

Mohawk Valley Community College

Strategic Framework

2024-25 Annual Plan

STRATEGIC CONTEXT

Several key factors guide the annual planning process in the context of serious and stubborn forces that are not working in favor of community colleges.

1. We must ensure social and economic mobility for our graduates.
2. We must ensure a skilled workforce to advance regional economic development .
3. 58% of adults in the region have less than an associate's degree; 29% w/BA or more – ten percentage points below the New York state average.
4. While our three-year graduation rate is the best among two-year SUNY colleges, it has plateaued around 34-35% and our strong six-year student success rate has also plateaued around 74-75% in recent years.
5. When MVCC students transfer, they succeed above national benchmarks, but the percentage of students who do transfer remains below national benchmarks.
6. While equity gaps for Black and Hispanic students have been eliminated for six-year student success rates, the gaps remain for two and three-year graduation rates.
7. With 60% of credit enrollment occurring through pipelines and partnerships, systems must be redesigned to better align accommodate future opportunities.
8. While we serve the second highest percentage of Pell-eligible students within in the SUNY system, we also have the 2nd highest student loan default rate among SUNY two-year colleges.
9. New York State continues to invest significant funding into SUNY who directs supports the four-year sector while disinvesting in community colleges, leaving those colleges to compete for a complex array of workforce development funds.

STRATEGIC FRAMEWORK with Annual Objectives and Action Items

1. **INCREASE STUDENT COMPLETION**
 - 1A. **Increase the fall-to-fall retention rate (ATD rate- 3-year cohort model).**
 - 1A1. Formulate a comprehensive plan to enhance student retention and enhance student achievement.
 - 1B. **Increase the graduation rate (ATD rate- 3-year cohort model).**
 - 1B1. Identify gateway courses for all programs, analyze success rates, and design appropriate interventions.
 - 1C. **Increase the student success rate (VFA criteria-6-year cohort model).**
 - 1C1. Offer structured career coaching and advising to all incoming students to ensure they get on and stay on a career/academic path.
 - 1D. **Assess general satisfaction and goal achievement while still enrolled at MVCC.**
 - 1D1. Analyze the results of the SUNY Student Satisfaction Survey and design appropriate interventions.

2. **STRENGTHEN THE EDUCATIONAL PIPELINE**
 - 2A. **Strengthen outreach efforts to increase the number of K-12 career and educational opportunities.**
 - 2A1. Classify all dual credit and non-credit workforce students in a pathway through bachelor's degree and/or career.
 - 2B. **Strengthen partnerships to increase the number of bachelor and graduate program partners and students enrolled in completer programs.**
 - 2B1. Re-examine transfer agreements for quality over quantity as part of deepening relationships with top five receiving institutions.
 - 2B2. Design programs and events with transfer colleges to facilitate seamless transitions for transfer students.
 - 2C. **Strengthen transfer success by increasing the percentage of AA and AS graduates who transfer to a four-year institution.**
 - 2C1. Assess Guided Pathways changes thus far and strengthen the "Ensure Learning" Pillar by designing data sets for Post-Graduate Transfer Outcomes.

3. **ADVANCE DIVERSITY AND INCLUSIVENESS**
 - 3A. **Advance faculty and staff recruitment to reflect the diversity evident in the MVCC student population.**
 - 3A1. Expand recruitment outlets by 2 to increase diverse applicants.
 - 3A2. Develop new programs focused on increasing DEI awareness to create a welcoming environment for new employees.
 - 3B. **Advance student recruitment, offerings, and services to support and increase diversity & inclusion within the total student population.**
 - 3B1. Disaggregate student data to support the enrollment and retention of special populations by providing tailored programs, interventions, and resources to meet their unique needs and goals.
 - 3B2. Identify the data necessary to understand what cohorts of students default on student loans to reduce the overall percentage of the student loan default rate.
 - 3C. **Strengthen Universal Design for Learning (UDL) practices for course delivery.**
 - 3C1. Design professional development opportunities to understand and utilize Universal Design Principles.

4. DEVELOP THE WORKFORCE AND COMMUNITY

4A. Deepen collaborations with industry partners and governmental agencies to facilitate regional economic growth.

4A1. Develop and formalize a process that allows for employer relationships to support student job seeking and career development programming and leverage the growing alumni mentoring database to connect students with meaningful alumni-driven career activities.

4A2. Review and analyze Department of Labor Data to understand our impact on economic mobility of entry-level program students.

4A3. Develop Rome community partnerships to benefit Rome campus students and/or increase campus use.

4B. Develop/refine curricula to create additional educational pathways that address regional workforce needs.

4B1. Expand partnerships with Mohawk Valley Health Systems, Turning Stone Resort and Casino, Indium Corporation, The Fountainhead Group, Gilroy Kernan & Gilroy, and the Utica National Insurance Group with the goal of increasing offsite instruction and adult cohorts.

4B2. Human Services and Chemical Dependency faculty will develop one new microcredential or certificate within each AAS program to support professionals entering or working in the field.

4B3. Education Program faculty will increase the transfer acceptance rate by revising adolescence education programs to reflect NYS certification requirements and align with at least two transfer schools.

4B4. The School of STEM (Career) will design and implement curriculum revisions to HVAC, Electrical Technology, Aircraft Maintenance, Airframe and Powerplant Certificate, and investigate an integration of Geospatial Technology with the Remotely Piloted Aircraft Systems and/or Civil Engineering Technology Program.

4C. Develop and/or scale applied learning opportunities with companies and organizations.

4C1. Expand Apprenticeship offerings in the fields of Teacher Assistant and Project Management.

4C2. Connect at least 100 students with on-site job shadowing experiences through Career Services.

4D. Improve post-graduation employment and income outcomes.

4D1. Expand opportunities for helping students explore career interests and gain knowledge needed for career planning and success.

4D2. Assess Guided Pathways changes thus far and strengthen the "Ensure Learning" Pillar by designing data sets for Post-Graduate Employment Outcomes.