

**MOHAWK VALLEY COMMUNITY COLLEGE
CATALYST 2020 ANNUAL PLAN 2016-2017**

PROGRESS REPORT- November 9, 2017

1. INCREASE STUDENT COMPLETION

1A. Increase the fall-fall retention (ATD) rate: (3 year cohort model)

- Increase rate by 10%, from 55%-61% with annual markers: 0, 0, 1, 2, 3%

Fall to fall retention (ATD):

F12 to F13	55%
F13 to F14	53%
F14 to F15	54%
F15 to F16	55%
F16 to F17	54.7%*

We started with the F12 to F13 to keep it close in time to the graduation cohort.

*The annual % marker for growth for this year was 1% and we will not know until mid-December what the actual % was as the IR enrollment files must be close.

1A.1 Conduct the M2C3 equity survey – **Completed** during the fall semester and results provided at the January 2017 Data Summit.

1A.2 Implement the Community Schools Grant – **In progress – year two of three underway.**

1A.3 Scale up early interventions – **All of the below will be continued as a matter of procedure.**

Courses Not in Major (CNIM) – The problem: Any course not in a student’s major program will not count toward the degree or certificate and usually will not be covered by financial aid.

- a) Student alert process was created by Mary Jane Perry in Fall 2016
- b) Uses data from Banner and Degree Works to identify scheduled courses that do not apply to a student’s course of study
- c) Process is run weekly by MJ Perry starting before the semester begins until the census date
- d) Students get an email with a letter attached, the letter gets mailed home and Ellucian GO-participants get a push notification
- e) About 350 students were flagged in Fall 2016 and about 225 in Spring 2017

TAP Repeats – The problem: If a course with a passing grade is repeated (for a higher grade) by a student, the repeat is not covered by TAP.

- a) Student alert process was created by Oleg Donchuk in Fall 2016
- b) Uses data from Banner and is run in Argos
- c) The process was run by Maureen Boufas, Asst Dir of Financial Aid, just once in Spring 2017, but in the future it will be run several times before the start of the semester
- d) Students received a hard copy letter in the mail, but in the future they will get an email with a letter attached, a letter mailed home and Ellucian GO-participants will get a push notification
- e) Twenty five students were alerted about TAP repeat problems in Spring 2017

STARFISH – The new intervention – Through the Pathways to Graduation Project (PGP) we have piloted this communication, early alert system with 10 faculty and 3 completion coaches resulting in approximately 1,500 unduplicated touches with students. It is anticipated that for the Fall 2017 semester, we will broaden our use to all faculty at a minimum and College-wide as a potential best-practice. **August 2017 Update:** Expanded to all college wide faculty. All students, staff and faculty have access to the tool should they desire to utilize it. Training was provided during the Summer Institute. Awareness has been accomplished by an email to allusers, the completion coaches visited classes, Academic Affairs departmental meetings and the VPLAA announced the availability of Starfish at the All Academic Meeting.

1B. Increase the graduation (ATD) rate: (3 year cohort model rate)

- Increase rate by 20% from 23%-28% with annual markers showing gradual progress of 1% per year

F11 cohort	23%
F12 cohort	28%
F13 cohort	30.5%
F14 cohort	30.3%*

We started with the F11 cohort.

*The annual % marker for this year was 1% and this has been exceeded. We have exceeded the Strategic Plan's overall goal of 28%.

1B.1 Implement the online graduation application – **Complete**.

1B.2 Develop guided pathways in the new schools – **In progress** – Academic and Student Affairs are applying for an AACC Pathways 2.0 program which will provide greater structure to this student success and retention oriented initiative. Whether successful or not, the Readiness Assessment that will be jointly written will provide essential information for us to plan and begin implementation of our approach. This is a long-term project spanning the remainder of the College's Strategic Plan timeframe. August note: The College was successful in its application. Academic and Student Affairs had a joint leadership retreat in June and have continued the planning process to integrate this work across the divisions/College once the faculty return and awareness and engagement have been solidified.

1C. Increase the student success rate (VFA credential – student graduation, student transfer without a credential and student persistence at the College): (6 year cohort model rate)

- Increase rate by 10% from 69% to 76%, with annual markers at 1, 1, 1, 2, 2%

F08 credential seeking cohort	69%
F09 credential seeking cohort	66%
F10 credential seeking cohort	68%*

We started with the F08 rate as the baseline as this is a 6-year rate.

*The annual % marker for this year was 1% and has not been met. Cumulatively, we are at a net -1% for the past three years. We may find that it will be difficult to meet the annual markers for this. Unless all three of the variables for the student success rate move uniformly and in the same direction, the rate may not vary significantly.

1C.1 Implement the completion coach model with wrap around services–**Complete** – Three of the five grant-funded coaches have been hired and are working with students as identified in the Pathways to Graduation Project. They are connecting routinely with the College-

Community-Connection (C3) personnel when necessary to also provide the non-academic supports. Update: Two additional coaches have been hired.

2. STRENGTHEN THE EDUCATIONAL PIPELINE

2A. Strengthen outreach efforts to increase the number of K-12 career and educational opportunities.

2A.1 Implement comprehensive strategy for New York City recruitment. Comprehensive strategy for NYC recruitment has been implemented featuring aggressive and targeted visits to 14 NYC high schools, including 8 new high schools (increasing visits by 29%), meetings with 130 NYC school counselors, and full exploitation of SUNY System opportunities that resulted in connecting with over 6,000 NYC high schools students. It should be noted that SUNY System actions in arena recruiting in NYC has introduced significant competition in this market. However, contacts established by our Admissions people with key personnel in large high schools continue to provide promising results for future recruitment.

2B. Strengthen university partnerships to increase the number of bachelor and graduate program partners and students enrolled in completer programs.

2B.1 Expand the University Partners & Transfer Center with two new partners. Goal met with the addition of Oneonta and Cazenovia Colleges at UPTC.

2C. Strengthen transfer success by increasing the percentage of AA and AS graduates who transfer to a four year institution.

2C.1 Implement the FIPSE grant transfer initiative and support 175 students towards successful transfer to a 4-year institution. The FIPSE grant transfer initiative at the college works with Oswego. Although the target was 175 students recruited through FIPSE, only 57 students were identified as qualified for this opportunity. It is then up to Oswego to determine who they accept (we do not currently have these numbers).

3. ADVANCE DIVERSITY AND INCLUSIVENESS

3A. Advance faculty and staff recruitment to reflect the diversity evident in the MVCC student population.

3A.1 Develop and implement a college-wide Diversity & Inclusiveness Plan. Update – The Diversity, Equity, & Inclusiveness Plan has been developed for the years 2016 to 2021. <https://www.mvcc.edu/diversityplan>. This plan was submitted to SUNY. Core workshops were conducted in the spring of 2017 with all full-time employees to better inform the plan. Feedback from the Core workshops was sent to the newly formed Diversity Council to help them as they devise their goals during the 2017-18 academic year.

3A.2 Implement revised training for all screening committee members. Update – Since this goal was set the College determined to change our recruitment software from PeopleAdmin to Cornerstone. The process to change to Cornerstone has been completed

and was working effective May1, 2017. Hiring supervisors were trained in the fall 2017 and ongoing training sessions are provided with employees participating on screening committees.

3B. Advance student recruitment, offerings, and services to support and increase the number of adult students (25 years or older) within the total student population.

3B.1 Scale the evening program delivery model for high enrolled/demand majors. Based on past success of the first adult evening Business cohort (27 currently remain enrolled) the college is starting a new Business cohort in Utica that has 24 students in the new cohort for the 2017-18 year. A Criminal Justice cohort started on the Rome campus on the fall 2017 (more information to follow).

3C. Advance the understanding of universal design by integrating UDL standards into 18 gateway course toolkits.

3C.1 Develop toolkits for five more courses in the Pathway to Graduation Project. Within the year 2016-17 the following courses developed toolkits HI101, BI141, EN099, DS090, and MA091.

4. EXPAND APPLIED LEARNING

4A. Expand the number of students completing internships and service learning experiences.

4A.1 Create a student transitions lab for students to have better access to opportunities. COMPLETED.

4B. Expand the number of sites for internships and service learning.

4B.1 Develop and implement a coordinated plan to identify service community sites. COMPLETED. A data collection process has been identified, and baseline numbers for student enrollments, classes, and internship sites have been established. The collection process will be made electronic in the coming months, and semester reports on all internship and service learning opportunities and sites will be created. The data will be collected at midterm each semester, and reported out at the end of each semester. The Office of Career Services has begun establishing the partnership with the academic departments to host discipline specific internship fairs and to expand MVCC's relationships with local industry leaders. Purple Briefcase, a career services management system, has been established as a site where businesses can create a profile and post jobs and applied learning opportunities for students.

5. DEVELOP THE WORKFORCE AND COMMUNITY

5A. Develop or redevelop programs (credit and noncredit) annually to meet community needs.

5A.1 Develop or redevelop academic programs on the Rome Campus
No new programs were developed specific to the Rome Campus during the 2016-17 academic year. However, numerous changes were implemented to existing programs. These changes are intended to increase enrollment on the Rome Campus, based on information provided to the Associate Deans on Rome enrollments by program. These include:

- The new kitchens, cooking and prep facilities have allowed the Hospitality/Culinary Programs to offer an experience that is closer to those in commercial restaurants, better meeting student needs
- Curriculum in the Airframe and Powerplant Program is being reviewed as part of faculty member Todd Rankin's Leadership Academy project. Curriculum in Composites is also being developed along with a composites lab for the program.
- The Cybersecurity Program began offering a fall-spring sequence of two classes. Rome enrollment in the Cybersecurity program has increased significantly; the department has also developed and is offering a sequence of classes leading to a microcredential in Data Analytics- this program is offered at Bank of New York/Mellon in Oriskany
- The Criminal Justice Program has developed an accelerated degree program to be offered to a Tuesday evening cohort, starting in the Fall of 2017 - Update: This did not run.
- The Education and Language Studies Department is offering ED 150 on the Rome Campus and is changing the title of the Sign Language Program to the Interpreter Education Program as a result of changes to the program and will market the program under the new title
- PSAT is working to develop pathways for RFA students to enroll in the Mechanical Engineering Technology Program-pathways would involve a combination of dual credit and college connection offerings; the department has also made purchasing equipment necessary to support the Cybersecurity and CAD programs a priority
- It is now possible for a student in the General Studies program to earn all of credits for a degree in Rome
- The Canton Dental Hygiene Program has developed rubrics to improve assessment of oral communication, writing and critical thinking and is incorporating technology in the classroom to improve student engagement.

5A.2 Develop or redevelop seven noncredit programs

1. The following CEU Insurance courses were developed:
 - The Patient Protection & Affordable Care Act: 2017... What Happens Next???
 - Insurance Fraud: A 21st Century Analysis
 - New York State of Health: Insurance Exchange Analysis
 - The ISO Homeowner's Program: 2017 Outlook
 - Insurance Regulations And New York State Licensees
 - The New York Auto Policy
 - New York State of Health: Insurance Exchange Analysis
2. Girls Soaring: An Empowerment and Leadership for Girls Aged 13-17 was developed to provide adolescent females with leadership tools to navigate personal and academic life. Four sessions were held (3 Utica, 1 Rome) at no charge thanks to funding generously provided by Student Congress.
3. Heavy Equipment courses were developed to provide onsite training for local municipalities.

4. Introduction to Automation Maintenance is a combination of Electrical, Mechatronics and Troubleshooting training equaling a total of 52 hours of classroom, training and lab hours. This training is designed to meet the needs of local advanced manufacturers.
5. Language and Culture: Several new options were offered to develop growing local interest in languages and culture. These included Bosnian language, Russian language, Armenian language. In addition, Japanese Flower Arranging was newly developed and offered as well. These classes enhance existing language and culture offerings including Spanish Language 1 & 2, Sign Language, Advanced Sign Language, Arabic, and Irish Language.
6. UAS programming continues to grow. New this year was Drones on the Fly, a short and inexpensive workshop to draw recreational drone enthusiasts on campus. Additionally, a Remote Pilot License Test Prep class was offered to prepare drone flyers for the licensing exam offered by the FAA.
7. Drumming classes for kids and adults were offered in partnership with Jeremy Schor drums. These classes complement CCED's leisure learning offerings such as Concert Band and Guitar for Adults and Teens.

5B. Develop community partnerships annually with educational impact.

5B.1 Develop Community Partnerships with Educational Impact

- CCED has partnered with New York Central Mutual (NYCM) to provide both Insurance Licensing and CEU classes on site. NYCM new and existing employees have the opportunity to enroll in these courses to obtain licensing allowing them to both retain and secure new positions within the company. The courses are provided on site, in rural Edmeston, ensuring employees convenient access to training opportunities.
- CCED partnered with Chobani and the Workforce Development Institute to provide general industry OSHA 30-Hour safety training for over 60 employees on the manufacturing floor.
- CCED partnered with the Walmart Distribution Center to refine and deliver a 10-month leadership training course to employees at all levels and positions within the organization.
- CCED partnered with DFAS to provide Leadership Training to 25 employees on the Rome campus. Training topics included Effective Communication Skills, Helping People Learn, Coaching & Mentoring for Top Performance and Dealing with Conflict.
- CCED partnered with ConMed Corporation to develop the Introduction to Automation Maintenance training program that will include a total of 52 classroom/training/lab hours.
- CCED partnered with the Workforce Development Board on its Career Pathways for Youth program to provide both drone camps and in-school tutoring local, low income high school students in the Utica City School District. Drone camps were held on the Utica campus and tutoring took place at MVCC as well as the Utica Academy of Science.

- CCED partnered with Oneida County Workforce Development to provide the Community Garden Project and the Makerspace Academy for its Summer Youth Employment Program this past summer for low income youth in the City of Rome. The Community Garden Project provided maintain a vegetable and herb garden on the college's Rome Campus. Youth in the program were exposed to an immersive service-learning project while developing career awareness & skills for landscaping and horticulture jobs, as well as soft skills of project planning, critical thinking & problem solving, and teamwork. The Makerspace program took place on the Rome Campus and utilized cutting edge technology – including 3D printers, virtual reality headsets, and robotics software – to give youth a hands-on overview of multiple career options in the region's most science-heavy jobs.
- Developed a partnership with Turning Stone Casino where they allowed their employees to take part in ESL training while they are being paid from TSC. The ESL Training is vocational in nature and specific to the hospitality field. To date, 28 students have participated and each have increased at least one level.
- Developing an After School Nano STEM program in collaboration with the Rome Rescue Mission for kids who are regular users of the Rome Rescue Mission. The project will help these students learn in a fun way and will provide them with better use of their time at the Mission. The program included a single 9th grade cohort in 2016-17; the program will be expanded to include a 10th grade cohort this year. The Rome Rescue Mission has produced a video that provides an overview of this program (available at <https://www.youtube.com/watch?v=vV6HVs6Zidw>)
- Expanding a mutually beneficial partnership with Mohawk Ltd to test and repair electronic systems on UAV aircraft. To date, this has involved MVCC students collaborating with Mohawk Ltd electronic technicians. Ultimately, it should facilitate Mohawk Ltd.'s entrance into the drone sector and help create jobs for graduates of the Remotely Piloted Aircraft System program.
- Expanding partnerships with New Hartford School District (utilization of drone to provide live video feed to scoreboard, teacher training for remote pilot licensing), DiNitto Farms (agricultural inspection), and the Utica Fire Department (thermal imaging) that will lead into applied/service learning opportunities for students in the Remotely Piloted Aircraft System program.
- Developing a partnership with the Eastern Millwright Union to both articulate our Welding Technology certificate program as the first year of the Millwright's apprenticeship program and to provide short-term internship opportunities for our students.