



Achieving the Dream™

IMPLEMENTATION PLAN WORKSHEET

Please use this document to draft your responses before completing the online Implementation Plan form.

Institution Name: Mohawk Valley Community College

1) CONTRIBUTORS TO THE IMPLEMENTATION PLAN

Please list the name and titles of the Implementation Plan authors.

Name	Title
Stephanie Reynolds - tri-chair	VP for Student Affairs
Maria Ramos - tri-chair	Professor, Psychology
Jill Heintz tri-chair	Executive Assistant to the President
ATD Core Team	
ATD Data Team	

2) PRINCIPLES ASSESSMENT SURVEY

a) Please have all members of your Core Team and a representative group of stakeholders complete the online Achieving the Dream Principles Assessment Survey. Achieving the Dream will provide a summary report link to each institution's Core Team Leader(s) so they may access their institution's summary report at any time.

b) Review the aggregate summary of your institution's responses to the Principles Assessment Survey (a link to your summary report was sent to your Core Team Leader). Please respond to the following questions:

- How will you take advantage of strengths identified in the principles assessment?
- How will you address weaknesses identified in the principles assessment?

Your response should provide an overview of the institutional changes you envision as a result of adoption of the Achieving the Dream principles and the implementation of the proposed priorities and interventions. [Limit to 750 words.]

* How will you take advantage of strengths identified in the principles assessment?

The survey responses reveal that the ATD project at MVCC is building momentum and increasing awareness. The survey was sent to all full-time, part-time, and adjunct faculty as well as college staff, a broader reach than necessary. This was done to determine the extent to which initial communication efforts had been successful in shaping a positive perception of ATD. The survey chiefly reflects work done in 2015, since the college-wide Data Summit, to frame ATD as a process of developing solutions. To build upon the success shown to date,

communications efforts will be increased to focus on solutions. The Core and Data teams will continue to provide information faculty want, need and can use as a means of encouraging faculty to become engaged in the process and to reduce the numbers whose responses reflected a lack of awareness. Outreach to discipline-specific center meetings by members of Institutional Research can increase awareness of data that already exists. Increased engagement through implementation work will further reduce the “not sure” responses while also helping to increase the already strong responses of faculty and staff who, on almost all questions, see MVCC as getting stronger in the areas surveyed.

*** How will you address weaknesses identified in the principles assessment?**

MVCC’s action is spurred by the responses to questions 2.2a and 2.2b in regards to identifying achievement gaps, in which 24% and 30% of respondents respectively were unsure of two major pieces of MVV’s effort. As ATD develops its implementation agenda, there will be more deliberate, transparent communication as noted elsewhere to ensure that all parts of the college community not only have information about ATD, but have the opportunity to shape the process through their involvement. Outreach from the data team to the college community will help address weakness identified in the survey, so that the college community looks upon the work of the team as the college’s work. Development of an ATD website will improve communication.

Further reflection on the data is also required. For example, anecdotal information shared with Core Team members in regard to inclusiveness did not mesh with the results of the survey. Further study of the demographics of respondents and further focus groups to round out the picture can help ATD determine whether the survey reflects a broad consensus or is a statistical anomaly.

3) MAJOR DATA ANALYSIS FINDINGS

Provide an overview summary of the major findings from the analysis of quantitative and qualitative student outcome data that you completed during the planning year. Please also indicate how this data analysis led to the selection of your 2-3 student success priorities (section 5). [Limit to 500 words.]

Gateway Enrollment	CJ101	HI101	PY101
Fall '12	229	596	1213
Spring '13	135	498	837
Fall '13	221	604	1056
Spring '14	119	417	679
Fall '14	197	512	953

Average Fall Enrollment	216	571	1074
Average Spring Enrollment	127	458	758

Fall-2014 Enrollment

Black/Hispanic	13%
20-29	34%
Low Income	57%

Fall-to-Fall Retention

Fall-to-Fall Retention of 1st Time, Matriculated = 55%

Gateway Success (final grade A, B, or C)

PY101	75%
HI101	62%
CJ101	73%

The Data Team examined data from a three-year period and has identified three cohorts that exhibit significant deviations from the average success rates of Mohawk Valley Community College students for the five Achieving the Dream measures.

Minority Students

The group that shows the most pronounced gaps when considered against institutional averages is Black and Hispanic students, with male students within this cohort showing the most significant gaps. To address lags with this group data indicates energies should be

focused on Courses Attempted/Courses Completed, Fall to Fall Retention, and/or Degree/Certificate Completion.

However, this group is, by far, the smallest cohort. Focusing on this group will not result in significant institutional improvements.

Students Aged 20-29

The group with the second-most significant gaps in all areas is students aged 20-29. The data indicates that focusing on Success in Gateway Courses (not restricted to English and Math) and/or Fall to Fall Retention is the most important for this group.

The challenge in addressing this group is there is likely an extensive variety of causes, some of which may affect one portion of the cohort while other causes may be more relevant to a different demographic. Defining interventions for this cohort would be difficult.

Low-Income Students

The low-income group (Pell eligibility) demonstrates a smaller gap than the previous two cohorts. This cohort has the largest population; therefore, improvements within this cohort have the potential to affect the institution's overall success rates significantly. Data indicates focusing on Success in Developmental courses (especially students placed in 2 or more Developmental courses) and/or Success in Gateway Math is most relevant for this group. The problems noted above regarding the 20-29 cohort are magnified here. However, it is likely that there is significant overlap in this cohort with the other two. Therefore, addressing issues with this cohort would actually address a significant portion of the cohorts above.

Area-based Identifications

Two areas were repeated in two or more cohorts: Fall to Fall Retention and Success in Gateway Courses. Focusing on problematic areas that are shared between the three identified cohorts may produce a greater effect across the institution than a cohort-specific approach.

While looking at the data, one thing became clear: our students as a whole are struggling with courses that contain online content. This is particularly true for students in these cohorts. It is the Data Team's strong recommendation that a thorough review of online content be conducted and a narrowed scope of interventions be recommended during the fall 2015 semester to be piloted with the identified gateway courses.

4) ENGAGEMENT

Describe your efforts to increase the breadth and depth of engagement with college stakeholders over the past year. How effective were these efforts in engaging new stakeholders or deepening engagement? What could be done over the coming year to build upon your successes? [Limit to 500 words.]

Creating broad engagement has been MVCC's mission since the inception of the ATD effort. The Core and Data Teams overseeing the project have 29 members, which has rippled information about ATD through the college. MVCC sent a large group to the 2015 Dream Conference intentionally to facilitate further spread of information about ATD. During the 2014-15 academic year, the college has presented information on ATD to large and small groups, including a college-wide Data Summit held in early 2015. The result of this engagement has been an increasing and broad awareness of the focus of ATD and an increase in the understanding of how data can be used to student success. Initial focus groups for students and faculty were held. ATD leaders will work with stakeholders to schedule follow up focus groups for maximum participation.

The goal of Year One's engagement was to increase awareness, so that stakeholders could view the project as addressing issues from the bottom up, not the top down. In moving from awareness to action, engagement will shift in the coming year with the addition of the implementation teams. Working separately but with the same goals the ATD Core, Data and Implementation teams will provide information to college stakeholders, who will then have increasing opportunities for involvement as members of committees and sub-committees addressing various points of the Implementation Strategy.

In the coming year, MVCC's ATD project will build engagement by implementing a very robust, multi-faceted communications plan that builds upon the successes of Year One. The Data Summit's results showed that the MVCC community is hungry for data to help assess the college. Through both chunking data in existing MVCC publications and further presentations of data to large college-wide audiences, MVCC will help faculty, staff, students, and the college community better understand the challenges behind its ATD project so that college stakeholders can develop an enhanced perspective on broad issues. Professional development events will include presentations to faculty on ATD and data, to further deepen faculty's understanding of students' challenges and add their experience to the college wide discussion.

The most meaningful form of engagement will take place through the Implementation Process. MVCC's proposed interventions cut across all parts of the college, requiring that each discrete objective in the plan convene a large number of stakeholders to ensure that solutions encompass multiple disciplines and departments. MVCC work groups and committees often have memberships of 10-12 members of the key publics affected by any decision. Based on the initial plan developed by the teams, that would translate into more than 75 faculty members, college staff, administrators and students who would become directly involved, plus additional faculty and staff members whose expertise would be sought. The work of addressing the challenges identified by MVCC's ATD teams will be the catalyst that creates the broad engagement necessary to bring to MVCC the changes it seeks through ATD.

5) PRIORITY WORK PLANS

In this section, we ask you to name and describe each student success priority you have set. You should have 2-3 priorities. We also ask you to complete a work plan for each priority. The work

plans should incorporate all interventions and institutional policy and procedure changes planned for each priority area. Indicate the year each step will be completed. Designate a staff member who is responsible for ensuring completion.

Priority 1

Priority 1 Work Plan

TECHNOLOGY:

Promoting uniformity of design among Blackboard pages used by professors as course supplements, without impinging upon freedom of content or banning customization. Bridging the technology gap students bring with them so they understand a phone is an insufficient device for college work.

Labeling courses where instructors have high levels of computer content so that students with limited familiarity / access can be aware, which will involve creating a rubric to determine high computer content courses, evaluating and identifying courses accordingly prior to releasing appropriately labeled high computer content courses in college literature and website.

Developing access policies that can address the hardware gap for students who:

May have the latest phone but no home computer or an antiquated one.

Live in rural areas beyond the reach of easy Internet access.

Live in areas with access but are in families not able to afford it.

Data shows this project will have a vast impact:

Percent of Students Taking an Online Component	
All Students	57%
PY101	64%
HI101	73%
CJ101	78%
Gateway Students	72%

List Related Interventions Entered into the Interventions Showcase:

- Promoting uniformity of design among Blackboard pages used by professors as course supplements, without impinging upon freedom of content or banning customization.
- Bridging the technology gap students bring with them so they understand a phone is an insufficient device for college work.
- Labeling courses where instructors have high levels of computer content so that

students with limited familiarity / access can be aware.

- Developing access policies that can address the hardware gap for students

Measurable Yearly Indicators:

- Quantifying the number of sections using some form of online content and the number of sections that identified as using online content. Online and hybrid sections are clearly identified, but a significant number of faculty use additional online content for supplementary material, testing, etc. Those sections may or may not be identified. Students with technological barriers are put at a disadvantage when they enroll.
- Survey of all students in gateway courses (HI101, CJ101, and PY101) assessing technological capabilities. Taken at the beginning of the semester, the results will be compared with course success rates.
- Course GPA for sections that use online content and courses that do not use online content.
- Rubric for faculty to assess the technology use in their gateway classes, administered for fall and spring semesters.

Work Plan Action Steps Descriptions	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
Form work group according to college guidelines to address the issue of promoting uniformity of design among Blackboard pages used by professors as course	X				TBD	TBD
	X					
	X					
	X	X				
		X				

<p>supplements, without impinging upon freedom of content or banning customization.</p> <p>Research internal and external best practices</p> <p>Disseminate findings</p> <p>Develop preliminary recommendations and solicit feedback from all affected stakeholders</p> <p>Refine recommendations; disseminate results</p> <p>Make final recommendations</p>						
<p>Form work group according to college guidelines to address the issue of bridging the</p>	X				TBD	TBD
	X					
	X					

<p>technology gap students bring with them so they understand a phone is an insufficient device for college work. Research internal and external best practices Disseminate findings Develop preliminary recommendations and solicit feedback from all affected stakeholders Refine recommendations; disseminate results Make final recommendations</p>	<p>X</p>	<p>X</p> <p>X</p>				
<p>Pilot projects</p>		<p>X</p>				
<p>Full implement</p>		<p>X</p>	<p>X</p>	<p>X</p>		

ation						
Form work group according to college guidelines to address the issue of labelling courses with high computer content by creating a rubric to determine high computer content courses followed by the evaluation/ identification of courses accordingly .	X				TBD	TBD
Research internal and external best practices Disseminate findings Develop preliminary recommendations and solicit feedback from all affected	X					
	X					
	X					
	X					
		X				
		X				

affected stakeholders Refine recommendations; disseminate results Make final recommendations						
Pilot Projects		X				
Full implementation		X	X	X		

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued. [No more than 500 words.]

Challenges in addressing uniformity of Blackboard design will include developing a broad consensus on the most effective alignment of Blackboard elements for student learning, and securing sufficient agreement on this across multiple disciplines as well as providing support resources for faculty to reconfigure pages where necessary. Implementing access policies could be delayed by budgetary issues if the solution to access requires extensive procurement of new hardware on the part of the college, or the creation of space where technology can be used.

Scaling

Briefly describe how and when you will expand and support the intervention(s) if it proves successful; consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations. [No more than 500 words.]

Scaling the technology intervention will most impact points one and four, those noted above in “Challenges.” For Point One, once there is a solid, data-driven case to assist faculty in Blackboard page redesign or development, this will be a major theme of MVCC’s professional development for Years 2 through 4. If there is sufficient faculty interest in redesign, the college may need to augment existing staff with temporary IT help to redesign pages. In regard to Point One, Blackboard uniformity, MVCC projects that some of the target population, low-income students, will benefit from the change by Year 3 and that most will benefit by Year 4. For Point Four, which the college projects will require a combination of college and community effort to address, scaling of on-campus technology resources will require hardware increases in line with either grant funding or budget funds. Supporting off-campus access efforts, including proposals to increase Broadband access in rural parts of the state, will require partnerships with state, local and economic development partners. In regard to Point Four, technology access, MVCC estimates that some of the target population will benefit by Year 4.

Priority 2

Priority 2 Work Plan

READING CHALLENGES

Determining the perceived reading gap for students who are functionally literate (can pass ELA, high school exams) but do not appear to read proficiently (an anecdotal definition pending data to determine specifics) at a college level.

Determining the extent to which the gap reflects low skills in general English language vocabulary or sector-specific vocabulary; deficits in applied comprehension; or another as-yet-unknown cause and determining the value of reading classes that could be organized either by center/subject or by comprehension levels.

Alignment of textbooks with the expected reading / comprehension level of students who will be taking the course for which the text is required (with the possibility of on-line vocabulary help available, which links back to Intervention One)

How courses can be adjusted or enhanced to allow students to strengthen their academic skills preparation.

Determining the correlation between reading scores on placement tests and course success.

List Related Interventions Entered into the Interventions Showcase:

- Determining the perceived reading gap for students who are functionally literate (can pass ELA, high school exams) but do not appear to read proficiently (an anecdotal definition pending data to determine specifics) at a college level.
- Determining the extent to which the gap reflects low skills in general English language vocabulary or sector-specific vocabulary; deficits in applied comprehension; or another as-yet-unknown cause and determining the value of reading classes that could be organized either by center/subject or by comprehension levels.
- Alignment of textbooks with the expected reading / comprehension level of students who will be taking the course for which the text is required (with the possibility of on-

line vocabulary help available, which links back to Intervention One)

- How courses can be adjusted or enhanced to allow students to strengthen their academic skills preparation.
- Determining the correlation between reading scores on placement tests and course success.

Measurable Yearly Indicators:

- A non-individualized exit survey, given at the end of the semester, to determine access to and use of course material. The section-by-section results will be compared with success rates to examine the correlation between availability of material and success as well as the use of material and success.
- Section and course success rates in relation to the reading level of the text book(s) used for the course.
- Correlation between reading placement scores and course success rates. By examining specific scores it may be possible to identify specific issues that can be addressed.

Work Plan Action Steps Descriptions	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
Form work group according to college guidelines to address the issue of a perceived reading gap and its causes.	X				TBD	TBD
Research internal and external best practices	X					
Disseminate findings	X					
Develop preliminary recommendations and solicit feedback from all affected stakeholders	X					
Refine recommendations; disseminate results	X	X				
Make final recommendations	X	X				
Pilot projects		X				
Full implementation		X	X	X		
Form work group according to college guidelines to address the issue of alignment of textbooks with the expected reading / comprehension level of students	X				TBD	TBD

who will be taking the course for which the text is required.						
Research internal and external best practices	X					
Disseminate findings	X					
Develop preliminary recommendations and solicit feedback from all affected stakeholders	X					
Refine recommendations; disseminate results	X	X				
Make final recommendations	X	X				
Pilot projects		X				
Full implementation		X	X	X		
Form work group according to college guidelines to address the issue of how courses can be adjusted or enhanced to allow students to strengthen their academic skills preparation.	X				TBD	TBD
Research internal and external best practices						
Disseminate findings	X					
Develop preliminary recommendations and solicit feedback from all affected stakeholders	X					
Refine recommendations; disseminate results		X				
Make final recommendations		X				
Pilot projects		X				
Full implementation		X	X	X		
Form work group according to college guidelines to address the issue of correlation of reading scores and course success.	X				TBD	TBD
Research internal and external best practices	X					
Disseminate findings	X					
Develop preliminary recommendations and solicit	X					

feedback from all affected stakeholders						
Refine recommendations; disseminate results	X					
Make final recommendations	X					
Pilot projects	X					
Full implementation	X	X	X	X		

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued. [No more than 500 words.]

The biggest concern impacting implementation of Reading/Comprehension action steps will be developing precise data to inform college efforts to ensure that the issues of student reading weakness and student reading comprehension of textbook material are each addressed appropriately and not necessarily in one set of action steps. Current data collections do not sufficiently inform decision-makers in this regard.

Scaling

Briefly describe how and when you will expand and support the intervention(s) if it proves successful; consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations. [No more than 500 words.]

Scaling the college’s response to addressing the comprehension gap will depend upon the final nature of the intervention(s) developed. The college expects that some target sector students will be impacted by Year 3 and also in Year 4. Textbook alignment will be scaled as funding allows for a thorough investigation of new books which would, with faculty support, be used to replace those considered by the college to be misaligned. Possible reassignment of paring developmental reading with other appropriate reading level credit courses, with high success to be scaled and no funding required. Alignment will also be scaled in reflection of what is found through the Technology intervention in terms of developing on-line vocabulary support for students. Some target population students will benefit in Years 3 and 4.

6) ALIGNMENT FOR SUSTAINABLE, SYSTEMIC IMPROVEMENT

How do the selected interventions leverage and reinforce one another—or other existing student success efforts at your college—to achieve sustainable, systemic institutional improvement? [Limit to 500 words.]

MVCC views ATD as the umbrella under which all student success efforts will align themselves. The development of recent Strengthening Institutions Program and Student Support Services grant applications provided a starting point from which to address projects and programs in light of ATD's principles.

MVCC's two interventions – Reading and Technology – reinforce one another in shaping the solutions MVCC will develop. For example, although software exists to assist students with vocabulary words when reading on-line texts, which would address issues cited by faculty in terms of low student comprehension, the technology access issues the college will be exploring will impact whether this is a viable solution for MVCC. Investments in resources that support both goals will be priorities as the college moves from study to action. Existing student success programs will be adapted based upon the results developed through the ATD process, so that changes in programs and services to address reading, as well as technology policies and facilities, will support the implementation plans developed through ATD.

7) COMMUNICATIONS PLAN FOR YOUR STUDENT SUCCESS AGENDA

How will you communicate the proposed priorities, interventions, and student success progress to relevant stakeholders? Please consider board of trustees, faculty, staff, and students. [Limit to 500 words.]

Because the coming year is a time of intensive action to address the interventions identified in the Implementation Plan, MVCC's communications strategy will intensify efforts to provide information college stakeholders need as they make the transition from being spectators learning about ATD into becoming members of the process using ATD to shape the future of the college.

Feedback from Year One showed that when data was presented, college stakeholders were engaged. In the coming year, data gathered by ATD will be pervasively used throughout existing college publications to solidify the existing awareness and also develop a better understanding of the implementation plan and the data that drive that plan.

This awareness and engagement campaign will align with the launch of MVCC's next five-year Strategic Plan, slated for Fall 2015; and the college community will be informed about how ATD initiatives stem from data that are also used to develop this strategic plan's major priorities.

College-wide events, including ATD presentations at major faculty professional development institutes, will continue so that all parts of the college community can feel connected to the process.

A year-long college-wide communications strategy will be drafted to build upon lessons learned in Year One, so that intensive efforts to communicate about ATD are not conflicting

with other major communication projects during the year.

As befits a project moving from study to action, ATD tri-chairs, or their representatives, will attend regular meetings of groups such as the College Senate, Board of Trustees, and Student Congress, to provide not only information on the latest work, but also to field questions and put a face to the project. . Likewise, information will be shared by the President at existing bargaining unit roundtable meetings so that these important parts of the MVCC community feel intentionally included in the project and its work. Through these conversations, ATD will be able to develop professional development that hones in on the key issues of faculty in implementing ATD.

Face-to-face communication will be augmented by a strong electronic presence. MVCC will launch a Web site with ATD information, including all key project documents, and related studies and links so that all of the college community can share in the information being used by implementation teams as they undergo their work. For the coming year, the Web focus will be on faculty and staff as the college works to develop its interventions. MVCC will broaden that focus in future years, adapting the project based upon the feedback from the college community.

8) EQUITY AGENDA

Based on your institutional reflections and analysis of data over the past year, in which areas did you discover that students experience the biggest disparity in services or outcomes? How do you plan to address these disparities? [Limit to 500 words.]

Based on the findings of the Data Team, the greatest gap exists between the performance of male Black and Hispanic students and other college populations. The overall population of Black and Hispanic students at MVCC totals 370, of whom 327 are considered low-income. It will be important as interventions take place to target the Black and Hispanic student population to disaggregate data to determine if the gap identified by the Data Team is impacted by the broad efforts to target low-income students. Thus, MVCC's effort to address the needs of low-income students includes those Black and Hispanic students as a part of the college-wide project, and will address equity. Historically, we have approached the "success gap" by traditional means. We have identified those students "at risk", tested students and identified those under-prepared, provided developmental instruction and supplemental academic support to prepare them for a traditional style education. We have also created campus awareness in "Multi-culturalism".

Working with a focus on student success, we will embark in unexplored ways to incorporate "Equity" and inclusiveness in our delivery of services and outcomes. The plan can create scaffolds that support developmental and gateway courses. The MVCC community will work collaboratively to develop a common language for equity and to establish institutional defined student equity (risk) factors for all students that can contribute to close the "success gap". Our inclusion of equity will lead to discussions of emerging creative pedagogy to teach in and out of the classroom while we also find ways to improve our delivery of services.

Our effort will focus on finding creative ways to apply equity in all we do. It will challenge us to find a variety of settings and activities through which equity may be weaved. We will

measure how those efforts may close the “success gap”.

9) ADDITIONAL RESOURCES/SUPPORT FROM ATD

What professional development/resources from ATD, Inc. and/or your coaching team would be most helpful to your college as you begin implementing your selected interventions?

Collection and use of qualitative data

Throughout the self-study process associated with Achieving the Dream we have reviewed data and looked for patterns with that data. While MVCC does a very good job of collecting a great deal of quantitative data it, we have found that we have very little qualitative data at the institutional level. As we processed the data to define our cohort we often asked as a group about obtaining additional data for a deeper level of understanding of the challenges that our students face. It would seem that the detail that we were looking for might have been part of a qualitative data set that MVCC has yet to develop that would add the necessary context as a complement to our qualitative data. It would be beneficial to the current intervention and certainly helpful to all subsequent interventions if we were to better understand what qualitative student data might be most helpful and how we go about efficiently collecting this to add to the institutional data set going forward. As more areas of the college begin to utilize qualitative data more effectively for ATD as well as our standard assessment practices we should be in a better position going forward to examine and refine our efforts with students.

Cultural Navigation

For the practices that we are utilizing through our experience under the guidance of our ATD coaches to become institutional disciplines a college wide engagement will be critical. We understand that the cultural navigation of the implementation process of the designed interventions will have significant impact on the outcomes of our efforts. In order to maximize success, we will need to capitalize on the momentum and the work done at the data summit in January. The data summit resulted in a greater institutional understanding of the achievement gaps that exists within our student body and it appeared that the data summit also resulted in a greater institutional will to close these gaps. It will be critical to the success of these interventions that we examine information from the successes and failures of efforts at other institutions. This should provide one lens with which we examine our culture as we communicate our efforts more broadly internally as well as externally.

10) ADDITIONAL INFORMATION

Is there additional information you would like Achieving the Dream to know as we consider this Implementation Plan? What else should your plan’s reviewers know about your Implementation Plan or about what is happening at your institution and in your state to help them understand your plan?

The timing for MVCC to join the ATD Network is aligned with a significant initiative within the State University of New York (SUNY) called “SUNY Excels” – a performance-based management system. SUNY Excels was developed in anticipation of a move toward performance-based funding in New York State. Additionally, MVCC underwent a comprehensive community assessment to update the Strategic Plan this past year, with an eye toward rolling the ATD initiative into the Plan as a major strategic goal to increase student completion. The planning effort for the ATD initiative this past year has served as a catalyst to move the Board of Trustees, the Cabinet, and the Strategic Planning Council (among others) to focus on meaningful metrics for more informed decision making throughout the College. Additionally, the use of evidence based decision making allows us to further narrow in on the right student success markers as we determine programs and initiatives. In light of post-recession enrollment downturns, traditional resources are becoming more constrained. As the college recently navigated a 3.7% budget to budget decrease, an unprecedented data-informed approach was inspired in part, from our direct experience with ATD. The result was a balanced budget that allowed us to simultaneously preserve the core and stimulate progress – allowing the college to approach the future from a position of strength and anticipation.

Submitting the Implementation Plan

Congratulations! You have completed the Implementation Plan. Here are the next steps:

- Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Implementation Plan form.
- If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.