

*Catalyst 2020*  
*Annual Plan 2020-2021*  
*COVID-19 Recovery Plan*

**1. INCREASE STUDENT COMPLETION**

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

1A.1 Increase the quantity of online tutors and the number of available online tutoring hours per the tables below. (Director of the Learning Commons)

Tutors	Current Number of Tutors	Fall 2020 Number of Tutors	Percent Increase
Peer	9	15	67%
Professional	25	35	40%
Total	34	50	47%

Tutors	Current Number of Hours per Week	Fall 2020 Number of Hours per Week	Percent Increase
Peer	120	200	67%
Professional	550	700	45%
Total	670	900	49%

1A.2 Increase/scale SSAs regular contact with students by creating and implementing the following for fall 2020: (Directors of Holistic Student Support)

- A schedule of nudges from Persistence Plus for all student-facing text communications that is based on the cadence of the academic calendar and historical student needs.
- A communication plan that includes at least seven (7) touch points per semester between SSAs and the students contained within their caseloads to reintroduce/remind the students that the SSAs are a primary support; address inquiries about specific challenges that a student may be facing (books, Maslow needs, etc.); provide academic discipline-related information; initiate individual appointments for advisement, etc.

1A.3 Create a process map for dissemination to faculty and staff to produce consistency in practice and increased use of Starfish, leading to the attainment of the following metrics: (Directors of Holistic Student Support & Academic School Deans)

- Increase faculty use of Starfish to raise concerns to students by 73% from 23% to 40%.
- 100% of faculty referrals seeking the assistance of a student support office will be made using the Starfish platform.

1A.4 Identify four to six (4-6) gateway courses and organize/implement programmatic student study groups at recurring times. (Director of Learning Commons & Directors of Holistic Student Support)

1A.5 Implement a reminder tool such as a rotating banner, within existing college application software (e.g., Blackboard and Hawks Life app) to increase student awareness of and facilitate student access to available support resources by fall 2020. (Directors of Holistic Student Support & Director of the Learning Commons)

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

1B.1 Create and implement a student-facing communication plan to provide students with course-specific academic progress information at four disparate times per semester to focus the college's intrusive intervention protocols. (Academic School Deans, Dean of Student Enrollment, and Executive Director of Marketing and Communication)

1B.2 Create a cohesive career planning curriculum for fall 2021 implementation. (Academic School Deans & Coordinator of Career Services)

**1C. Increase the student success rate (VFA criteria-6 year cohort model).**

- 1C.1 Revise the student intake survey to gather information concerning students' at-home access to computers and reliable internet and develop and implement a mechanism to collect information concerning students' access to required, course-specific technology (e.g. computer processor speed, computer operating system, etc.). (Directors of Holistic Student Support & Academic School Deans)
- 1C.2 Initiate a common user practice of the Mongoose texting platform that results in each text ending with a formulated question to increase student response rate from 14% to 20%. (Dean of Student Enrollment & Dean of Student Support)
- 1C.3 Determine baseline response rate of students receiving Persistence Plus nudging. (Dean of Student Enrollment & Dean of Student Support)

**2. STRENGTHEN THE EDUCATIONAL PIPELINE**

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

- 2A.1 Maintain Dual Credit enrollments in light of Covid-19 through purposeful outreach efforts and creative partnerships. (Director of Dual Credit)
- 2A.2 Launch the PROPEL program with western Oneida County school districts at the Rome Campus. (Asst. VP & Assoc. VP for Workforce Development)

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

- 2B.1 Create a Partnership with Empire State College to increase completer baccalaureate programs on the MVCC Utica Campus by at least one (1). (VP for Learning and Academic Affairs)

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

- 2C.1 Create at least two (2) new "Career Transfer Paths" from K-12 through MVCC to baccalaureate and professional programs terminating in careers. (Asst. VPs)

**3. ADVANCE DIVERSITY AND INCLUSIVENESS**

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

- 3A.1 Expand diversity advertisement outlets by three to five (3-5) to solicit and increase diverse applicants. (Executive Director of Human Resources)
- 3A.2 Redesign and implement recruitment training for all screening committee members and hiring managers to address diversity and inclusiveness. (Executive Director of Human Resources)
- 3A.3 Seek at least one grant opportunity for support of diversity employment; such as Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG). (Asst. VPs)

**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 Expand availability of and promote the Business and Criminal Justice Adult Degree Programs (ADP) to adult students and identify and convert at least two (2) additional programs into ADPs for fall 2021 implementation. (Asst. VPs & Director of Admissions)
- 3B.2 Develop at least two (2) additional programs to be offered as 100% online and increase online program enrollment by 20% for fall 2021. (Asst. VPs).

**4. DEVELOP THE WORKFORCE AND COMMUNITY**

**4A. Develop or redevelop programs (credit and noncredit) annually to meet community needs.**

- 4A.1 Migrate at least five (5) high-demand noncredit programs to a distance learning format to maintain continuity of training services. (Director of CCED)

- 4A.2 Create at least four (4) workforce development advisory boards in collaboration with Academic Affairs and hold at least one (1) meeting per advisory board to assess community programming needs. (Director of CCED/Academic School Deans)
- 4A.3 Create a procedure to market and confer micro-credentials and add at least four (4) new IT, advanced manufacturing, and/or human services-related micro-credentials to the College's portfolio. (Asst. VPs)

**4B. Develop community partnerships annually with educational impact.**

- 4B1. Develop at least one (1) training partnership with Cree. (Asst. VP, Assoc. VP for Workforce Development & VP of Development)
- 4B2. Expand registered apprenticeship efforts into the human services sector by partnering with at least two (2) agencies in the implementation of apprenticeship programs. (Asst. VP & Assoc. VP for Workforce Development)