnings with an Associates’ degree – The average income at the career midpoint of someone with an Associate’s degree in Sullivan County is $36,400, thirty-five percent more than someone with a high school diploma.
  - Students’ rate of return – Students enjoy an attractive 13.8% average rate of return on their SUNY Sullivan educational investment, recovering all costs (including tuition, fees, and foregone wages) in 11.1 years.

- **Social Perspective**
  - Annual increase in state tax base due to salaries – Higher earnings of SUNY Sullivan students and associated increases in state income expand the tax base in New York by almost $8.9 million each year.
  - Reduced social costs – New York will see avoided social costs amounting to $380,000 per year due to SUNY Sullivan students, including savings associated with improved health, reduced crime, and reduced welfare and unemployment.

- **Taxpayer Perspective**
  - Cumulative return on investment (increased taxes and reduced costs) – For every dollar of this support, taxpayers see a cumulative return of $1.70 over the course of the students’ working careers (in the form of higher tax receipts and avoided costs).
  - Rate of return – State and local governments see a rate of return of 5.8% on their support for SUNY Sullivan.

**Economic Growth Analysis**

- **College Operations Effects**
  - Income due to college operations (payroll and operations spending) – The Sullivan County economy annually receives roughly $13.8 million in income due to SUNY Sullivan operations.

- **Student Spending Effect**
  - Outside the region student spending – The expenditures of SUNY Sullivan’s non-local students generates roughly $4.7 million in added income in Sullivan County each year.

- **Productivity Effects**
  - Accumulated credits – The current Sullivan County economy embodies an estimated 365,200 credits that have accumulated over the past 30-year period as thousands of former SUNY Sullivan students (completers and on-completers) enter the workforce year after year.
Added income due to accumulated credits (productivity effects) – SUNY Sullivan skills translate to higher earnings for students and increased output for business. The added income attributable to the accumulation of SUNY Sullivan credits in the workforce amounts to around $48.4 million each year.

Section 3: Conclusion and Expected Impact on your Campus

In August 2013, the SUNY Sullivan Board of Trustees approved a new strategic plan to support a rebranding and transformational change effort designed to reverse years of declining enrollment and reposition the college as a leader in the economic rebirth of Sullivan County. The strategic directions and objectives in the college’s strategic plan align with and support the SUNY Excel’s priority areas, and have and will continue to guide the college’s continuous improvement efforts. SUNY Sullivan’s primary areas of focus are:

- Increasing graduation rates through a focus on completion
- Increasing retention for first and second year students
- Exploring creative solutions to increase enrollment.

Initiatives undertaken in these areas of focus aligned to the SUNY Excel priority areas include:

- **Access** -- Expansion of educational offerings such as Respiratory Care and Green Building Management has enabled the college to appeal to a wider variety of potential students, and initiatives such as the Writing Studio and the summer boot camp have provided greater opportunities for student success. These initiatives directly and positively impact affordability (fewer semesters, potential 6.2% tuition savings), completion rates and Student Achievement/Success data. It is anticipated the marketing of these programs will result in increased enrollment.
  - SUNY Sullivan’s 2012 3 year cohort default rate is 15%. The two previous years the cohort default rate was 28%. Three initiative have contributed to this reduction: providing information literacy sessions to all incoming students; partnering with Inceptia to help defaulted students enter repayment; and financial aid workshops offered by some instructors of the first-year experience courses.

- **Completion** -- SUNY Sullivan effectively boosted fall-to-fall retention by 9.9% in the 2014-2015 year (50.3% to 60.2%). This was largely achieved through the creation of a Learning Commons and the implementation of an enhanced culture of advisement. These efforts enabled our students to form strong relationships with faculty and their peers. With ongoing efforts in these areas, SUNY Sullivan’s goal is to increase retention by an additional 10%, pushing the fall-to-fall retention rate to 70% by 2020. Increased retention will enable students to more effectively achieve their educational goals and will directly impact completion through higher degree/award production, resulting in a three-year graduation rate of 28.1% by 2020.

- **Success** -- SUNY Sullivan’s Metamorphosis class includes an experiential service learning component which connects our students to the community. This initiative enables our students to connect internally as well as externally and its project outcomes benefit the County of Sullivan in a variety of ways. Faculty leads are currently in the process of collecting evidence-based assessment to determine Metamorphosis effectiveness.

- **Inquiry** -- Applied research is a key element of SUNY Sullivan’s rebranding and transformational change efforts. This direction is apparent in the Living Learning Laboratory approaches exemplified in the installation of a community garden, straw bale house, wind turbine and composting system through our Green Building Management program, and the planned development of a farm-to-table garden in our Culinary Arts programs. Applied research is also central to the proposed Healthy World Studies Institute.
• **Engagement** -- The proposed Healthy World Institute and Catskill Hospitality Institute are representative of SUNY Sullivan’s efforts to connect to the economic engines of our community and region. The program designs of both institutes follows extensive community outreach, and promises to increase enrollments in credit and non-credit areas. The proposed SUNY Sullivan Commerce Park would provide a home for entrepreneurs whose business aligns with the institute’s programs and benefit from START UP NY. The intentional increase in campus activities, such as the establishment of a student theater, has contributed to an increase in both student retention and community member participation in campus events.

Moving forward, SUNY Sullivan will strengthen efforts in our defined focus areas. Specific initiatives in our performance improvement plan related to these focus areas are:

• Continue to provide students the augmented support they need to succeed and attain their higher education goals. This will include:
  o Further improving the Quality of life and “things to do” by enhancing the physical and social environments
  o Enhancing the case management strategy for advising and mentoring to include a more diagnostic approach that strategically employs personal counseling, academic advising, tutoring, skill development workshops, supplemental instruction, and mentoring.
  o Dedicating more resources to staff development in order to develop more successful tutoring practices.
• Implement a strategic enrollment plan that targets new market segments, notably:
  o Non-traditional students in Sullivan County that do not have an Associate’s degree (we will target the 70% of the population in Sullivan County without a higher education degree through marketing and recruitment initiatives specifically designed for the non-traditional student)
  o Latinos
  o International students (the goal is to increase international student enrollment to 40 by 2020)
• Review and alter the college’s program mix to ensure alignment with the region’s economic development and workforce needs and to increase enrollment. This will include:
  o Expanding upon our leadership in sustainability by offering new programs such as Nourishment Arts and Sciences through the Healthy World Institute. These offerings will serve as destination programs for the college, while providing regional employers with access to technology innovations and a talent pool that will enhance the region’s economic development.
  o Establishing the Catskill Hospitality Institute at the college to offer bridge programs to individuals interested in entering the hospitality and tourism industry, degree and certificate programs to prepare graduates for specific positions, and continuing education and professional development programs to advance works in their careers.
• Continue collaboration with the region’s other community colleges through the Hudson Valley Education Consortium

**Goals:**
  o Increase overall enrollment by 12% between 2015-16 and 2020-21.
  o Increase the average percentage of Sullivan County high school graduates attending SUNY Sullivan in the academic year immediately following their high school graduation from of its current 21% to 25% by 2020-21
  o Increase first-time, full-time fall-to-fall retention rate to 70%.
  o Increase first-time, full-time three-year graduation rate to 28.1%.