



Erie Community College
STATE UNIVERSITY OF NEW YORK

ECC Excels

ECC's Strategic Plan

2016-2021

Report to the Erie County Legislature

October 27, 2016

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Erie Community College Mission and Vision Statements



Mission

Erie Community College meets the needs of a diverse student body and contributes to regional economic vitality by providing high-quality, flexible, affordable and accessible educational programs committed to student success.

Vision

Erie Community College will serve as an innovative learning resource by striving for universal access to lifelong learning, catalyzing economic and cultural development, and supporting a diverse and mobile student body.

Introduction

Ever since admitting its first students in 1946, SUNY Erie Community College (ECC) has pursued a mission of offering easy access to career-focused courses for those looking to start, restart or redirect their education. The core of that mission has not changed during the last seven decades, but the region and the field of education have undergone significant transformations, ones that have affected other higher education institutions across the country. The resurgent Buffalo economy and the changing face of higher education have combined with major changes at ECC during the past decade as well. The college's enrollment spiked sharply in the early 2010s only to fall back to mid-2000s levels over the past few years. The ebb and flow of enrollment, inadequate support from state and county sponsors, and increased contractual obligations due to higher health costs and an aging workforce have led to a steady dose of tuition increases as well as the use of financial reserves. New facilities like the forthcoming *Nanotechnology Center*, the STEM Building (Science, Technology, Engineering, and Mathematics), and the recently-built Green Building Technology Center help ECC improve its instructional quality but fail to address the significant physical plant challenges that the college faces due to inadequate funding.



City Campus

The funding shortfall faced by the college, furthermore, is coupled with a strong need for new investments. Aging campuses and the necessity for new technologies to adhere to student demand for

online education have forced the college to spend considerable sums on basic building upkeep while enhancing its technological infrastructure. The deferred maintenance of its campuses has grown considerably during the past decade, resulting in a college with considerable technological capacities housed in buildings with severe maintenance and renovation challenges.

Finally, the move toward online instruction has been driven by structural changes in the higher education industry that have been pushed by revolutionary advances in computing. The rapid rise of multimedia content during the past decade has motivated educators to adapt traditional seated courses into online offerings. ECC's faculty have largely done this on their own, as support for instructional course design has been absent throughout most of this revolutionary shift toward the new online modalities. Only in the past two years has the college moved into the realm of instructional design support, albeit with inadequate staffing to meet the needs of the roughly 250 sections offered online each semester.

These challenges are forcing ECC to reimagine itself – ECC Excels is the college's response to this need.

Excels is the product of 18 months of collaborative deliberation by the Board of Trustees, the Office of the President, the Institutional Planning and Assessment Committee, the Strategic Plan Working Group, the College Senate, five task forces, 30 work groups, and over 100 work group members that constituted the ECC Excels team. The work began in late 2014 with the establishment of the Strategic Plan Working Group. The group's purpose was to conduct a review of the available data, examine internal as well as external assessments that would inform our planning, consider ECC's mission and vision statements, and to make decisions about the rough framework of the plan. We then continued with the decision to align ECC's planning with SUNY's and to build a framework similar to that of SUNY Excels, the strategic plan of the State University of New York. Finally, the plan was approved by the ECC Board of Trustees in June of

2016. This approval marked the beginning of the implementation phase. Early stages of that phase have focused on building the project management structure around the approved structure of New York State's Project Management guidelines. Those guidelines are built around the nationally-recognized Project Management Body of Knowledge built by the Project Management Institute, thus establishing accountability and managerial clarity in all phases of implementation.

The plan is centered on five focus areas: Access, Completion, Engagement, Operations, and Success. We define those areas as follows:

Access – providing Erie County with high-quality educational services in multiple modalities and locations while being fully representative of all segments of the diverse population of the county. Key measures of access include diversity and curricular alignment with workforce and transfer needs.

Completion – the fulfillment of students' considered goals as they advance through the institution. For some students, completion means getting a degree. For others it means acquiring a specific skill. The college's responsibility is a joint one, however, as students must engage with us in the shared pursuit of the fulfillment of those goals. Key measures of completion include degrees and certificates awarded as well as retention and graduation rates.



Commencement 2016

Engagement – the interaction with our region, communities, and neighbors both inside and outside ECC's walls. ECC's relationship to its community and surrounding neighborhoods is essential to our identity. As we seek to serve the people of Erie County, we must find ways to engage our workforce and industry partners while also engaging in philanthropy, service learning, internships, and building a collegial working environment. Key measures of engagement include funds raised, implementation of START-UP NY, and finding new ways to measure cultural engagement and campus climate.

Operations – the effectiveness and efficiency of our physical plant, finances, and technology. ECC seeks to be an effective and an efficient institution with responsible finances, updated facilities, and a culture of continuous improvement. Key operational measures include administrative overhead per student, the creation of a facilities master plan, and keeping our new construction efforts on schedule.

Success – the capacity of our students to achieve their post-ECC goals, whether these goals be in the area of continuing education, direct entry into the workforce, successful skills training, or personal growth. Key measures of success include transfer and employment rates but also include the fulfillment of the student's own goals.

The resulting plan is one that is aligned with ECC's mission and SUNY's statewide imperatives. It builds a case for aligning our workforce to meet the priorities that you will read about in the coming pages. It creates a vision for a college that holds on to its heritage of open access while modernizing its educational delivery and support structures. Finally, it establishes a flexible foundation in an environment of rapid change and evolving student expectations.

The following pages contain a narrative overview of ECC Excels followed by detail tables that drill down into specific goals and initiatives to be addressed over the five-year life of the plan. Each initiative is to be separately managed by the 115 project teams that take advantage of staff expertise while building opportunities for cross-divisional participation by members of all bargaining units at the college. The implementation details are currently being worked out by these teams and have begun to emerge during Fall 2016. The Excels team reports on a monthly basis to the ECC Board of Trustees, the College Senate, and other faculty and staff governance groups via a public website currently under development. Reports include the following elements for each initiative:

Timeline – start and end dates for the initiative

Performance Indicators – the key indicators that will define success or progress for the initiative

Assigned Personnel – a project manager and additional team members



North Campus Library

Reporting Frequency – reports to internal college stakeholders and to the public

Resources Needed – cost estimates and resource needs to include supplies, facilities, and equipment

As additional projects have spun into active status during the past several months the college has been building the collaboration tools that will drive its work for the next five years. Phased implementation of Excels will allow our limited staff to avoid overload, create reasonable expectations for the work to be done, and allow the college to begin with low-cost and efficiency-seeking projects that aim to create savings so that resource-intensive projects can be made possible. Currently, **40 projects** are under way for the 2016-2017 academic year while additional projects are in the early planning stages. These projects focus on key student success initiatives that aim to improve the capacity of our students to graduate on time and proceed to gainful employment or further study. Among these projects are the effort to build an academic master plan as well as a facilities master plan in order to ensure that ECC has the right degree programs in the right facilities.

We are proud of the ambitious but structured planning structure that we have developed at the college. While previous plans have lacked managerial clarity, Excels distinguishes itself via monthly high-level reporting, clear accountability via a recognized state-approved project management approach, transparent online reporting to the entire community, and a commitment to collaboration with all college stakeholders in all of our bargaining units. Excels is the footprint for the new ECC and we invite the entire community to join us as we implement this grand agenda to benefit our community.

Sincerely,

Jack Quinn, President – Erie Community College

Access – Overview

In the Access area ECC envisions an institution where curriculum decisions are based on the best available data about the region's economic demands and the needs of our four-year partners. Prospective students who seek to find jobs upon graduation will have access to a wide range of programs while prospective transfer students will be directed into a clear transfer pathway or dual admissions agreement in order to ensure smoother passage to the four-year degree. These curricular changes will be coupled with a significant growth in online instruction at ECC. ECC's faculty will continue the drive toward online instruction, bringing more courses into the online modality and improving educational access for students who cannot attend classes on a physical campus. In addition, the college will continue reforming its recruitment, marketing, and intake processes in order to harmonize the work of the various offices that currently work in these areas so as to build a robust enrollment pipeline.

While these curricular changes are ongoing ECC will be in the midst of diversifying its faculty, aiming to reach equity with its peers in the SUNY system. Diversification is a moral imperative and a fundamental indicator of fairness.

ECC will pursue the following initiatives in order to bring this vision into focus:

Investment in Online Education

The institution will direct resources toward online instruction in order to facilitate significant growth and to position itself for the learning modalities of the future of higher education. Resources will be directed toward assistance with instructional design, mentorship and tutoring for students, and construction of fully-online programs with fully-online student supports in the Open SUNY+ environment.

Objectives:

- Completion of the Open SUNY self-assessment in order to establish a baseline for future program improvements
- Continual evaluation and assessment of online academic offerings
- 3% annual online enrollment growth
- Development of at least one Open SUNY+ program by fall 2019
- Expansion of online mentoring, tutoring, and technical support services for students
- Migrating existing paper processes to online self-service in order to serve online students and increase convenience for all students

Development of Academic Master Plan

ECC has significant program diversity that offers students many pathways to continuing their education or joining the workforce. Over the next several years the college will ensure that all programs are a strategic fit to in-demand jobs or four-year transfer paths. This will be accomplished by periodic market analysis connected to the college's curriculum development process and will include new program development in addition to program consolidation and elimination. Already these efforts have resulted in the recent creation of the following degree and certificate programs:

Certificates:

- Accounting Technician
- Brewing Science and Service
- Corrections Officer
- Food Preparation and Safety
- Mechatronics
- Quality Assurance Technician

Degrees:

- Fine Arts
- Health and Wellness Promotion
- Nanotechnology

Objectives:

- Conduct workforce and transfer market analyses to identify the right programs for ECC
- Complete the construction of the ECC Nanotechnology Center and cement the college's regional leadership role in this key emerging technology
- Drive curriculum development around STEM building construction

the faculty ranks. The college will identify areas where strategic growth in diversity can be achieved, expand faculty searches to non-traditional outlets, and develop programming to illustrate the importance of diversity to hiring managers.

Objectives:

- 15% faculty diversity rate by 2018
- 18% faculty diversity rate by 2020

Faculty Diversity

The college's diversity is essential to its success. While ECC has achieved parity with its SUNY peers in staff diversity, this has not been achieved among

Completion – Overview

ECC started its mission of open access to education in 1947 with only 400 students. At the time the task was daunting, but manageable: those 400 students were spread out across only 8 programs. Today Erie Community College has over 11,000 students spread out over more than 80 programs. The astonishing choices that we offer to prospective students is important and it speaks to our diverse economy, but it also constitutes a difficult hurdle for students who are sometimes overwhelmed by the available career paths we offer. The ECC of 2021 will be simpler to navigate and offer students guided curricular pathways, customized supports that respond to individual student needs rather than one-size-fits-all solutions, and online services that recognize that our students cannot always be on campus during business hours.

Specific initiatives include the following:

Guided Pathways

The diversity of our academic programs is a strength of ECC, but it also leaves students baffled about the courses they need to graduate. Students who are undecided will receive added support in choosing a major and a career path, while students who already know their path will receive clearer guidance in order to avoid credits that unnecessarily exhaust financial aid eligibility. ECC will deliver degree planning software that is precise, accurate, simple, and guides students toward smooth completion of their considered goals. We will deliver on that demand by incorporating SUNY Transfer Paths into all transfer degree programs and building smarter advisement pathways for students who have chosen a general route but not yet a specific major.

Objectives:

- Adoption of electronic self-service for advisement, registration, graduation, change of major, and other completion workflows
- Comprehensive analysis of college readiness for all incoming students

- Promotion of 15-credit loads for full-time students
- Increase of ECC's fall-to-fall student retention rate to 62%
- 2,300 degrees and 500 certificates to be awarded annually by 2020
- 25% 3-year graduation rate
- Increased use of stackable certificates that seamlessly flow into 2-year degree programs



Commencement 2016

360-Degree Student View

As much as students do while they are on campus or engaged with the college in online instruction, ECC has not managed to capture a comprehensive view of that student activity in a manner that leads to rapid action by our support teams. The college has built many sophisticated intervention and support systems for students, but those systems are reactive to students who seek help. The future of ECC moves us toward a complete view of student life that allows us to combine academic progress with utilization of support services so that we can move quickly to intervene on the student's behalf. This proactive approach to student support will place the college on the cutting edge of higher education.

Objectives:

- Implementation of predictive success profiles for all students

- Construction of student success dashboards for academic advisors and department chairs

Engagement – Overview

The word “community” in the name of our institution is not an afterthought or an irrelevant add-on. ECC has always been rooted in the neighborhoods of Western New York, and the ECC that is emerging is one that is actively engaged with the residents of our towns and cities. Engagement works both ways, of course, and just as we seek the support of our legislative and industry partners we also know that we cannot isolate ourselves from the life of our communities. For this reason Erie Community College will make a strong investment in the philosophy of applied learning during the next five years. We will study and implement service learning opportunities, internships, and new approaches to career services. We will seek to build a framework that creates connections between knowledge and action, further situating the college in the heart of its communities through its scholarship and not as an afterthought. And as we do this, we will develop a deeper appreciation for the diversity of those communities and – we hope and believe – those communities will develop a deeper understanding of what we do and how we serve them.

ECC will pursue the following initiatives in the Engagement area:

Workforce Development

As a leader in forging connections between non-credit offerings and academic programs, ECC will continue to build non-credit-to-academic pathways and strengthen partnerships with regional development agencies like the Regional Economic Development Council of Western New York. Combined with its focus on alternative energy through the Green Building Technology Center and on automotive technology through its Vehicle Technology Training Center, ECC will continue to lead the way in connecting qualified workers with local employers.

Objectives:

- Establish stronger partnerships between institutions in Western New York in order to reduce unnecessary program duplication and embrace regionalization
- Support stackable and national credentialing with coursework that advances employability of trainees who participate in customized non-credit professional development and skill training offerings
- Simplify and promote the use of the Life Enhancement Assessment Program (LEAP) in order to promote Workforce-to-Academics transitions

Employee Development and Engagement

ECC was born in the relatively small Pierce Arrow administrative building 70 years ago, grew into a large suburban institution in 1960, expanded that campus in 1968, and built two new campuses in the early 70s. The move to the Old Post Office in the early 80s, followed by additions at 45 Oak and Flickinger Center, grew the college’s footprint significantly. These expansions have been welcome, but they have also physically separated our staff and sometimes make it difficult to generate meaningful engagement. ECC will address this deficit by building collaborative spaces for our students, finding office space for our dedicated but underpaid adjunct faculty, and creating low-cost but dynamic opportunities for professional development that make use of the staff and faculty expertise that already exists at the college.

Objectives:

- Measure existing staff and faculty engagement through periodic surveying
- Review and restructure the current model for staff and faculty development
- Create executive/governance partnership to identify and fund college training priorities
- Create more collaborative spaces for faculty and staff, focusing first on adjunct faculty

Civic Engagement

ECC is already engaged in the cultural and physical spaces of its communities, but this engagement is not always managed or nurtured. The college is not merely another resident or stakeholder in Western NY: it is, rather, the keeper of a solemn promise by the State of New York to provide everyone with access to a quality education. As such, ECC will act as the gateway to that promise. To do so it will pursue an aggressive philanthropy campaign and also offer itself as a cultural and knowledge hub to its community partners.



ECC's Learning Garden at Canalside

Objectives:

- ECC will build service learning opportunities in all of its academic programs in order to strengthen the relationship between ECC's students, faculty, staff, and our surrounding communities
- ECC will review its facilities usage fee structure in order to facilitate greater community use of its buildings
- Perform a comprehensive review of ECC's presence within social networks and develop an action plan
- Identify major funding needs for the college in order to develop bundled fundraising campaigns that allow for capital and other needs to be met

Operations – Overview

ECC's facilities are nearing the end of their useful life and the college must modernize itself in order to be viable. While patchwork maintenance can always be performed, the cost of that maintenance is simply too high for existing buildings to be sustainable over the long term. There must be a shift toward new construction. Over the coming years ECC will study its own physical plant and make strategic decisions about the buildings, facilities, and instructional spaces that are no longer functional for educational purposes. Facilities performance indicators will be adopted to assist the college in making these strategic decisions. A culture of evidence-based management will be evident in the decisions we make during this time.

While ECC faces serious facilities challenges, it has a world-class technological infrastructure with which to serve the needs of students, faculty, and staff. We will leverage those technologies even more than we already do in order to reduce the burden on our physical plant.

ECC will pursue the following operational initiatives:

Facilities Master Plan

ECC will develop a facilities master plan that controls our facilities development, fully assesses physical plant capabilities and limitations in all campuses and buildings, and coheres with curriculum planning. New construction that focuses on emerging industries like nanotechnology and alternative energy production will be fully leveraged to ease the burden on the remainder of the physical plant. ECC will continue to seek improved capital support for new construction to replace aging facilities that cost taxpayers and students substantially more to operate than new facilities.

Objectives:

- A comprehensive study of all instructional spaces at the college
- The repurposing of vacated instructional spaces
- Student housing at all campuses

- Adoption of facilities performance indicators, benchmarks, and regular assessment in order to promote a culture of evidence-based facilities management

Administrative Process Review

ECC will review every business process in every unit in order to seek out duplicative or wasteful processes. Early emphasis is being placed on analysis of the course scheduling process in order to right-size the schedule to match the needs of our students and make smarter use of our facilities. The driving objective of this review will be to promote a culture of evidence-based management in all academic and administrative units of the college.

Objectives:

- Train all unit managers in business process analysis
- Incorporate business process review for all units through Program Review

Technology

The impressive technological infrastructure of the college must be tightly focused on improvements in classroom instructional technology, online learning, adaptive learning, lecture capture, and the technologies that are overtaking higher education. All of these tools, however, require training and support. To support the rapid pace of technological change in higher education the college will move toward increased use of self-service training via online training platforms. The same trend toward self-service is also evident when it comes to data, and so the college will seek out new resource planning tools in key administrative areas in order to significantly reduce expenses in those areas and improve data quality.

Objectives:

- Assess space and technology needs for all academic and administrative units in order to establish long-term requirements and minimize unplanned requests

- Implement new Enterprise Resource Planning tools and business processes in Payroll, Human Resources, and Finance

Success – Overview

Students succeed when they meet the goals they set for themselves, but it is also reasonable to acknowledge that our students sometimes need help in setting those goals. ECC will be an institution that promotes exploration while reducing wasted credits and keeping students on track toward their considered objectives. In the transfer and workforce areas this will mean ensuring that students have the best possible transfer or career counseling all the way from the intake process through to graduation and beyond. ECC will be an institution that takes ownership of the successes and failures of our students while they are with us and after they go on to other pursuits.

ECC's focus on success will yield the following initiatives:

Applied and Experiential Learning

ECC has always focused on making education practical and applicable to the lives and jobs of our students. This focus is not in conflict with a love of knowledge and artistry for its own sake, but instead supports it by challenging us to creatively apply what we know to our communities, to our environment, and to our future goals. As such, the focus on applied learning fits equally well into the transfer and the workforce track. Those who seek to continue their education at a four-year institution will need to apply their ECC learning to that future degree, while those who seek to enter the workforce directly will need to understand how their learning applies to their future jobs.



2016 Northeast Regional Culinary Competition at ECC's North Campus

Objectives:

- Promote applied learning opportunities via the Career Resource Center in order to facilitate student access to – and preparation for – service learning, volunteer efforts, and internships
- Establish institutional database to track applied learning opportunities and activities
- Adopt software to connect students and prospective employers via jobs and internships
- Enhance Erie Community College's role as an apprenticeship hub

Successful Transfer

For half a century ECC has sought to promote the transfer of its students into four-year programs. This core mission of the college is currently met by 17 Associate in Arts or Associate in Science degrees that facilitate transfer and four-year completion. The development of the SUNY Transfer Paths and the SUNY Seamless Transfer initiative has established an easier transfer pathway for our students, but this can only be accomplished if we succeed in making those pathways available to them and reduce the amount of confusion associated with transfer.

Objectives:

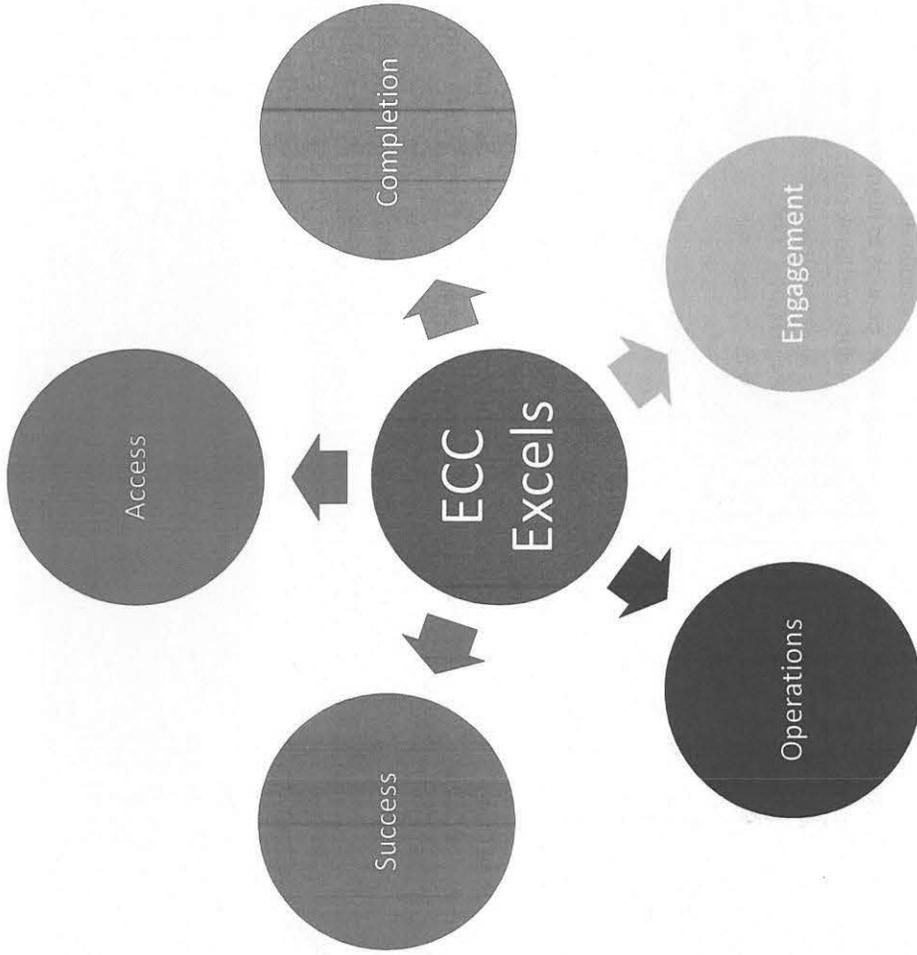
- Utilize National Student Clearinghouse reports to assess whether students are transferring to the campus of their choice

and develop a transfer rate for all academic programs

- Establish guided curriculum pathways to facilitate seamless transfer
- Integrate transfer counseling into intake process during orientation
- Promote dual admissions during intake as part of the formal application process
- Require the adoption of a SUNY Transfer Path during the application process
- Increase use of stackable certificates for all incoming students to facilitate dual awards upon graduation

Appendixes

1. ECC Excels Matrix – Approved by ECC Board of Trustees June 30, 2016
2. Sample Dashboard for Completion Target #7 – College Retention
3. Sample Associated Projects for Completion Target # 7 – College Retention
 - a. Project 5 – Lowering Textbook Costs
 - b. Project 29 – Identifying Communication Gaps Inhibiting Completion
 - c. Project 30 – Addressing Communication Gaps Related to Completion



Mission Statement

Erie Community College meets the needs of a diverse student body and contributes to regional economic vitality by providing high-quality, flexible, affordable and accessible educational programs committed to student success.

Vision Statement

Erie Community College will serve as an innovative learning resource by striving for universal access to lifelong learning, catalyzing economic and cultural development, and supporting a diverse and mobile student body.

1.75% Annual Enrollment Growth Starting in 2017-18
1.25% International Student Enrollment

15% Overall Staff Diversity Rate
18% Faculty Diversity Rate

3% Annual Online Growth Rate
Join Open SUNY+ by Fall 2019

Affordability		Capacity		Task Force - Access		Diversity		Enrollment	
Focus Area	Goals	Capacity	Initiatives	Curriculum					
Accessibility	1. Increase enrollment by providing programs and services that are accessible and adapt to students' personal needs		1. Establish a transition system in line with research and best practices to facilitate student readiness and success through an individualized case management to self-advocacy plan 2. Increase accessibility to ECC for students who require transportation, housing, and food plans allowing ECC to compete with other colleges						
Cost	1. Explore the effect of costs and aid on enrollment and recommend a five-year tuition plan to optimize enrollment		1. Develop a rational tuition plan to provide students information regarding tuition and fee costs for the upcoming 2 years prior to their enrollment at ECC 2. Evaluate student cancellation policies to identify best practice 3. Identify opportunities to reduce textbook costs for students through the use of open educational resources						
Curriculum	1. Align curriculum with regional workforce and transfer needs 2. Align ECC's offerings with student demand for non-traditional schedules (evenings, weekends)		1. Establish academic master plan based on formal demand analysis for the WNY region to ensure alignment with regional transfer and workforce needs 2. Establish dedicated seed fund to respond quickly to market and transfer needs and incentivize curriculum development through internal mini-grants 3. Align curriculum development with facilities planning and set aside future spaces for potential programs 4. Realign Division of Engineering and Technologies to reflect industry distinction between trades and other technology industries 5. Establish stackable certificates to facilitate dual awards upon graduation						
Distance Learning	1. Grow online enrollment 3% annually 2. Establish at least one Open SUNY+ program by Fall 2019		1. Increase instructional designer capacity to train new faculty to teach online 2. Identify largest-enrolled courses not currently offered online for possible transition 3. Increase access to support services for those who choose not to physically access the campus 4. Develop a phased process to ramp up to Open SUNY+ rollout						
Employee Diversity	1. Increase the diversity of ECC's employees		1. Update the Balanced Workforce Plan 2. Develop additional programming around diversity and inclusion 3. Provide diversity training for departments and hiring committees						
Intake	1. Increase yield by creating a simple, seamless pathway from admission to arrival on campus		1. Increase institutional collaboration while streamlining the process for students 2. Identify opportunities to infuse retention messaging throughout the intake cycle 3. Improve the speed and efficiency of incoming transcript processing via ImageNow workflow software						
Non-Credit and High School Enrollment	1. Maximize enrollment in non-credit and high school programs such as Workforce Development, Advanced Studies, and Pathways 2. Grow FTE funding for Advanced Studies by 2% each year		1. Review and rebuild the existing pipeline for under-prepared students 2. Market credit-bearing academic programs within ECC's non-credit offerings 3. Coordinate Advanced Studies Professional Development Course Review Workshop each year 4. Offer on-campus tours to Advanced Studies students each semester 5. Visit and market to area high schools to expand AS partnerships/courses 6. Increase partnerships until every high school in Erie County offers an ECC Advanced Studies course						
Recruitment	1. Optimize new student enrollment through effective marketing and outreach		1. Develop a Strategic Recruitment Plan that differentiates between the diverse populations that ECC serves (High School, Adult Populations, etc.) and that harmonizes the efforts of the offices of Advanced Studies, Transition Programs, and Recruitment 2. Develop a comprehensive communication plan that carries students from first contact through application						

E C C E X C E L S		C O M P L E T I O N T A R G E T S	
62% First-Time/Full-Time Retention Rate	2,300 Degrees Awarded Annually	Grant 400 Reverse Transfer Degrees by 2020	
40% First-Time/Part-Time Retention Rate	500 Certificates Awarded Annually	25% 3-Year Graduation Rate	

Persistence		Task Force - Completion		Retention
Focus Area	Goals	Initiatives	Completion	
Communication	1. Ensure that students and faculty receive all appropriate communications relevant to student completion	1. Identify current communication gaps related to completion 2. Increase automated and customized communication to students and faculty via Colleague Communications Management in order to minimize manual processing and ensure consistency		
Completion Workflows	1. Streamline completion workflows to maximize retention and graduation	1. Transition to electronic self-service for graduation and change of major 2. Intensify reverse transfer efforts to identify current and former students with large number of credits who are eligible for degrees and finalize the awards		
Data	1. Ensure that all faculty and staff have the data necessary to maximize completion 2. Improve reporting productivity and reduce manual processes 3. Develop master plan for ECC's Data Architecture	1. Develop student success dashboards for academic advisors and department chairs 2. Construct a 360-degree view of student activity that tracks classroom performance and support service use in order to respond to gaps while they are occurring 3. Improve report prioritization and effort coordination to reduce the number of new reports and free up report-writers for proactive projects 4. Eliminate green bar printing 5. Develop Data Architecture Platform (i.e., Reporting Datamart/Data Warehouse) to store, track, and visualize key performance indicators 6. Develop data governance process with all business areas of the college		
Distance Learning Success	1. Identify and address barriers to student success in online courses and programs 2. Grow the online support structure for students and faculty	1. Complete Open SUNY self-assessment 2. Expand instructional design services to faculty 3. Expand technical support for students and faculty 4. Grow distance learning program staffing in line with enrollment increases 5. Increase availability of online tutoring and mentoring for high-enrolled courses with low pass rates		
Student Placement	1. Identify student readiness gaps and develop customized success plans for incoming students	1. Identify student gaps in college readiness during placement testing in order to customize student support 2. Utilize student self-assessment of educational dispositions to develop customized success plans		
Support	1. Customize support structures around individual student needs 2. Increase consistency of departmental advising and support	1. Utilize predictive profiles of all students to generate action plans and market the availability of support structures to students 2. Increase capacity of academic support staff to triage at-risk students 3. Consistently promote 15-credit loads for full-time students 4. Define student support structures through self-determined student goals 5. Identify targeted solutions to promote student health and wellness		

T a s k F o r c e - O p e r a t i o n s		Modern Facilities
Administrative Efficiency		Technological Innovation
Focus Area	Goals	Initiatives
Administrative Processes	<ol style="list-style-type: none"> 1. Rationalize course scheduling 2. Assess all business processes and eliminate or reduce duplicative or wasteful processes 	<ol style="list-style-type: none"> 1. Review current practice of rollover course scheduling and adopt an electronic scheduling system that responds to student demand, maximizes space utilization in response to JMZ's 2013 analysis, and assigns rooms based on size and equipment requirements while preserving reasonable instructor preferences 2. Train all unit managers in business process analysis 3. Incorporate business process review for all units through Program Review
Facilities	<ol style="list-style-type: none"> 1. Develop a facilities master plan and long-term facilities planning within all units 2. Assess campus signage and beautification through a detailed and phased plan 3. Assess student housing needs and make final recommendations 4. Establish School of Nursing 	<ol style="list-style-type: none"> 1. Identify and re-purpose vacated instructional spaces as a result of STEM building construction 2. Conduct comprehensive room utilization study to assess current underutilization as recommended by JMZ 3. Develop cost estimates for external and internal signage improvements and prioritize 4. Identify specific beautification projects through college-wide survey of all units for phased implementation 5. Adopt Facilities Performance Indicators and perform periodic assessment in each Facilities area 6. Require that all Facilities projects be vetted for long-term planning purposes as defined by ECC Excells 7. Establish student housing at all three campuses 8. Raise the necessary funds for a signature School of Nursing downtown 9. Prioritize facilities work in instructional spaces based on usage analysis in order to maximize impact
Finance	<ol style="list-style-type: none"> 1. Connect resource allocation fully to planning and assessment 2. Establish multi-year financial plans in all units and the college 	<ol style="list-style-type: none"> 1. Develop clear budgeting guidelines and budget hearing processes to require assessment of prior and future expenditures and connection to ECC Excells focus areas in a prioritized manner 2. Train all units on financial planning and budget management 3. Draft an analysis of the college's financial outlook over the medium and long term (5, 10, and 15 years) based on current as well as contingent assets and liabilities
Quality	<ol style="list-style-type: none"> 1. Establish a culture of continuous improvement in all units 2. Build periodic and sustainable assessment into all units 	<ol style="list-style-type: none"> 1. Build performance indicators into action plans for all academic and non-academic units 2. Enforce regular reporting and supervisory review for all academic and non-academic unit action plans 3. Establish instructional training programs for new faculty that promote educational best practices and utilize the collective expertise of master educators at ECC
Technology	<ol style="list-style-type: none"> 1. Provide continuous infrastructure improvements to ensure the security, integrity and reliability of information technology resources 2. Create staff development strategies in CITS that support innovation and constant change 3. Reduce on-going information technology maintenance and support expenses 	<ol style="list-style-type: none"> 1. Conduct assessment and estimates of space needs for all offices and programs and match against available instructional technologies 2. Assess technological needs of the distance learning program 3. Implement new enterprise resource planning tools and business processes in Payroll, HR, and Finance 4. Use specialist IT recruiters to find the most qualified staff 5. Identify technological training needs for faculty and staff and promote self-service options 6. Implement lecture capture tools to support all course modalities by fall 2018 7. Evaluate and implement cloud services for existing and new services

Applied Learning		Financial Literacy		Transfer		Wages and Employment	
Focus Area	Goals	Initiatives	Task Force - Success	Transfer	Wages and Employment	Transfer	Wages and Employment
Applied Learning	<ol style="list-style-type: none"> Increase visibility of applied learning among faculty Improve the ability of academic programs to connect students to employers 	<ol style="list-style-type: none"> Promote applied learning opportunities via the Career Resource Center in order to facilitate student access to – and preparation for – service learning, volunteer efforts, and internships Establish institutional database to track applied learning opportunities and activities Adopt software to connect students and prospective employers via jobs and internships Enhance ECC's role as an apprenticeship hub in order to build networks between employers and students Identify service learning opportunities in all academic programs 	<ol style="list-style-type: none"> Develop professional development series for faculty and staff Become an institutional participant in the SUNY Study Abroad program Improve transportation services between campuses to facilitate taking classes on more than one campus and reduce course and program duplication Increase programs that provide case management to self-advocacy 				
Multicultural Experiences	<ol style="list-style-type: none"> Enhance student experience by providing programming that teaches and exposes students to multi-cultural experiences, language studies, education abroad, and international student enrollment 						
Workforce Success and Job Linkage	<ol style="list-style-type: none"> Improve student preparation for successful possible launch into further education, career and citizenship Teach programs how to take greater ownership of student workforce success 	<ol style="list-style-type: none"> Establish agreement with NY State Department of Labor to track student workforce success by gaining access to wage and employment data from the state's Unemployment Insurance database Establish reporting structure to gauge progress on all Job Linkage Incentive Funding measures and promote among academic and non-academic offices Improve reporting to academic departments to measure workforce success and connect to Program Review 					
Successful Transfer	<ol style="list-style-type: none"> Ensure students have seamless and successful transfer to four-year degrees Identify additional credentialing opportunities via minors and double majors 	<ol style="list-style-type: none"> Utilize National Student Clearinghouse reports to assess whether students are transferring to the campus of their choice and develop a transfer rate for all academic programs Establish guided curriculum pathways to facilitate transfer Integrate transfer counseling into intake process during orientation Promote dual admissions and SUNY Transfer Path adoption as part of the admissions application 					
Financial Literacy	<ol style="list-style-type: none"> Improve financial literacy to reduce post-ECC debt loads 	<ol style="list-style-type: none"> Promote SUNY Smart Track program to all students 					

**Retention Analysis in Support of Completion Target # 7:
Achieve a 62% Retention Rate**

**First-Time, Full-Time 1 Year Retention Rates for Matriculated Students
SUNY Community Colleges in Associates Programs - Excluding FIT**

Source: SUNY Business Intelligence - Cohort Rank Order 1 Year Retention Dashboard

	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	as of Fall 2015
First-Time Full-Time Student Retention							
Entering Fall	2008	2009	2010	2011	2012	2013	2014
First-Time, Full-Time in a Program Cohort	2,671	2,738	2,648	2,456	2,404	2,517	2,199
ECC	61.0%	59.3%	53.8%	52.3%	54.0%	53.5%	54.4%
Large-College Peer Group	66.5%	63.9%	63.2%	63.6%	64.2%	65.1%	66.0%
SUNY CCs	63.9%	61.7%	59.9%	60.0%	61.4%	61.9%	61.5%
National	59.0%	59.9%	58.9%	58.2%	n/a	n/a	n/a

Notes

- Large College Peer Group: Hudson, Monroe, Nassau, Suffolk, and Westchester

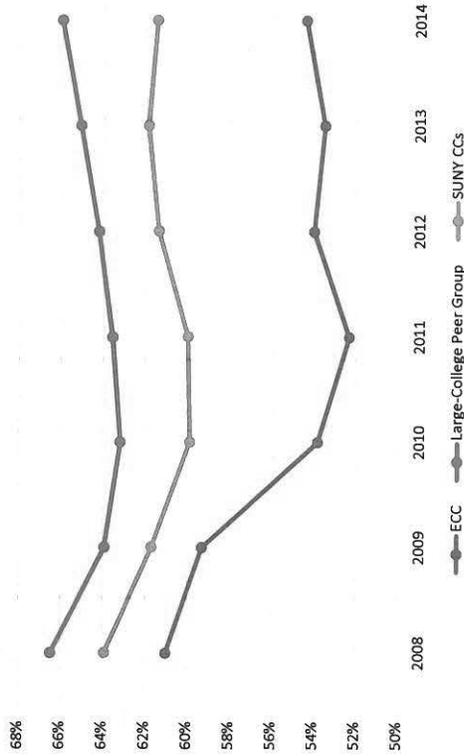
SUNY BI Query

	Higher Education History is equal to Undergraduate First-Time
and	Full or Part Time is equal to / is in Full Time
and	In Program or Not is equal to / is in In Program
and	Award Level Description is equal to Associates
and	Campus Type Description is equal to Community Colleges
and	Home or Non-Home Admission Status is equal to / is in Home Institution Student

[Click Here for Detail Table for all SUNY Community Colleges](#)

ECC Retention vs SUNY

(Large College Peer Group includes Hudson, Monroe, Nassau, Suffolk, & Westchester)



**Second Level of Retention Analysis in Support of Completion Target #7:
First-Time/Full-Time 1-Year Retention Rates for all SUNY Community Colleges**

**First-Time, Full-Time 1 Year Retention Rates for Matriculated Students
SUNY Community Colleges in Associates Programs - Excluding FIT**
Source: SUNY BI - Cohort Rank Order 1 Year Retention Dashboard

Campus Name	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Adirondack	58.2	58.6	63	56	56.1
Broome	59.6	57.7	59.1	58.4	56.9
Cayuga County	50.2	55	55.7	55.6	55.7
Clinton	48.5	54.1	54.5	57.7	61.2
Columbia-Greene	59.4	66.1	62.1	63.9	58.9
Corning	55.4	56.9	57.9	57.6	56.2
Dutchess	63.1	63.3	59.2	62.7	63.3
Erie	53.8	52.3	54	53.5	54.4
Finger Lakes	53.9	52.5	49.2	55.6	53.6
Fulton-Montgomery	51.6	54.5	56.8	53.3	52.6
Genesee	53.9	53.5	51.8	56.2	55.8
Herkimer County	50.7	54.3	58.8	56.9	61.6
Hudson Valley	52.1	54.9	57.1	56.5	56.7
Jamestown	61.7	58.7	60.1	58.1	59.5
Jefferson	54.1	55.9	56.2	23	55
Mohawk Valley	56.6	54.2	56.8	58.3	58.5
Monroe	56.9	60.7	58.6	60.7	60.9
Nassau	71.5	72	73.4	70.2	72.7
Niagara County	59.6	58.4	65.4	63.3	64.2
North Country	51.1	50.9	61.3	51	49.3
Onondaga	56.2	53.5	54.6	57.1	57.5
Orange County	57.4	60.1	64.1	64	62.8
Rockland	69.7	70.7	71.4	70.3	67.8
Schenectady County	52.7	56.2	57.8	57.3	56.9
Suffolk County	66.3	64.7	63.9	67.2	69.3
Sullivan County	52.1	49.2	50.3	50.3	59.8
Tompkins Cortland	53	47.2	52.2	52.7	51.6
Ulster County	53.7	57.1	61.9	64.5	57.9
Westchester	62.7	59.6	64	66	64

SUNY BI Query

and	Higher Education History is equal to
and	Full or Part Time is equal to / is in Full Time
and	In Program or Not is equal to / is in In
and	Award Level Description is equal to Associates
and	Campus Type Description is equal to
and	Home or Non-Home Admission Status is equal to / is in Home Institution Student

Project ID (Do Not Edit)	5
Focus Area	Access
Work Group	Cost
Goal	Explore the effect of costs and aid on enrollment and recommend a five-year tuition plan to optimize enrollment
Initiative	Identify opportunities to reduce textbook costs for students through the use of open educational resources
Project Sponsor	D'Aquino
Project Manager(s)	Patty Kaiser, David Usinski, Fabio Escobar
Project Team	Ryan Grimmer, Ed Holmes, Colleen Quinn, Pat Ryan, Bookstore Representative
Initiation	Year One (2016-2017)
Planning	Year One (2016-2017)
Execution and Control	Year One (2016-2017)
Closure	Year Two (2017-2018)
Performance Indicators	<ul style="list-style-type: none"> Reduction in textbook costs to students Increase in course completion rate in OER courses Establishment of OER badging system
Reporting Frequency	Monthly
Resources Needed	<ul style="list-style-type: none"> Funds to secure OER materials
Budget	Approx. \$4K for OST Partnership
Supervisor	Washousky
Active	Y
Recent Activity	<ul style="list-style-type: none"> Project manager meeting on 9/7/16; will move forward on conversations for OST contract pending resolution of specified concerns; badging system is in development and conversations with FFECC will begin within two weeks; full team meeting will take place within next month. Faculty teaching and scholarship survey (IRAAP) will include OER question set.
Completion Percentage	20%
Last Updated	10/20/16

Project ID (Do Not Edit)	29
Focus Area	Completion
Work Group	Communication
Goal	Ensure that students and faculty receive all appropriate communications relevant to student completion
Initiative	Identify current communication gaps related to completion
Project Sponsor	D'Aquino
Project Manager(s)	Nuriyah Clark
Project Team	Fabio Escobar
Initiation	Year One (2016-2017)
Planning	Year One (2016-2017)
Execution and Control	Year One (2016-2017)
Closure	Year One (2016-2017)
Performance Indicators	<ul style="list-style-type: none"> Completed surveys to chairs, faculty, and students Delivery of complete report on communication gaps with faculty, staff, and students that impede student completion
Reporting Frequency	Monthly
Resources Needed	<ul style="list-style-type: none"> Surveying Support from IRAAP
Budget	
Supervisor	D'Aquino
Active	Y
Recent Activity	Report Expected 9/13/16 at IPA
Completion Percentage	20%
Last Updated	9/6/2016

Project ID (Do Not Edit)	30
Focus Area	Completion
Work Group	Communication
Goal	Ensure that students and faculty receive all appropriate communications relevant to student completion
Initiative	Increase automated and customized communication to students and faculty via Colleague Communications Management in order to minimize manual processing and ensure consistency
Project Sponsor	Washousky
Project Manager(s)	Fabio Escobar
Project Team	Peter Decarolis, Dave Arlington, Mark Hoerber
Initiation	Year One (2016-2017)
Planning	Year One (2016-2017)
Execution and Control	Year One (2016-2017)
Closure	Year Two (2017-2018)
Performance Indicators	<ul style="list-style-type: none"> • Development of a communication calendar to address communication gaps related to completion • Identification of transactional communication gaps (e.g., communication that could go out whenever a specific Colleague event occurs in the student's record)
Reporting Frequency	Monthly
Resources Needed	<ul style="list-style-type: none"> • End-User Support Specialist time and effort
Budget	<ul style="list-style-type: none"> • In-House IT Personnel • Possible Colleague Consultant Need
Supervisor	Reuter
Active	Y
Recent Activity	Meeting with D. Arlington, F. Escobar, and P. Decarolis on CM projects scheduled for 10/5/16; meeting resulted in identification of options for CM as well as a request made for consulting hours. Hours were approved by CIO Lakhavani and the project will move forward to a 2-hour phone conference with a Colleague CM consultant followed by further planning for specific communication events;
Completion Percentage	20%
Last Updated	10/3/16