SUNY EXCELS PERFORMANCE IMPROVEMENT PLAN

October 2015
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SUNY Excels Performance Improvement Plan: Westchester Community College

Attachment 1: Narrative

Campus Information
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Section 1: Campus Alignment with SUNY Excels

Introduction
Westchester Community College (WCC) was founded in 1946, with its main campus in Valhalla, ten additional locations and a variety of other instructional sites throughout Westchester County. Located 35 miles north of New York City, WCC is the county’s largest educational institution, with students who reflect the cultural and economic diversity of its service area. The majority of students served at WCC come primarily from its local service area, with 78 percent from Westchester County, 11 percent from Bronx County and 6 percent from Putnam County. The student body is 52 percent female and 54 percent full-time. The College is the only institution within SUNY that has been designated a Hispanic serving institution and the credit student body is 34 percent white, 31 percent Hispanic and 23 percent Black. Fifty-four percent attend full-time, and 53 percent are under the age of 22.

The faculty at Westchester Community College is dedicated to student success and academic excellence, and have accumulated an impressive record of professional achievements. Many have been recognized by prestigious organizations as the recipients of various grants and awards. The faculty body boasts 237 Chancellor Award winners and nine SUNY Distinguished Professors. One example of professional achievement is the Westchester Community College Humanities Institute which was established in 2013, after Drs. Heather Ostman (English) and Frank Madden (English) received a $300,000 National Endowment for the Humanities (NEH) Challenge Grant for Community Colleges. It is close to reaching its $900,000 endowment ahead of schedule and offers programming and development activities that foster deeper understandings of the humanities through the lens of the immigrant experience.

Several students have received notable and distinguished scholarships and for 9 of the last 12 years, Westchester Community College students were awarded Jack Kent Cooke Scholarships. The Lanza Foundation, Coca-Cola Scholars, and the Finch College Alumnae Association Foundation are some of the organizations which granted scholarships to students in recent years.

Program Mix
Westchester Community College offers more than 60 programs within the Associate of Arts, the Associate of Science, the Associate of Applied Science, and include certificates in over 20 career fields. WCC recently reorganized its academic programs into four schools within the college: the School of Arts, Humanities, and Social Sciences; the School of Health Technologies and Applied Learning; the School of Business and Professional Careers; and the School of Science and Engineering.
The noncredit offerings include a wide variety of educational training programs in support of workforce development with 51 leading to industry recognized credentials and licenses, as well as an assortment of personal enrichment. The English Language Institute provides instruction for English as a Second Language learners and serves over 4,000 of students annually.

The Honors Program offers study abroad at Cambridge University in England as part of Cambridge University’s International Summer Schools. The College is 1 of only 3 community colleges in the United States participating in this program. An endowment from the Westchester Community College Foundation provides tuition and expense support for 10 students annually.

Mission
The College’s mission statement is: Westchester Community College provides accessible, high quality and affordable education to meet the needs of our diverse community. We are committed to student success, academic excellence, workforce development, economic development and lifelong learning.

Strategic Plan / Excels Goals
Westchester Community College is entering a New Era of Service and Success with a refreshed strategic plan adapted earlier this year and is centered on five themes of Student Success, Workforce Development, Community Engagement, Campus Culture and Stewardship. The College’s plan aligns strongly with SUNY Excels, particularly in the area of Student Success.

Campus plans for each focus area of SUNY Excels are reflected in this report, however priority areas include: increasing college readiness for incoming students; increasing fall to spring as well as fall to fall retention; increasing financial literacy of students; decreasing the length of time to graduation; increasing the graduation rate; and increasing the number of program completions. The information provided in Section 2 of this report will demonstrate Westchester Community College’s strongest commitment in these areas.

Environmental factors
Westchester Community College is committed to a focus of continuous improvement. The college recognizes various environmental factors that are both challenges and opportunities. High school enrollment projections continue to decline and the high percentage of incoming students needing remediation requires the allocation of resources to ensure the students are fully college ready. Even academically prepared students often struggle with navigating the non-academic areas of college life and many balance their academic responsibilities with those of work, home, children and families. Recent changes regarding eligibility criteria for noncredit remedial aid funding impact noncredit offerings at the College. Specifically, the elimination of Adult Basic Education and modifications for English as a Second Language course offerings have resulted in fewer eligible courses for the Westchester County service area.

Investment Fund
Westchester Community College, in partnership with five other SUNY community colleges, received approval of its white paper and submitted a complete proposal for SUNY’s Investment Fund.

Achieve 60 by 2020 is an innovative, evidence-based, comprehensive effort to implement the SUNY Completion and Excels agendas and provide support for individual campus performance improvement plans. This project will provide the Mid-Hudson region's six community colleges, the Hudson Valley Educational Consortium (HVEC) representing Dutchess Community College (DCC), Orange County Community College (SUNY Orange), Rockland Community College (RCC), Sullivan County Community College (SUNY Sullivan), Ulster County Community College (SUNY Ulster), and Westchester Community College (WCC) - 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-based innovations to transform the delivery of instruction, student support, and institutional 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 regional strategy and campaign to increase college completion throughout the Mid-Hudson.

The project represents a significant, scalable, and ground-breaking effort to focus the region’s attention on SUNY’s Completion Agenda and Excels’ benchmarks while providing each campus with support in implementing its individual campus performance improvement plan through the three major strategic activities.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture
Westchester Community College will grow its enrollment and contribute to SUNY’s system goal of increasing to 560,000 by 2020. WCC is focused on the development of an enrollment management plan to enhance recruitment, retention and student success. A new position has been allocated for an Associate Dean of Enrollment Management to more fully support enrollment management from pre-admissions to post-completion, job placement and transfer.

The College will exceed its institutional enrollment peaks of 2009 by 2020 and expand in enrollment by strengthening its high school partnerships, increasing retention, and increasing its program offerings.

High School Partnerships
Westchester Community College will increase its outreach and yield of local area high schools to increase offerings in early college programs and to increase the numbers of new student enrollments. There are several new and expanded partnerships with local area high schools to support these strategies. The Pathways in Technology Early College High School (PTECH) program provides students with a blended high school and college experience. Students in two different high schools are working towards completion of their high school diploma along with requirements for an A.A.S. in Civil Technology, Cyber Security or Electrical Engineering. The High School Transitions Partnership Program is another high school partnership with 15 feeder high schools that enable 12th graders that are on-track to graduate but are not college-ready gain skills needed in math and/or English courses. WCC will also expand offerings within its dual enrollment program, Advanced College Experience (ACE), by increasing the number of participating high schools.

Retention
Westchester Community College will increase its fall-to-fall retention rate to 70 percent by 2020.

As previously noted, WCC recently reorganized its 66 academic programs into four schools within the college: the School of Arts, Humanities, and Social Sciences; the School of Health Technologies and Applied Learning; the School of Business and Professional Careers; and the School of Science and Engineering. This new academic organization is influenced by the work of Bailey, Jaggars and Jenkins on guided academic pathways outlined in Redesigning America’s Community Colleges (2015). The new schools and pathways are designed with the express goal of increasing the number and proportion of students who are academically prepared for, enroll in, and complete on-time. The new structure supports a contextualized student college experience through clearly articulated academic and career
pathways and provides critical enrollment management supports -- such as advising, completion coaching, internships and career and transfer placements -- around the new pathways.

Additional strategies to support this retention goal include increased student participation in orientation, the development of an intentional first year experience program, an early alert program targeting at-risk students, hiring of six Completion Coaches, expanded Faculty Advising, as well as workshops supporting student success strategies. This increased retention rate will contribute to increased enrollment in the continuing student population.

**Program Offerings**
Westchester Community College will increase program and course offerings in order to better serve its service area. Fully online as well as hybrid course offerings will be increased to meet demand particularly for the part-time, adult students. Programs will be analyzed to determine if a fully online option is needed and to align with Open SUNY offerings. New programs are also being developed to meet job demands particularly in designated high needs areas.

**2. NYS Residents Served by SUNY**
Westchester Community College is committed to serving its local community and state while recognizing the value of diversity to the academic and cultural climate of the institution. Over 78 percent of students attending WCC live in Westchester County, with another 11.1 percent commuting from Bronx County, and 5.7 percent commuting from Putnam County. The college has a small percentage of international students. Several new and ongoing partnerships with top feeder schools, as described above, are expected to increase the capture rate as well improve college readiness of incoming students. Increased program and course offerings will also contribute to increases in the number of NYS residents served. The College has historically served over 15,000 people each year in its workforce and personal enrichment programs. This work is supported through partnerships with business and industry organizations as well as community-based organizations. Growth is targeted due to increased offerings and expanded partnerships with business and industry.

The Professional Development Center provides contract training to businesses in the area. The College is a partner in the federal Department of Labor Ready to Work grant awarded to the Westchester Putnam Workforce Investment Board and will deliver health career mapping and financial literacy as part of an employment boot camp and serve as a partner in short term health care training. Through a Westchester County Just Add One grant the Gateway to Entrepreneurship program will provide entrepreneurship training to over 30 small businesses across the county.

Hundreds of courses providing personal and educational enrichment are available as the College responds to the lifelong learning needs of the service area residents. Among these is the Collegium for Lifelong Learning, a membership organization that offers serious study and social exchange for older adults in the community. The College also plans to increase its support of youth through its popular summer Kids in College programs with increased offerings in sciences, digital and fine arts, debate and entrepreneurship.

Westchester Community College is strongly committed to providing educational opportunities for the large non-native English speakers within its service area. The revised English language program and a capstone English for Academic Purposes course ensures a pathway to college readiness and enrollment for students wishing to enroll in higher education. In addition, the English Language Institute will continue to offers workplace ESL to employers in the region and has begun to develop curriculum that provides ESL support to noncredit health care programs

**3. Diversity**
While Westchester County typically ranks among the wealthiest in the country, its wealth is quite concentrated with 20 percent of the population receiving 66 percent of the income. This inordinate
wealth among a small segment of the population frequently obscures the significant degree of poverty within the county. The top feeder high schools in Yonkers, White Plains and Mount Vernon serve students with poverty levels higher and educational attainment levels lower than those of New York and the rest of the Westchester County. These areas also have high numbers of residents who speak a language other than English at home. Students coming from these areas often lack the non-academic skills needed to be successful in college, and significant numbers are required to take developmental coursework. The number of locations established by the College throughout its service area ensures residents have an opportunity to enroll close to work or home if transportation is an obstacle.

Westchester County’s population has become increasingly diverse within the last 15 years and has one of the highest percentages of foreign born residents in the country. Diversity in ethnicity among the student body has also grown significantly and the College has the highest percentage of minority students, the highest percentage of Hispanic students, and the second highest percentage of Black students in the SUNY system.

Westchester Community College is the only federally designated Hispanic serving institution within the SUNY system. The College hosted a recent roundtable discussion with Hispanic community leaders on educational opportunities for Hispanic students.

The College has a record of fostering an atmosphere of cultural diversity and was honored by winning the 2009 Northeast Regional Equity Award from the Association of Community College Trustees (ACCT) and the National Charles Kennedy Equity Award. The Annual Teach-In on Racism, is held every year with interdisciplinary sessions open to faculty, students, and staff. Student surveys continually produce overall positive results on student satisfaction with racial harmony, diverse culture, and acceptance of differences.

The Department of Student Involvement sponsors a series of programs and initiatives to promote the rich diversity of students found at the College, primarily through the work of the Associate Director of Multicultural Education and Leadership Development. There are also 12 cultural clubs sponsored by the Student Government Association and supported by the Student Involvement Office. Examples of these clubs include the: Black Student Union, Asian Club, El Club Hispano-Americano, GLOW (LGBT) Club, and the Muslim Students Club. There are also a variety of celebrations held on the campus to recognize the value the institution has for its rich diversity. To better support the International student population, Student Involvement sponsored the Beyond Westchester Lunch series, inviting international students to host a luncheon wherein they educated their peers about the respective home nations, while sharing in a traditional meal from their culture. The College actively plans events for Latin American Heritage Month, Black History Month and Asian Pacific Islander Heritage month.

The College also recognizes diversity by providing support to students with invisible identities. For example, Student Involvement sponsors an ally training program for members of the community to participate in who want to learn more about the methods to support LGBT students on campus. So far, 72 members of the faculty, staff and administration have gone through this training with a goal of doubling this number by the end of the academic year. The College also has tremendous supports for veteran students as demonstrated in the establishment of a certified Veteran Resource Center as well as supports for students with disabilities as evidenced in the many accommodations and workshops provided to these students to ensure their success both in and out of the classroom.

The college is committed to increasing the diversity and cultural competency of its faculty, staff and administrators. Training is provided for search and screen committees to ensure policies and procedures are followed. Recruitment efforts ensure outreach to professional organizations as well degree-granting institutions that serve traditionally underserved groups to increase diversity of applicant pools.
Fall 2015 will be a period of inquiry and planning as the College begins its development of a renewed Diversity Plan. A consulting company is being considered to guide the College in developing a stronger foundation of support for first-generation in college students, students of color and students with immigrant backgrounds. The work will involve analysis of student demographics, surveys, focus groups and open dialogues with students, faculty and staff to understand the various perspectives and experiences. The College will draw on what it learns to develop a composite profile of its students with supporting stories of individuals. Sessions are expected to:

- Engage faculty and staff in reflecting on the role family, community and institutional circumstances played in their own educational and career experience.
- Relate their own aspirations and experiences to those of the students they serve.
- Help faculty and staff develop a shared understanding of, and pride in, the College’s role in advancing educational and economic opportunity.
- Examine practices from institutions throughout the U.S. that have demonstrated strong results in supporting higher educational attainment among students with profiles similar to those of Westchester Community College.
- Identify areas of focus for capacity building in order to support further training opportunities as well as opportunities to adapt or develop programs and services in response to student needs.

The results will also be translated in ways used to inform professional development of College faculty, staff and future program development.

4. Capacity
Westchester Community College continuously works to ensure programs and courses are aligned with demand. The process for new course and program proposals has been streamlined. General Education courses are fully aligned with SUNY General Education courses, and approval for courses to be included in the General Education category includes a review by the Faculty Senate Assessment Committee and the Faculty Senate General Education Committee. All two year programs have also recently been assessed to ensure the number of required credits does not exceed recommended limits.

The College has received a grant from JPMorgan Chase to develop a Middle Skills gap report for the Lower Hudson Valley Region. This analysis will provide targeted skills sets and programs needed by regional employers.

Implementation of Schedule 25, a scheduling system to support optimal allocation for space efficiency, will aid in the analysis of the course schedule to ensure a pipeline for degree and certificate completion.

WCC is committed to increasing the number of courses being offered fully online as well as increasing significantly the number of hybrid courses offered. All sections offered, even the traditional seat time sections, currently have a Blackboard shell in place to support faculty engagement online, allow students to access material electronically and to promote familiarity with the online structures. The college will be participating in the Open SUNY Institutional Readiness Assessment in this academic year. Sixty faculty members are participants in the Center for Online Teaching Excellence.

2.2 Completion
5. Completions
Westchester Community College is committed to increasing the total number of degrees and certificates awarded and has several strategies in place to support this objective. The college plans to meet this goal by increasing retention rates, decreasing the time to degree, increasing its graduation rate and increasing overall completions.
Retention: WCC will increase the fall to fall retention rate to 70 percent by 2020 by increasing the number of students who participate in orientation, developing an intentional first year experience program, improving advising support for students and monitoring progress through a more robust Early Alert communication system. In addition to the new position for Associate Dean of Enrollment Management previously mentioned, a new position for Associate Dean of Student Life has been allocated to provide the coordination and management for all areas of the College’s student life program. ETS Success Navigator Assessment will be implemented to identify at-risk students and to provide them with individualized action plans which will direct them to the services they need to succeed.

Time to Degree and Graduation Rate
WCC will decrease the time to degree to 3 years and intends to increase its three year graduation rate to 30 percent by 2020.

• The College has signed on as a partner in a pilot study with The Center for the Analysis of Postsecondary Readiness (CAPR) which will utilize multiple measures for placement, rather than the results of one test, to determine student readiness for college level course work. In addition to placement scores, high school GPA, high school course-taking patterns and noncognitive assessments will be utilized.
• The College is committed to increasing readiness to college level course work by offering accelerated remediation models in math and English. The math faculty have piloted redesigned developmental math courses and incorporated the use of Assessment and Knowledge in Learning Spaces (ALEKS) software which allows the instructor to identify and support specific areas of weakness for each student. The self-paced, individualized instruction provides a potential accelerated path for students to complete their developmental coursework. The number of sections offered utilizing this method will be doubled based on the successful outcomes.
• A four week summer Bridges program will prepare incoming freshman for college readiness.
• Increasing the number of Quantway math offerings, a non-algebra math pathway for developmental students in non-STEM programs, will move additional students onto college-level coursework. The College is also exploring Statway to support students in applied degrees to completion.
• The College has hired six Completion Coaches to work with students and ensure they utilize the multitude of programs and services available to ensure program completion. This support, coupled with the academic advising provided by counselors and faculty, will guide students in the appropriate pathways to degree completion.
• Degree works is being fully implemented with ongoing training for students and faculty.

Completions
WCC will increase the number of degree and certificate completions to 2,500 by 2020.

• WCC is a partner in a US Department of labor Ready to Work grant which helps long-term unemployed individuals transition to jobs in healthcare. This partnership is supported by the College’s non-credit medical certificates and licenses in Certified Nursing Assistant, Patient Care Technician, Phlebotomy Technician, Electrocardiography Technician, and Mental Health Technician, as well as its AAS programs in Nursing, Veterinary Technology, Respiratory Care, Radiologic Technology, EMT and Dietetic Technician.
• Upgrades in facilities and equipment, particularly healthcare industry related, will provide contemporary, industry appropriate experiences for students.
- WCC is working with area employers as part of the TAACCT grant to create certificates that are needed in the area and are stackable to additional training. The college is also increasing its online offerings to serve the needs of working adults.
- The College is committed to working with SUNY on reverse transfers and is also partnering with its top transfer institutions on agreements to facilitate degree conferral.
- In December, 2015 the College will host its first Winter Graduate Recognition event for students who would otherwise not participate in a formal ceremony until the end of the following spring term. Its purpose is to acknowledge the graduates’ achievements, celebrate their success and capture those who might choose to leave without completion status.
- Westchester Community College has expanded the number of articulation agreements with four year colleges that require completion to transfer with junior status.
- Campus plans are underway to provide additional scholarship dollars awarded to needy students who might otherwise stop out prior to degree completion and offer Accent on Success Workshops geared towards at-risk students.
- New programs are being established to meet demand. Three certificates within Culinary Arts are being developed in the areas of Event Planning, Hospitality and Small Business Management, in addition to programs in Medical Coding and Billing as well as Nanotechnology.

6. Student Achievement / Success (SAM)
As an Achieving the Dream participant, Westchester Community College is committed to focusing on measures similar to those used in the Student Achievement Measures (SAM). These measures also support metrics used to monitor the College’s strategic plan theme of student success in the focus areas of readiness, engagement, learning and completions. These metrics include monitoring successful completion of gateway courses, fall to spring retention rates, fall to fall retention rates, graduation rates and degree completions. The College is in the process of collecting data for its first year of participation with SAM.

As discussed throughout this document, the College is partnering with local high schools to improve college readiness of students and to strengthen the pipeline to college, accelerating pathways from developmental education to college readiness and strengthening services for students to increase retention and completion.

The Pathway from Completion to Transfer program increases student engagement, success, retention, completion and transfer and raises awareness of the completion to transfer process at WCC. The program consists of workshops, semester-by-semester guidelines, and an online transfer planning tool that is available to all of our students. One-on-one transfer counseling is also available and the College hosts two transfer fairs per academic year where students can meet with four-year college representatives to discuss transfer and scholarship opportunities. One of the main goals of the initiative is to reach students during their first semester at WCC. Counselors present the Pathway from Completion to Transfer workshop during first year courses to educate students early on the benefit of credential attainment prior to transferring.

New and revised articulation agreements will maximize the transferability of credits and promote completion at WCC.

7. Graduation Rates
WCC’s plans to increase graduation rates are complemented by its work to increase retention and improve student supports. The college is committed to reducing the achievement gap between underrepresented minority students and their peers, and its work with Achieving the Dream provides additional strategies to reduce gaps.
Key activities and initiatives that support increased graduation rates include the hiring of Completion Coaches, full implementation of Degree Works to map out scheduling and course requirements, accelerated models of remediation, improved Early Alert systems as well as improvements to overall advising.

Westchester Community College launched the use of DegreeWorks in the fall 2013 and provides ongoing training to faculty and students on the use of the program. Its use is promoted at new student orientation and marketing efforts continue to drive students and advisors to this tailored audit of coursework. In addition, the College is pursuing additional customizations of DegreeWorks to provide additional guidance to keep students on track.

This past year the faculty of Westchester Community College worked to revise all A.A. and A.S. degrees to align with the SUNY seamless transfer paths. These revisions were made effective for the fall 2015 semester and provide a much more tailored framework of coursework for students. These changes will benefit the transfer process for students wherever they choose to continue their education.

The seamless transfer paths and use of DegreeWorks both provide specific and clear requirements necessary for degree completion. The transfer guarantee of the seamless transfer path coursework within the SUNY system is very attractive to students and a selling point for them to finish their degree before transferring. Throughout the college experience, DegreeWorks is a key tool for students and advisors, keeping students on track toward graduation.

8. Time to Degree
Westchester Community College will decrease the average time to degree to three years by 2020. Efforts to support this include the revised General Education requirements and analysis of program hours required.

As discussed in section 2.2, utilizing multiple measures for placement into college-level coursework, increased Quantway and Statway math offerings, as well as offering accelerated remediation models in math and English will provide students more seamless pathways into college level coursework. The Completion Coaches will work with the students to ensure students are accessing the appropriate programs and services to support program completion. The expanded use of Degree Works will provide useful tools to ensure students are on track for timely degree completion.

2.3 Success
9. SUNY Advantage Academic Affairs
Westchester Community College offers a plethora of opportunities for students to extend their learning beyond the traditional classroom experience through internships, study abroad, co-curricular clubs and activities rooted in departmental programs, and numerous on and off campus opportunities for civic engagement, community service, career learning, inter-cultural and problem-based learning.

Academic support services undergird all offerings at WCC. The Academic Support Center supports tutoring in a variety of courses such as math, reading, writing, science and computer programming. Math, ESL, reading, science and writing workshops, final exam and exit exam review sessions, and test taking and study skills workshops. Specialized academic supports are in place in physics and math, health sciences, language learning, and other program areas.

WCC’s Honors Program provides academically motivated students with special opportunities for engaged and applied learning through on-campus honors seminars and through off-campus study abroad opportunities. WCC is one of only three community colleges in the US that participate in Cambridge University’s International Summer Schools. A new study abroad program, CIEE, provides students the opportunity to engage in academic study and service learning in Africa through a fully
integrated, holistic service program combining coursework and community service with integrated activities designed to support the academic service-learning goals in and out of the classroom.

Internships provide students with an opportunity to explore fields of interest and define their career direction. Programs are adapted for students in different fields, with just a handful of programs highlighted here. In Human Services (pre-social work) the majority of students go on to complete a BSW degree in a local college or university, even if they secure employment prior to the BSW, and internships are a critical component of their learning. Each semester over 250 students in chemical dependency, early childhood and human services/pre-social work complete internships in local substance abuse treatment programs; schools, Headstart programs and day care centers; homeless shelters, nursing homes and day rehabilitation programs for the elderly; and centers for the developmentally disabled. Internships are highly structured with set schedules, assignments that require work with clients, and supervision. The Film Program has a vibrant and vital internship component that places students in experiential learning environments. The Program has cultivated partnerships with several employers in the film and television industry, including Leopard Films, Iron Bound Films, and the Jacob Burns Film Center. Students perform 150 hours of supervised, onsite internship work with one of our industry partners and receive 3 credits for the internship, prepare coursework related to their internship, and are evaluated by their onsite supervisor and supervising faculty member.

The AngelTechs is an applied learning experience for highly motivated students enrolled in the Computer Information Systems Associate’s and Cybersecurity degree programs, who assist non-profit organizations with their computer systems needs and support projects that benefit organizations without the resources or IT expertise to hire a Computer Professional. AngelTechs also work on special projects for various departments at WCC and are supervised by two professors in the CIS department. Students submit competitive applications to participate in AngelTechs and are chosen based on observation of exemplarity grades, class participation, and passion for computer systems.

There are a variety of student leadership opportunities available at WCC. The WCC Board of Trustees includes a student elected by the student body as a voting member. In the Commit to Change Leadership Development Program, participants learn about and use leadership skills; work with peers to create positive social change at Westchester Community College and the community as a whole; bond and become close friends with the members of the cohort; and have the opportunity to apply for and attend the highly prestigious Clinton Global Initiative University. Student leaders are also given the opportunity to serve as Orientation Leaders/Peer Advisors (OL/PA). In this role, students serve as the host and guide for new students during the College’s Orientation. They facilitate or co-facilitate various workshops to help welcome new students to the community. The Westchester Events Board (WEB) is a group of students dedicated to creating a vibrant and dynamic student community. Events range from social programs such as films and carnivals as well as programs aimed at creating awareness to issues such as substance abuse. There are five planning committees within WEB for students to become involved.

Student clubs provide additional student leadership opportunities, and the College is particularly proud of the many engaging student clubs in academic and pre-professional/career pathways. The Film Program has an active student-run film club with approximately 40 members and two faculty advisors. The club has its own film and editing equipment and operates like a professional production company, in conjunction with the curriculum. Film student submit scripts which are workshopped, revised, and voted on for production. Production teams are formed to break down the scripts, and cast, shoot and edit the films, which are typically submitted to the WCC Annual Student Film Festival. The Festival is judged by 3-4 outside industry jurors and co-sponsored by the Jacob Burns Film Center. The students learn valuable industry-relevant skills, and many of the film club alumni maintain professional collaborations long after their time at WCC. The Cyber Security Club provides students enrolled in that program with engaging,
industry-relevant experiences that help them connect with IT Professionals and promote early application of essentials skills learned during the program. Through activities coordinated by the Cyber security Club, students attended the 2015 Black and Hispanic STEM Conference, DefCon – 2015 and the Tech Week Conference. Additionally, WCC Cyber Security faculty and students created an inter-collegiate Computer Security and Forensics competition, which provides students the opportunity to work on simulated scenarios and models tasks to be performed in the workplace. The Accounting Club provides students in that program with pre-professional opportunities and networking as part of their preparation to joining the workplace. For example, on October 21st, an Accounting Career Panel will bring accounting professionals from several highly recognized firms to a Career Panel where students will have the opportunity to interact, ask questions and explore career options. The panel will include successful alumni and professionals in all stages of their careers, in small, medium and large CPA firms and others working in not-for-profits and large companies.

10. Financial Literacy
WCC is committed to increasing the number of students registered for SMART Track and to reducing the cohort default rate to 10 percent. The link is made available on the College’s website and students who do not meet the Satisfactory Academic Progress minimums must complete a module within SMART Track as part of their Financial Aid appeal. Information about SMART Track will be incorporated in new student orientation, first year experience programming as well as for students experiencing financial hardships.

All student borrowers are also required to complete Entrance Counseling and Exit Counseling to reinforce the policies governing the student loan programs. Through its Center for Financial and Economic Education, WCC will continue to offer financial literacy programs for students. Approximately 1,300 students participate annually in a workshop or one-on-one coaching session with campus plans to increase the number of participants.

2.4 Inquiry
11. Total Sponsored Activity–
Westchester Community College is undertaking significant efforts to increase Sponsored Activity in line with the College’s Strategic Plan and its SUNY Excels Performance Improvement Plan, and all fund raising efforts are aligned to achieve the College’s Strategic Goals.

Recently awarded grants to the College represent over $3,593,304 in strategic directed resources and support innovative and comprehensive academic, student support and career and technical program upgrades to help the College achieve ambitious student success metrics. They include:

- TRIO Student Support Services for $1,237,920 for the 2015-2020 period
- USDOE Investing in Innovation Grant (i3) for $72,000 for the 2014-2017 period
- NYS CFA Opportunity Grant, FITT to Grow NY, for $100,000 for the 2014-2016 period
- Perkins VTEA Block Grant for $602,069 for the 2015-16 period and $694,685 for the 2014-2015 period
- SUNY Job Linkage for $135,000 for the 2014-2015 period and $149,000 for the 2015-2016 period
- SUNY GAP for $153,000 for the 2014-2015 period and $151,630 for the 2015-2016 period
- SUNY 2020 SMARTT Grant for $149,000 for the 2014-2015 period
- US DOL TAACCCT for $149,000 for the 2013-2015 period
- Additional funding received by the college was $2,278,415 for the 2013-2015 period.

Upcoming grants being targeted by the college in high-priority areas over the next two years include but are not limited to:
• HSI STEM Articulation Grant for approximately $2,750,000 for the 2016-2021 period (apply)
• HSI –Developing Hispanic Serving Institutions Program for approximately $2,750,000 for the 2017-2022 period (apply)
• SUNY 2020 Achieve 60 by 2020 for $3,100,000 for the 2015-2017 period (pending)
• NSF Advanced Technological Education for $200,000 for the 2015-2017 period (apply)
• CCAMPIS-Child Care Means Access Grant for $868,000 over four years for the 2017-2021 period (apply)
• US Department of Education Investing in Innovations (i3) grant as part of a consortium application for $720,000 over five years for the college share (pending)

12. Student hands-on research, entrepreneurship, etc.
Westchester Community College has an Entrepreneurship Certificate Program and is in the process of developing a proposal for an AAS Entrepreneurship Degree. Entrepreneurship courses are embedded in many other programs such as Management, Marketing, and Fashion Merchandise. An Endowed Chair in Entrepreneurship was created to provide professional development funds and recognize an outstanding faculty member in the field.

The Entrepreneurship & Networking Club aims to stimulate student interest in the study and practice of entrepreneurship; foster a proactive spirit in addition to promoting cooperation and unity amongst all members and affiliates; provide a myriad of opportunities and resources for members to develop their skills in leadership, communication, and organization through active participation and practical applications; encourage camaraderie, fraternity and a strong cultural identity in a non-threatening environment which protects individual Constitutional rights; recognize major accomplishments and achievements made by current and former members; and publicly promote career and advancement opportunities in all applicable fields. The Club, which is led by a faculty advisor, is a local chapter of Collegiate Entrepreneurship Organization (CEO), and for the last two years WCC students have won awards at the regional competition.

The College continues to host the Network for Teaching Entrepreneurship (NFTE) county-wide competition. This event showcases the business plans developed by high school students who completed the NFTE curriculum as part of an entrepreneurship course or a summer business camp experience. The winner of the event is eligible to compete in the NFTE National Competition in NYC.

The Academy for Entrepreneurial Excellence is a non-credit program that was founded as a resource to help local business owners grow their businesses. Through a series of marketing, human resource management, sales, and e-commerce classes, the Academy encourages students to reexamine the way in which they market and brand their companies.

The Division of Continuing Education and workforce Development works closely with Westchester County’s Office of Economic Development to promote the college’s role in efforts supporting entrepreneurship throughout the county.

Gateway to Entrepreneurship (G2E) was established in 2010. Through its collaborations with community partners, local employers, business organizations, and government officials, G2E serves as a resource hub for entrepreneurial initiatives, supporting programs that respond to students’ needs and contribute to a vibrant local economy. G2E partners with such nationally-recognized entrepreneurship programs, including the National Association for Community College Entrepreneurship (NACCE) and the Network for Teaching Entrepreneurship (NFTE). The Director of G2E serves as an advisor of the college’s student Entrepreneurship Club and works closely with faculty in our business programs to support opportunities for student engagement in all G2E activities.
G2E was awarded a grant by the Westchester Workforce Investment Board to support small business expansion within the county. Through the Just Add One grant, G2E will recruit and provide business development resources to 35 small businesses that are poised to add at least one new employee to their business. For the 3rd consecutive year G2E sponsored the GROW conference in partnership with the county of Westchester. Approximately 150 individuals participated in the conference that brought together businesses, not-for profits and governmental agencies for a day of presentations and resources in support of business development. WCC students were involved in the planning and implementation of the event as well as taking part in the learning opportunity. The Mount Vernon Extension Center and G2E partner with the Mount Vernon Youth Bureau and the Network for Teaching Entrepreneurship to offer a Summer Entrepreneurship Academy open to Mount Vernon residents in high school. This grant funded program exposes youth to the fundamentals of designing and operating a business using the NFTE curriculum, first hand experiences and real life situations.

The Scheduling Office within Academic Affairs ensures courses and section offerings are appropriately coded for reporting. WCC’s Office of Institutional Research and Planning works closely with SUNY System IR to ensure proper reporting of applied learning activity.

13. Scholarship, Discovery and Innovation

WCC faculty scholarship is celebrated and is reflected by publications, citations, performance and exhibits. The College does not have a formal process in place to track scholarship, but would be interested in serving on a System-wide task force to discuss appropriate data collection measures.

2.5 Engagement

14. START-UP New York and beyond

Building linkages with business and industry remains a high priority for the college and WCC was recently appointed as the higher education representative to the local Workforce Investment Board (WIB). President Miles has also been named to the Board of the Westchester Business Council and the Higher Education Committee of the Westchester County Association. As noted within this document, the College is the lead entity in a JPMorgan Chase grant supported project, *New Skills at Work in the Lower Hudson Valley*, that will identify the high demand middle skill jobs in the three county area and work to identify and expand programs that will prepare current and future employees for these positions.

A newly formed partnership has been established between Westchester Community College and Optimal Workforce Solutions (OWS), LLC, a national staffing organization that addresses ancillary healthcare staffing needs of the Westchester Medical Center. As a result of this partnership, WCC’s non-credit and credit healthcare alumni have been provided with access to current job opportunities with OWS, clinical placements for WCC healthcare programs will be expanded, and WCC healthcare alumni will be provided with professional development opportunities. To date, 58 alumni of WCC non-credit and credit healthcare programs participated in job recruitment event, gaining valuable interview tips from an OWS HR Director, learned about WCC’s non-credit workforce training opportunities in healthcare and, had the opportunity to speak with an OWS recruiter and submit their resumes for current/future job openings.

The “Bright Futures” program prepares students for careers in the energy industry and related fields. In partnership with ConEdison students learn about academic programs in high growth fields with extensive career opportunities. As part of this program the college presents career panels, a job fair, a college/career Open House event, meet and greet sessions with industry employees, and field trips to the worksite.
The campus plans to leverage these opportunities and explore other industry relationships to build linkages for future Start Up New York initiatives.

15. Alumni / Philanthropic Support
Westchester Community College is committed to strengthening a culture of alumni engagement by matching alumni profiles with volunteer opportunities on campus, as well as opportunities to serve on career panels, program advisory boards and job shadowing opportunities.

The Westchester Community College Foundation launched a new capital campaign in fall 2013, called “Pathways: The Campaign for Student Success” and has already accomplished great successes both in fundraising and program implementation. It is slated to conclude in 2018, though the timing and financial goal for the campaign may be extended if circumstances warrant. The goals of the campaign are to 1) double the amount of annual scholarship aid distributed to students from $1 million to $2 million by 2018; 2) provide seed funding for programs and services that dramatically increase student success metrics, including graduation rate, retention rate, and college readiness; and 3) support steady state fundraising initiatives of the Foundation (Annual Appeal, annual scholarship support). The WCC Foundation has consistently been a leader among SUNY community colleges in fundraising. The goals of the Pathways campaign align with SUNY and national goals to successfully shepherd students through the educational process to timely degree attainment, with a minimum or no student debt.

16. Civic Engagement
Westchester Community College engages in a variety of initiatives that support civic engagement. The College’s Welcome Center provides classes to students and community members in civics and citizenship education. Surveys of students enrolled in this 21 hour noncredit class indicate that 96 percent of those participants that sit for the citizenship exam pass and go on to become naturalized citizens. The PTK chapter on campus embraces a strong commitment to civic engagement and tracks participation of its members. WCC does not currently track civic or community engagement of its general student population but would be interested in serving on a System-wide task force to discuss appropriate data collection measures.

17. Economic Impact
Westchester Community College produced an economic impact study in 2009 which estimated spending on supplies and services by the college as well as expenditures of out-of-area students generated a net impact of $73.9 million in the local economy.

Section 3: Conclusion and Expected Impact on your Campus
Westchester Community College recognizes that the overarching goal of SUNY Excels is continuous improvement. The goals that provided on all Excels measures will significantly advance Westchester Community College in its service to its community, state and beyond.

The College is committed to achieving its targets of increased enrollment, increased retention rates, increased graduation rates, decreased time to degree as well as increased degree and certificate completions.